



PE Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** from Early Years to the end of Key Stage 2. It ensures that learning is sequenced logically so that knowledge builds securely over time. At Ordsall, we define these types of knowledge as:

Substantive knowledge: The core, established facts and information within a specific subject or field of study.

Disciplinary knowledge: An understanding of the methods, theories, concepts, and perspectives that are unique to a specific subject. Developing the ability to think like someone who works within a particular discipline.

Threads

In PE, key threads run throughout the curriculum, providing continuity and coherence as pupils move through each year group. These recurring ideas help children make connections between different components of learning, deepen their understanding over time, and build a secure foundation of both substantive and disciplinary knowledge. We have identified the following threads within our curriculum.

Physical Competence	Health and Fitness	Rules, Strategies and Tactics	Evaluation and Analysis
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Physical Competence: Developing physical competence to excel in a broad range of physical activities.

Health: Physical and mental wellbeing.

Fitness: The condition of being physically capable of engaging in physical activity for a sustained period of time.

Rules: A set of explicit or understood regulations.

Strategies and Tactics: A plan of how to be successful.

Evaluation and analysis: A reflection on performance to identify strengths and areas to develop.

Disciplinary Knowledge

Within our PE curriculum, we have identified the following core disciplinary areas that shape how pupils learn to think, move, and perform like developing athletes.

Athletics	Group of track and field events including running, jumping and throwing.
Dance	Range of movement patterns used in isolation or in combination.
Fitness	The condition of being physically capable of engaging in physical activity for a sustained period of time.
Fundamental Movement Skills	Basic movements including running, jumping, throwing, catching as well as balance, agility and coordination
Gymnastics	Range of exercises designed to develop flexibility, strength, technique, control and balance.
Outdoor and Adventurous Activities	Activities that involve team and individual challenges that develop problem-solving, communication and resilience in outdoor environments
Yoga	Physical and breathing exercises to improve physical and mental wellbeing
Invasion	Team game in which players invade opponent's territory in order to score.



Net/Wall	Team or individual game in which players send an object over a net or towards a wall, making it difficult for an opponent to return.
Striking and Fielding	Team game in which one team aims to score points by striking an object and running to or around a designated area, whilst the opposing returns the object back to a designated area as quick of possible in order to prevent points being scored.
Target	Game in which the objective is to hit a target with accuracy and precision
Swimming	Knowledge of how to swim competently, confidently and proficiently.

Coverage Map

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	x	x	x	x	x	x	x
Dance	x	x	x	x	x	x	x
Fitness		x	x	x	x	x	x
Fundamental Movement skills (Locomotion)	x	x	x				
Fundamental Movement skills (Object control)	x	x	x				
Gymnastics	x	x	x	x	x	x	x
Outdoor and Adventurous Activities		x	x	x	x	x	x
Yoga	x	x	x				
Invasion (General)		x	x				
Invasion (Netball, Hockey & Tag Rugby)				x		x	
Invasion (Football, Basketball & Handball)					x		x
Net/Wall (Tennis)				x		x	
Net/Wall (Badminton)					x		x
Striking and Fielding (Rounders)				x		x	
Striking and Fielding (Cricket)					x		x
Target (Dodgeball)				x	x	x	x
Swimming							x



Progression in Disciplinary Knowledge

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics								
Running		Know how to run and stop safely.	Know how to run at different speeds.	Know the sprinting action	Know the sprinting technique and apply it to relay events.	Know how to use speed and pace in relation to distance. Know how to use power and speed in the sprinting technique.	Know how to fluently and show co-ordination when running for speed in relay changeovers. Know how to effectively apply speeds appropriate for the event.	Know how to demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
Jumping		Know how to jump and hop safely.	Know how to use balance whilst jumping and landing. Know how to hop, jump and leap for distance.	Know how to jumping, hopping and skipping actions. Know how to safely jumping for distance and height.	Know how to use technique when jumping for distance in a range of approaches and take off positions.	Know how to use technique when jumping for distance.	Know how to use power, control and technique in the triple jump.	Know how to consistently use power, control and technique in the triple jump.
Throwing		Know how to throw to a target.	Know how to throw for distance and accuracy.	Know how to use overarm throwing for distance.	Know how to use the technique for a pull throw.	Know how to use power and technique when throwing for distance in a pull and heave throw.	Know how to use technique and power in javelin and shot put.	Know how to use power, control and technique when throwing discus and shot put.
Rules		Know why we have simple rules in PE to keep everyone safe and playing together	Know how following rules helps everyone enjoy the game	Know how following basic rules helps games to be fair and fun for everyone.	Know how rules support fair play and help everyone understand how to take turns and participate.	Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know how enforcing and respecting rules influences fairness and teamwork in different PE games	Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities.



Dance								
Actions	Know how to perform simple movement patterns in time with music	Know how my body moves. Copy basic body actions and rhythms.	Know how to copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.	Know how to accurately remember, repeat and link actions to express an idea	Know how to create actions in response to a stimulus individually and in groups.	Know how to respond imaginatively to a range of stimuli related to character and narrative.	Know how to choreograph dances by using, adapting and developing actions and steps from different dance styles.	Know how to show controlled movement which express emotion and feeling.
Dynamics		Know how to use actions in response to music and an idea.	Know how to use varying speeds to represent an idea.	Know how to use dynamics.	Know how to use dynamics effectively to express an idea.	Know how to change dynamics confidently within a performance to express changes in character.	Know how to confidently use dynamics to express different dance styles	Know how to improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group
Space		Know how to use pathways and the space around me in relation to others.	Know how to use pathways within my performance.	Know how to develop the use of pathways and travelling actions to include levels.	Know how to use direction to transition between formations.	Know how to confidently use changes in level, direction and pathway.	Know how to confidently use direction and patterning to express different dance styles.	Know how to use a variety of compositional principle when creating my own dances.
Relationships			Know how to use actions and pathways with a partner.	Know how to work with a partner using unison, matching and mirroring.	Know how to use formations.	Know how to use action and reaction to represent an idea.	Know how to confidently use formations, canon and unison to express a dance idea.	Know how to use a variety of compositional principle when creating my own dances.
Performance		Know how to perform short phrases of movement in front of others.	Know how to perform on my own and with others to an audience.	Know how to use facial expressions in my performance.	Know how to perform short, self-choreographed phases showing an awareness of timing.	Know how to perform complex dances that communication narrative and character well, performing clearly and fluently.	Know how to perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Know how to demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
Fitness								
Agility			Know how to change direction whilst running.	Know how to demonstrate improved technique when changing direction on the move.	Know how to show balance when changing direction.	Know how to show balance when changing direction at speed.	Know how to demonstrate improved body posture and speed when changing direction.	Know how to change direction with a fluent action and transition smoothly between varying speeds.



Balance			Know how to explore balancing in more challenging activities with some success.	Know how to demonstrate increased balance whilst travelling along and over equipment.	Know how to use more complex activities which challenge balance.	Know how to show control whilst completing activities which challenge balance.	Know how to change my body position to maintain a controlled centre of gravity.	Know how to show fluency and control when travelling, landing, stopping and changing direction.
Coordination			Know how to use co-ordination when using equipment.	Know how to perform actions with increased control when coordinating my body with and without equipment.	Know how to co-ordinate my body with increased consistency in a variety of activities.	Know how to use increased speed when coordinating my body.	Know how to demonstrate increased speed when coordinating my body.	Know how to co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Speed			Know how to run at different speeds.	Know how to running at different speeds.	Know how to use the sprinting technique.	Know how to use improved sprinting technique.	Know how to apply the best pace for a set distance or time.	Know how to adapt running technique to meet the needs of the distance.
Strength			Know how to perform exercises using my own body weight.	Know how to demonstrate increased control in body weight exercises.	Know how to build strength in different muscle groups.	Know how to build strength in different muscle groups	Know how to demonstrate increased technique in body weight exercises.	Know how to complete body weight exercises for increased repetitions with control and fluency.
Stamina			Know how to move for longer periods of time and identify how it makes me feel.	Know how to show an ability to work for longer periods of time.	Know how to use my breath to increase my ability to work for longer periods of time	Know how to use my breath to maintain my work rate.	Know how to use a steady pace to be able to move for sustained periods of time.	Know how to use my breath to increase my ability to move for sustained periods of time.
Fundamental Movement Skills (Locomotion)								
Running	Know how to control my body and balance when I move and when I stay still	Know how to run and stop. Know how to change direction safely.	Know how to change direction and dodge. Know how the body moves at different speeds.	Know how to balance when changing direction. Know how to show different speeds when running.				



Balancing		Know how to balance whilst stationary and on the move.	Know how to move with some control and balance. Know how to be stable and land safely.	Know how to balance when performing movements.				
Jumping and Hopping		Know how to take off and landing safely. Know how to hop on both feet.	Know how to show control in take-off and landing when jumping. Know how to hop in different directions.	Know how to jump for distance, height and in different directions. Know how to hop for distance, height and in different directions.				
Skipping		Know how to skip as a travelling action.	Know how to show co-ordination when turning a rope. Know how to use rhythm to jump continuously.	Know single and double bounce when jumping in a rope				
Fundamental Movement Skills (Object Control)								
Sending	To control my body, balance, and move safely when using equipment like scooters, bikes and balls.	Know how to send an object with hands and feet	Know how to roll and throw with some accuracy towards a target	Know how to roll, throw and kick a ball towards a target				
Catching		Know how to catch to self and with a partner	Know how to catch with two hands and catch after a bounce	Know how to catch a range of objects with two hands with and without a bounce				
Tracking		Know how to stop a ball with hands and feet	Know how to track a ball being sent directly	Know how to consistently track and collect a ball being sent				
Dribbling		Know how to drop and catch with two hands and moving a ball with feet	Know how to dribble with hands and feet	Know how to dribble with hands and feet with increasing control on the move.				



Gymnastics								
Shapes		Know how to show contrast with my body including wide/narrow, straight/curve	Know how to use basic shapes, straight, tuck, straddle, pike.	Know how to use shapes in different gymnastic balances.	Know how to use matching and contrasting shapes.	Know how to develop the range of shapes I use in my sequences.	Know how to perform shapes consistently and fluently linked with other gymnastic actions.	Know how to combine and perform gymnastic shapes more fluently and effectively.
Inverted Movements						Know how to develop strength in bridge and shoulder stand.	Know the progressions of a cartwheel.	Know how to show control in progressions of a cartwheel and headstand.
Balances		Explore shapes in stillness using different parts of my body.	Know how to perform balances making my body tense, stretched and curled.	Know how to remember, repeat and link combinations of gymnastic balances.	Know how to use point and patch balances and transition smoothly into and out of them.	Know how to show control and fluency in individual and partner balances.	Know how to use symmetrical and asymmetrical balances.	Know how to use counter balance and counter tension.
Rolls		Explore rocking and rolling.	Know how to use barrel, straight and forward roll progressions.	Know how to use barrel, straight and forward roll and put into sequence work.	Know how to develop the straight, barrel and forward roll.	Know how to develop the straight, barrel, forward and straddle roll and perform them with increased control.	Know how to develop control in the straight, barrel, forward, straddle and backward roll.	Know how to develop fluency and consistency in the straddle, forward and backward roll.
Jumps		Explore jumping safely.	Know how to use shape jumps including jumping off low apparatus.	Know how to use shape jumps and take off combinations.	Know how to step into shape jumps with control.	Know how to use control in performing and landing rotation jumps.	Know how to select a range of jumps to include in sequence work.	Know how to combine and perform a range of gymnastic jumps more fluently and effectively.
Strategy			Know how starting and finishing positions help to structure and communicate a clear sequence in a performance.	Know how the choice and connection of shapes affects the fluency and overall quality of a sequence.	Know how using different levels in a sequence can enhance its visual impact and engage the audience	Know how changing direction during a sequence adds variety and helps to make the movement more engaging.	Know how varying pathways in a sequence can create visual interest and improve the flow of movement	Know how changing formations during a sequence adds variety and enhances the visual appeal of the performance.



Outdoor & Adventurous Activities								
Problem Solving			Know how to suggest ideas in response to a task.	Know how to plan and apply strategies to overcome a challenge	Know how to discuss how to follow trails and solve problems. Know how to work with others to select appropriate equipment for the task.	Know how to plan independently and in small groups, implementing a strategy with increased success.	Know how to use tactical planning within a team to overcome increasingly challenging tasks.	Know how to share ideas within a group, selecting and applying the best method to solve a problem
Navigational Skills			Know how to follow a path and lead others.	Know how to follow and create a simple diagram/map	Know how to identify where I am on a simple map. Know how to use and begin to create simple maps and diagrams and follow a trail.	Know how to identify key symbols on a map and follow a route.	Know how to use navigational skills and map reading in increasingly challenging tasks.	Know how to orientate a map efficiently to navigate around a course with multiple points.
Communication			Know how to communicate simple instructions and listen to others	Know how to work co-operatively with a partner and a small group	Know how to follow and give instructions and accept other peoples' ideas.	Know how to confidently communicate ideas and listen to others.	Know how to use a variety of communication methods with increasing success.	Know how to inclusively communicate with others, share job roles and lead when necessary.
Reflection			Know how to use simple criteria to evaluate my own performance	Know how to discuss what went well in a performance and give a simple idea to help improve it	Know how to use basic success criteria to describe what worked well and suggest one or two ways to improve a performance.	Know how to compare my own and others' performances using clear criteria and explain how specific changes could lead to improvement.	Know how to evaluate performance by identifying strengths and areas for development, using appropriate technical vocabulary.	Know how to analyse performance in detail, drawing on key performance indicators, and explain how targeted improvements could enhance outcomes.
Rules			Know how following rules helps everyone enjoy the game	Know how following basic rules helps games to be fair and fun for everyone.	Know how rules support fair play and help everyone understand how to take turns and participate.	Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know how enforcing and respecting rules influences fairness and teamwork in different PE games	Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities.



Yoga								
		Know how to use shapes in stillness using different parts of the body.	Know how to perform balances and poses making my body tense, stretched and curled	Know how to remember, copy, and repeat sequences of linked poses.				
		Know how to use shapes and actions to stretch your body.	Know how to use poses and movements that challenge your flexibility.	Know how to show increased awareness of extension in poses.				
		Know how to take weight on different body parts.	Know how to use strength whilst transiting from one pose to another.	Know how to demonstrate increased control in performing poses.				
		Know how to express your own feelings in response to an activity or task.	Know how to recognise your own feelings in response to a task.	Know how to control your focus and sense of calm.				



Invasion								
Sending and Receiving			Know how to roll and slide equipment (e.g. bean bags and balls)	Know how to kick an object over short and long distances Know how to stop a ball by cushioning it	Know how to send and receive abiding by the rules of the game.	Know how to use passing techniques appropriate to the game with increasing success. Know how to catch a ball using one and two hands and receive a ball with feet/object with increasing success.	Know how to use a variety of techniques to lose an opponent (e.g. change of direction or speed).	Know how to send and receive consistently using a range of techniques with increasing control under pressure.
Dribbling				Know how to bounce a ball whilst travelling	Know how to dribble the ball abiding by the rules of the game under some pressure.	Know how to link dribbling the ball with other actions and change direction whilst dribbling with some control.	Know how to dribble with some control under pressure.	Know how to dribble consistently using a range of techniques with increasing control under pressure.
Space				Know how to move to space after passing a ball	Know how to use space as a team.	Know how to move into space to help my team.	Know how to move to create space for themselves and others in their team.	Know how to move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
Attacking			Know how to shoot in a game to score points Know how to work with a partner to score points	Know how to pass and move towards to a target with a partner	Know how to movement skills to lose a defender. Know how to use shooting actions in a range of invasion games.	Know how to change direction to lose an opponent with some success.	Know how to use a variety of techniques to lose an opponent (e.g. change of direction or speed).	Know how to confidently change direction to lose an opponent.
Defending			Know how to move to defend the goal. Know how to play in the best defensive position in a game	Know how to intercept a ball from a person on the other team	Know how to track opponents to limit their scoring opportunities.	Know how to defend one on one and begin to intercept.	Know how to track and mark with increasing success. Know how to intercept the ball using one and two hands.	Know how to use a variety of defending skills in game situations.



Net/Wall								
Shots					Know how to return a ball using shots such as the forehand and the backhand.	Know how to demonstrate correct technique when using shots playing co-operatively and beginning to execute this competitively.	Know the range of shots used in a variety of games.	Know how to use correct technique in a variety of shots demonstrating increased success
Serving							Know how to use the range of serving techniques appropriate to the game.	Know how to serve accurately and consistently.
Rallying					Know how to rally using a forehand.	Know how to rally using both forehand and backhand with increased technique.	Know how to use a variety of shots to keep a continuous rally.	Know how to successfully apply a variety of shots to keep a continuous rally.
Footwork					Know how to consistently use and return to the ready position in between shots.	Know how to use appropriate footwork patterns to move around the court.	Know how to demonstrate effective footwork patterns to move around the court.	Know how to demonstrate a variety of footwork patterns relevant to the game which is being played.
Striking & Fielding								
Striking					Know how to strike a bowled ball after a bounce with different equipment.	Know how to use batting technique with a range of equipment.	Know how to use defensive and driving hitting techniques and directional batting.	Know how to strike a bowled ball with increasing accuracy and consistency.
Fielding					Know how to bowl to a target and use fielding skills to include a two-handed pick up.	Know how to bowl with some consistency, abiding by the rules of the game.	Know how to use over and underarm bowling technique. Know how to use long and short barrier and two-handed pick up.	Know how to use a wider range of fielding skills with increasing control under pressure.
Throwing					Know how to use overarm and underarm throwing in game situations	Know how to use overarm and underarm throwing with increased consistency in game situations.	Know how to demonstrate good technique when using a variety of throws under pressure.	Know how to consistently demonstrate good technique in throwing skills under pressure.



Catching					Know how to catch with some consistency in game situations.	Know how to catch with one and two hands with some consistency in game situations.	Know how to use catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Know how to consistently demonstrate good technique in catching skills under pressure.
Tactics					Know how using tactics like choosing where to hit the ball or positioning fielders effectively can help your team score runs or get players out	Know how using attacking tactics helps my team score points, while defending tactics help to deny space, get opponents out, and limit their scoring opportunities.	Know which tactics to apply to help my team perform better depending on the game situation	Know how to select and use appropriate tactics in different roles—batting, bowling, and fielding—to help my team gain an advantage during the game.
Rules					Know how rules support fair play and help everyone understand how to take turns and participate.	Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know how enforcing and respecting rules influences fairness and teamwork in different PE games	Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities
Target								
Throwing Overarm			Know how to use correct technique throwing overarm towards a target.	Know how to develop coordination and technique when throwing overarm towards a target	Know how to throw at a moving target	Know how to throw with increasing accuracy at a target	Know how to demonstrate clear technique and accuracy when throwing at a target	Know how to throw with increasing control under pressure
Throwing underarm			Know how to use correct technique when throwing underarm towards a target.	Know how to develop coordination and technique when throwing underarm towards a target				



Catching			Know how to catch with two hands and catch after a bounce	Know how to catch a range of objects with two hands with and without a bounce	Know how to catch whilst on the move	Know how to catch with increasing consistency	Know how to demonstrate good technique and consistency in catching skills	Know how to catch with increasing control under pressure
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Swimming								
Competence								Know how to apply and refine technique by analysing arm actions, leg kicks and body position in front crawl, backstroke and breaststroke, making adjustments to improve efficiency and control. Know how to select and control breathing strategies appropriate to each stroke, explaining how breathing timing and rhythm affect efficiency and endurance. Know how to evaluate physical demands by comparing strokes and explaining how stamina, coordination and strength requirements influence stroke choice and performance.



Strokes								Know how to maintain and adjust body alignment during a swim to reduce drag, using feedback to improve streamlining. Know how to sustain effective performance by choosing an appropriate stroke and adapting technique to swim continuously for 25 metres or more without stopping.
Safety								Know how to apply and evaluate safe self-rescue techniques by making controlled decisions in the water, including safe entry and exit, floating, treading water and moving to the poolside, explaining how these actions help them remain calm, conserve energy and keep themselves safe.

Knowledge by year group



Nursery	
Disciplinary Knowledge	Substantive Knowledge
Know how to control my body and balance when I move and when I stay still To control my body, balance, and move safely when using equipment like scooters, bikes and balls. Know how to perform simple movement patterns in time with music	I can skip, hop and stand on one leg and hold a pose (e.g. for a game like musical statues). I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I am increasingly able to use and remember sequences and patterns of movements which are related to music & rhythm.
Vocabulary	
Hop Skip Climb Ball Walk Run Catch Stop Roll Jump Safe	

Reception	
Disciplinary Knowledge	Substantive Knowledge



Know how to run and stop safely. Know how to jump and hop safely. Know how to throw to a target. Know why we have simple rules in PE to keep everyone safe and playing together Know how my body moves. Know how to use actions in response to music and an idea. Know how to use pathways and the space around me in relation to others. Know how to perform short phrases of movement in front of others. Know how to run and stop. Know how to change direction safely. Know how to balance whilst stationary and on the move. Know how to take off and landing safely. Know how to hop on both feet. Know how to skip as a travelling action. Know how to send an object with hands and feet Know how to catch to self and with a partner Know how to stop a ball with hands and feet Know how to drop and catch with two hands and moving a ball with feet Know how to contrast with my body including wide/narrow, straight/curve Explore shapes in stillness using different parts of my body. Explore rock and roll. Explore jumping safely. Know how to use shapes in stillness using different parts of the body. Know how to use shapes and actions to stretch your body. Know how to take weight on different body parts. Know how to express your own feelings in response to an activity or task.	I can combine different movements with ease and fluency, showing some awareness of space and obstacles I can develop overall body-strength, balance, co-ordination and agility. I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. I can revise and refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. I can progress towards a more fluent style of moving, with developing control and grace, avoiding obstacles and negotiating space. I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. I can negotiate space and obstacles safely, with consideration for myself and others. I can demonstrate strength, balance and coordination when playing. I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Vocabulary	
Hop Crawl Roll Move Speed Jump Land	



Athletics	
Disciplinary Knowledge	Substantive Knowledge
Know how to run at different speeds.	Know that swinging your arms will help you to run faster.
Know how to use balance whilst jumping and landing.	Know that landing on the balls of your feet helps you to land with control.
Know how to hop, jump and leap for distance.	
Know how to throw for distance and accuracy.	Know that bending your knees will help you to jump further.
Know how following rules helps everyone enjoy the game	Know that stepping forward with the opposite foot to hand will help you throw further.
Know how following rules helps everyone enjoy the game	Know that rules help us to play fairly.
Disciplinary Vocabulary	Substantive Vocabulary
Try - Have a go at something new Fast - Move quickly Slow - Move slowly Improve - Get better through practice	Run Jump Throw Start line Finish line
Dance	
Disciplinary Knowledge	Substantive Knowledge
Know how to copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.	Know that actions can be sequenced to create a dance.
Know how to use varying speeds to represent an idea.	Know that I can create fast and slow actions to show an idea.
Know how to use pathways within my performance.	know that there are different directions and pathways within space.
Know how to use actions and pathways with a partner.	Know that when dancing with a partner it is important to be aware of each other and keep in time.
Know how to perform on my own and with others to an audience.	Know that standing still at the start and at the end of the dance lets the audience know when it has started and when it has finished.
Disciplinary Vocabulary	Substantive Vocabulary
Copy - Repeat someone else's movement Move - Changing body's position Freeze - Hold body still	Jump Spin Turn Still
Fundamental Movement Skills - Locomotion	
Disciplinary Knowledge	Substantive Knowledge
Know how to change direction and dodge.	Know that bending your knees will help you to change direction.
Know how the body moves at different speeds.	Know that if you swing your arms it will help you to run faster.
Know how to move with some control and balance.	Know that looking ahead will help you to balance.
Know how to be stable and land safely.	Know that landing on your feet helps you to balance.
Know how to show control in take-off and landing when jumping.	Know that landing on the balls of your feet helps you to land with control.
Know how to hop in different directions.	Know that you should hop with a soft bent knee
Know how to show co-ordination when turning a rope.	Know that you should use the opposite arm to leg when you skip.
Know how to use rhythm to jump continuously.	Know that jumping on the balls of your feet helps you to keep a consistent rhythm
Disciplinary Vocabulary	Substantive Vocabulary
Move - Change body position Try - Have a go at something new Safe - Make sensible choices to avoid harm Balance - Maintain stability	Walk Run Hop Skip
Fundamental Movement Skills - Object Control	
Disciplinary Knowledge	Substantive Knowledge
Know how to roll and throw with some accuracy towards a target	Know to face my body towards my target when rolling and throwing underarm to help me balance.
Know how to catch with two hands and catch after a bounce	Know to watch the ball as it comes towards me.
Know how to track a ball being sent directly	Know to move my feet to get in line with the ball.
Know how to dribble with hands and feet	Know that moving with a ball is called dribbling.
Disciplinary Vocabulary	Substantive Vocabulary
Move - Change body position Try - Have a go at something new Safe - Make sensible choices to avoid harm Balance - Maintain stability	Throw Catch Roll Dribble



Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to use basic shapes (e.g., straight, tuck, straddle, pike).	Know that I can improve my shapes by extending parts of my body.
Know how to perform balances making my body tense, stretched and curled.	Know that balances should be held for 5 seconds
Know how to use barrel, straight and forward roll progressions.	Know that I can use different shapes to roll.
Know how to use shape jumps including jumping off low apparatus.	Know that landing on the balls of my feet helps me to land with control.
Know how starting and finishing positions help to structure and communicate a clear sequence in a performance.	Know that if I use a starting and finishing position, people will know when the sequence
Disciplinary Vocabulary	Substantive Vocabulary
Copy – Repeat someone else's movement Hold – Keep a shape still Balance – Maintain stability	Roll Stretch Curl Travel
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to change direction whilst running.	Know that bending your knees helps you to change direction.
Know how to explore balancing in more challenging activities with some success.	Know that looking ahead will help with balance.
Know how to use co-ordination when using equipment.	Know that using the opposite arm to leg at the same time helps when performing skills such as running and throwing.
Know how to run at different speeds.	Know that if you swing your arms it will help you run faster.
Know how to perform exercises using my own body weight.	Know that exercise helps you become strong.
Know how to move for longer periods of time and identify how it makes me feel.	Know that when exercising for long periods of time, I will become more tired
Disciplinary Vocabulary	Substantive Vocabulary
Try – Have a go at something new Strong – Having muscular power Fast – Move quickly Healthy - Keeping your body well and functioning properly	Run Jump Stretch Exercise
Invasion	
Disciplinary Knowledge	Substantive Knowledge
Know how to roll and slide equipment (e.g. beans bags and balls)	Know that using more force will make the bean bag or ball travel further
Know how to shoot in a game to score points	Know that points are scored by sending an object into a target, goal, or basket
Know how to work with a partner to score points	Know that passing and moving can help a team create space to score points
Know how to move to defend the goal.	Know that moving side to side helps a defender stay between the attacker and the goal
Know how to play in the best defensive position in a game	Know that good defensive positioning helps prevent the opposition from scoring
Disciplinary Vocabulary	Substantive Vocabulary
Roll – Move an object along the ground Shoot - Score by sending a ball or object towards a target. Position - The place where you stand or move to help your team	Target Space Score
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge
Know how to suggest ideas in response to a task.	Know that working collaboratively with others will help to solve challenges
Know how to follow a path and lead others.	Know that deciding which way to go before starting will help me.
Know how to communicate simple instructions and listen to others	Know that using short instructions will help my partner e.g. start/stop.
Know how to use simple criteria to evaluate my own performance	Know how to identify when I am successful and make basic observations about how to improve
Know how following rules helps everyone enjoy the game	Know that rules help us to play fairly.
Disciplinary Vocabulary	Substantive Vocabulary
Follow – Go after or copy instructions Try – Have a go at something new Safe – Make sensible choices to avoid harm	Walk Path Group



Yoga	
Disciplinary Knowledge	Substantive Knowledge
Know how to perform balances and poses making my body tense, stretched and curled	Know that if you focus on something still it will help you to balance.
Know how to use poses and movements that challenge your flexibility.	Know that yoga helps to improve flexibility which we need in everyday tasks.
Know how to use strength whilst transiting from one pose to another.	Know that you can use your strength to move slowly and with control.
Know how to recognise your own feelings in response to a task.	Know that yoga can make you feel happy.
Disciplinary Vocabulary	Substantive Vocabulary
Calm – Relaxed and peaceful Breathe – Controlled inhaling and exhaling Still – Not moving Try – Have a go at something new Focus – Concentrate carefully	Stretch Curl Breathe

Year 2	
Athletics	
Disciplinary Knowledge	Substantive Knowledge



Know the sprinting action	Know that running on the ball of your feet, taking big steps and having elbows bent will help you to run faster.
Know how to jumping, hopping and skipping actions. Know how to safely jumping for distance and height.	Know that swinging arms forwards will help to jump further.
Know how to use overarm throwing for distance.	Know that you can throw in a straight line by pointing your throwing hand at the target as you let go of the object.
Know how following basic rules helps games to be fair and fun for everyone.	Know that you need to follow simple rules when working with others.
Disciplinary Vocabulary	Substantive Vocabulary
Watch – Look carefully at something Safe – Make good choices to avoid harm Aim – Try to hit or reach a target Stop – Bring movement to an end	Sprint Jog Target Land
Dance	
Disciplinary Knowledge	Substantive Knowledge
Know how to accurately remember, repeat and link actions to express an idea	Know that sequencing actions in a particular order will help me to tell the story of my dance.
Know how to use dynamics.	know that I can change the way I perform actions to show an idea.
Know how to develop the use of pathways and travelling actions to include levels.	Know that I can use different directions, pathways and levels in dance.
Know how to work with a partner using unison, matching and mirroring.	Know that using counts of 8 will help me to stay in time with my partner and the music.
Know how to use facial expressions in my performance.	Know that using facial expressions helps to show the mood of my dance.
Disciplinary Vocabulary	Substantive Vocabulary
Try – Have a go at something new Improve – Get better through practice Rhythm – Repeated pattern of movement	Fast Slow High Low Wide Narrow
Fundamental Movement Skills - Locomotion	
Disciplinary Knowledge	Substantive Knowledge
Know how to balance when changing direction.	Know that putting weight into the front of your feet helps you to stop in a balanced position.
Know how to show different speeds when running.	Know that running on the ball of your feet, taking big steps and having bent elbows will help to run faster.
Know how to balance when performing movements.	Know that squeezing your muscles helps you to balance.
Know how to jump for distance, height and in different directions.	Know that if you look straight ahead it will stop you falling over when you land.
Know how to hop for distance, height and in different directions.	Know that swinging your arms forwards helps you to jump further.
Know single and double bounce when jumping in a rope	Know that you should swing opposite arm to leg to help you balance when skipping without a rope.
Disciplinary Vocabulary	Substantive Vocabulary
Improve – Get better through practice Copy – Repeat someone else's movement Control – Manage body or equipment carefully Coordination – Ability to use different parts of the body together efficiently	Stretch Roll Leap Sprint
Fundamental Movement skills – Object Control	
Disciplinary Knowledge	Substantive Knowledge
Know how to roll, throw and kick a ball towards a target	Know that stepping with opposite foot to throwing arm will help me to balance.
Know how to catch a range of objects with two hands with and without a bounce	Know to use wide fingers and pull the ball in to my chest to help to securely catch.
Know how to consistently track and collect a ball being sent	Know that it is easier to move towards a ball to track it than chase it.



Know how to dribble with hands and feet with increasing control on the move.	Know to keep my head up when dribbling to see space/opponents.
Disciplinary Vocabulary	Substantive Vocabulary
Improve – Get better through practice Copy – Repeat someone else's movement Control – Manage body or equipment carefully Coordination – Ability to use different parts of the body together efficiently	Strike Pass Rebound Track
Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to use shapes in different gymnastic balances.	Know that some shapes link well together.
Know how to remember, repeat and link combinations of gymnastic balances.	Know that squeezing my muscles helps me to balance.
Know how to use barrel, straight and forward roll and put into sequence work.	Know that there are different teaching points for different rolls.
Know how to use shape jumps and take off combinations.	Know that looking forward will help me to land with control.
Know how the choice and connection of shapes affects the fluency and overall quality of a sequence.	Know that if I use shapes that link well together it will help my sequence flow
Disciplinary Vocabulary	Substantive Vocabulary
Move – Change body position Try – Have a go at something new Safe – Make good choices to avoid harm Improve – Get better through practice	Tall Wide Small Shape
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to demonstrate improved technique when changing direction on the move.	Know that using quick steps helps you to change direction.
Know how to demonstrate increased balance whilst travelling along and over equipment.	Know that you can squeeze your muscles to help you balance.
Know how to perform actions with increased control when coordinating my body with and without equipment.	Know that some skills require you to move body parts at different times such as skipping.
Know how to running at different speeds.	Know that you need to take shorter steps to jog and bigger steps to run.
Know how to demonstrate increased control in body weight exercises.	Know that strength helps with everyday tasks such as carrying your school bag.
Know how to show an ability to work for longer periods of time.	Know that moving for longer can make my body feel tired and that regular activity helps build my fitness and stamina.
Disciplinary Vocabulary	Substantive Vocabulary
Tired – Feeling low in energy after effort Rest – A period of recovery after effort. Keep going – Continuing to work despite difficulty or fatigue	Bend Balance Breathe
Invasion	
Disciplinary Knowledge	Substantive Knowledge
Know how to kick a ball over short and long distances	Know that different distances require different amounts of force
Know how to stop a ball by cushioning it	Know that cushioning a ball helps to control it and keep possession
Know how to bounce a ball whilst travelling	Know that dribbling allows a player to keep possession while moving
Know how to move to space after passing a ball	Know that moving into space creates opportunities to pass
Know how to pass and move towards to a target with a partner	Know that passing and moving forwards helps a team get closer to scoring
Know how to intercept a ball from a person on the other team	Know that intercepting is a way of winning the ball back from the other team.
Disciplinary Vocabulary	Substantive Vocabulary
Opposition – The team you are playing against Control – Manage body or equipment carefully Move – Change position	Cushion Dribble Space Pass
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge



Know how to plan and apply strategies to overcome a challenge	Know that listening to each other's ideas might give us an idea we hadn't thought of.
Know how to follow and create a simple diagram/map	Know that a map will tell you what to do.
Know how to work co-operatively with a partner and a small group	Know to use encouraging words when speaking to a partner or group to help them trust me.
Know how to discuss what went well in a performance and give a simple idea to help improve it	Know to verbalise when I am successful and areas which require improvement.
Know how following basic rules helps games to be fair and fun for everyone.	Know to follow and apply simple rules.
Disciplinary Vocabulary	Substantive Vocabulary
Share – Work fairly with others Listen – Pay attention to instructions Improve – Get better through practice	Run Find Map
Yoga	
Disciplinary Knowledge	Substantive Knowledge
Know how to remember, copy, and repeat sequences of linked poses.	Know that you can squeeze your muscles to help you balance.
Know how to show increased awareness of extension in poses.	Know that flexibility helps us to stretch out muscles and increase the movement in our joints.
Know how to demonstrate increased control in performing poses.	Know that strength helps us with everyday tasks such as carrying your school bag.
Know how to control your focus and sense of calm.	Know that you can use yoga to make you feel calm.
Disciplinary Vocabulary	Substantive Vocabulary
Hold – Keep a body position still Awareness – Understanding of how your body feels and moves Concentration – Focusing attention fully on a task Control – Manage body movements or equipment accurately	Tall Relax Rest Balance Calm

Year 3	
Athletics	
Disciplinary Knowledge	Substantive Knowledge



Know the sprinting technique and apply it to relay events.	Know and understand that leaning slightly forwards helps to increase speed and leaning your body in the opposite direction to travel helps to slow down.
Know how to use technique when jumping for distance in a range of approaches and take off positions.	Know that I can use my arms and legs to help me jump further.
Know how to use the technique for a pull throw.	Know and understand that the speed of the movement helps to create power
Know how rules support fair play and help everyone understand how to take turns and participate.	Know the rules of the event and begin to apply them.
Disciplinary Vocabulary	Substantive Vocabulary
Control – Keep body or equipment steady and managed Effort – Try their best Evaluate – What went well and what could be better Pace – The speed moved at over time	Sprint Standing Long Jump Javelin
Dance	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to create actions in response to a stimulus individually and in groups.	Know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.
Know how to use dynamics effectively to express an idea.	Know that all actions can be performed differently to help to show effect.
Know how to use direction to transition between formations.	Know that I can use space to help my dance to flow.
Know how to use formations.	Know that formation means the same in dance as in other activities such as football, rugby and gymnastics.
Know how to perform short, self-choreographed phases showing an awareness of timing.	Know that I can use timing techniques such as canon and unison to create effect
Disciplinary Vocabulary	Substantive Vocabulary
Formations – Planned positions in a group Pattern – Movements arranged in a repeated design Expression – Show feelings through movement Sequence – Movement performed in a set order	Motif Beat Tempo Level Canon Unison
Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to use matching and contrasting shapes.	Know how to use my body tension to make my shapes look better.
Know how to use point and patch balances and transition smoothly into and out of them.	know that I can make my balances look interesting by using different levels.
Know how to develop the straight, barrel and forward roll.	Know that safety considerations when performing more difficult rolls.
Know how to step into shape jumps with control.	Know that I can change the take off and shape of my jumps to make them look more interesting.
Know how using different levels in a sequence can enhance its visual impact and engage the audience	Know that if I use different levels it will help to make my sequence look interesting
Disciplinary Vocabulary	Substantive Vocabulary
Sequence – A series of linked movements Control – Manage body or equipment carefully Link – Join movements smoothly	Tuck Straddle Log Roll Forward Roll
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to show balance when changing direction.	Know that agility helps us with everyday tasks.
Know how to use more complex activities which challenge balance.	Know that balance helps us with everyday tasks.
Know how to co-ordinate my body with increased consistency in a variety of activities.	Know that co-ordination helps us with everyday tasks.
Know how to use the sprinting technique.	Know that leaning slight forwards helps to increase speed. Know that leaning your body in the opposite direction to travel help to slow down
Know how to build strength in different muscle groups.	Know that when completing strength activities, they need to be performed slowly with control to help keep safe.



Know how to use my breath to increase my ability to work for longer periods of time	Know that controlling my breathing can help me move for longer without getting as tired.
Disciplinary Vocabulary	Substantive Vocabulary
Balance – Maintaining stability Coordination – Ability to use different parts of the body together efficiently Stamina – The ability to keep going for a long time	Sprint Lunge Skip Squat
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge
Know how to discuss how to follow trails and solve problems. Know how to work with others to select appropriate equipment for the task.	Know that trying ideas before deciding on a solution will help to come up with the best idea.
Know how to identify where I am on a simple map. Know how to use and create simple maps and diagrams and follow a trail.	Know to hold the map so that the items on the map match up to the items that have been places out.
Know how to follow and give instructions and accept other peoples' ideas.	Know to take turns when giving ideas and not to interrupt each other.
Know how to use basic success criteria to describe what worked well and suggest one or two ways to improve a performance.	Know to reflect on when and why you are successful at solving challenges
Know how rules support fair play and help everyone understand how to take turns and participate.	Know that using the rules honestly will help keep yourself and others safe.
Disciplinary Vocabulary	Substantive Vocabulary
Communicate – Share ideas clearly Plan – Think ahead about what to do Problem Solve – Find solutions to challenges	Route Area Symbol Marker
Invasion	
Netball/Hockey/Tag Rugby	
Disciplinary Knowledge	Substantive Knowledge
Know how to send and receive abiding by the rules of the game.	Know that pointing your hand/foot/stick to your target on release will help you send a ball accurately.
Know how dribble the ball abiding by the rules of the game under some pressure.	Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.
Know how to use space as a team.	Know that spreading out as a team you move the defenders away from each other.
Know how to movement skills to lose a defender. Know how to use shooting actions in a range of invasion games.	Know that changing speed, direction and using different movements can help create space and lose a defender
Know how to track opponents to limit their scoring opportunities.	Know that staying close to an opponent and matching their movements can reduce their space and limit their opportunities to score
Disciplinary Vocabulary	Substantive Vocabulary
Tactic – A specific action used to achieve an advantage Support – Helping team-mates by offering passing options or covering space Position – Place where a player stands Movement – The way a player travels to create or use space	Release Speed Direction Track
Net/Wall	
Disciplinary Knowledge	Substantive Knowledge
Know how to return a ball using shots such as the forehand and the backhand.	Know that pointing the racket face/your hand where you want the ball to go and turning your body will help to hit accurately.
Know how to rally using a forehand.	Know that hitting towards your partner will help you to return the ball easier and keep the rally.
Know how to consistently use and return to the ready position in between shots.	Know that the ready position helps me stay balanced and prepared to react during a game or rally
Disciplinary Vocabulary	Substantive Vocabulary
Position - Place where a player stands Decision – A conscious choice Return – Send an object back	Forehand Backhand Ready Position
Striking and Fielding	
Disciplinary Knowledge	Substantive Knowledge



Know how to strike a bowled ball after a bounce with different equipment.	Know that striking to space away from the fielders will help you to score.
Know how to bowl to a target and use fielding skills to include a two-handed pick up.	Know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.
Know how to use overarm and underarm throwing in game situations	Know that overarm throwing is used for long distances and underarm throwing for shorter distances
Know how to catch with some consistency in game situations.	Know to move your feet to the ball.
Know how using tactics like choosing where to hit the ball or positioning fielders effectively can help your team score runs or get players out	Know that using simple tactics will help your team to achieve an outcome.
Know how rules support fair play and help everyone understand how to take turns and participate.	Know the rules of the game and begin to apply them.
Disciplinary Vocabulary	Substantive Vocabulary
Strike/bat – Hit the object Field – Stop or retrieve the ball Overarm – Throwing with arm above the shoulder Underarm – Throwing with arm below the shoulder Position – Place where a player stands React – Respond quickly to a stimulus Judge – Decide distance, speed or direction	Bowl Strike Fielder
Target	
Disciplinary Knowledge	Substantive Knowledge
Know how to throw at a moving target	Know to throw slightly ahead of a moving target.
Know how to catch whilst on the move	Know that beginning in a ready position will help when reacting to the ball.
Disciplinary Vocabulary	Substantive Vocabulary
Accuracy – Hitting the intended target React – Respond quickly to a stimulus Adjust – Change technique based on outcome Decision – A conscious choice	Underarm Overarm Catch Ready position

Year 4	
Athletics	
Disciplinary Knowledge	Substantive Knowledge
Know how to use speed and pace in relation to distance.	Know that you need to pace yourself when running further or for a long period of time.



Know how to use power and speed in the sprinting technique.	Know that a high knee drive, pumping your arm and running on the balls of your feet, gives you power.
Know how to use technique when jumping for distance.	Know that transferring weight will help to jump further.
Know how to use power and technique when throwing for distance in a pull and heave throw.	Know that transferring weight will help to throw further.
Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know and understand the rules to be able to manage events.
Disciplinary Vocabulary	Substantive Vocabulary
Compare – Identify similarities and differences Rhythm – Repeated pattern of movement Repeat – Do something again in the same way Technique – The correct way in performing a skill	Stamina Long Jump Hammer Throw Stride pattern
Dance	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to respond imaginatively to a range of stimuli related to character and narrative.	Know that some actions are better suited to a certain character, mood or idea than others
Know how to change dynamics confidently within a performance to express changes in character.	Know that some dynamics are better suited to a certain character, mood or idea than others.
Know how to confidently use changes in level, direction and pathway.	Know that space can be used to express a certain character, mood or idea.
Know how to use action and reaction to represent an idea.	Know that some relationships are better suited to a certain character, mood or idea than others.
Know how to perform complex dances that communication narrative and character well, performing clearly and fluently.	Know that being aware of other performers in my group will help us to move in time.
Disciplinary Vocabulary	Substantive Vocabulary
Evaluate - What went well and what could be better Mirror – Copy movements as a reflection Perform – Present movement to others Levels – High, middle or low body positions Direction – The way you move (forwards, backwards or sideways)	Actions Dynamics Mood Space
Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to develop the range of shapes I use in my sequences.	Know that shapes can be used to improve my sequence.
Know how to develop strength in bridge and shoulder stand.	Know that inverted movements are actions in which my hips go above my head.
Know how to show control and fluency in individual and partner balances.	Know how to keep myself and others safe when performing partner balances.
Know how to develop the straight, barrel, forward and straddle roll and perform them with increased control.	Know that I can keep the shape of my roll using body tension.
Know how to use control in performing and landing rotation jumps.	Know that I can control my landing by landing on toes first, looking forwards and bending my knees.
Know how changing direction during a sequence adds variety and helps to make the movement more engaging.	Know that if I use different directions it will help to make my sequence look interesting
Disciplinary Vocabulary	Substantive Vocabulary
Evaluate – What went well and what could be better Compare – Identify similarities and differences Mirror – Copy movements as a reflection Perform – Present movement to others	Bridge Shoulder stand Sequence
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to show balance when changing direction at speed.	Know that keeping elbows bent when changing direction will help to stay balanced.
Know how to show control whilst completing activities which challenge balance.	Know that you need to squeeze different muscles to help stay balanced in different activities.
Know how to use increased speed when coordinating my body.	Know that if you begin in a ready position you can react quicker.
Know how to use improved sprinting technique.	Know that a high drive knee, pumping arms and running on the balls of your feet gives you power.



Know how to build strength in different muscle groups	know that strength comes from different muscles and know how to improve strength.
Know how to use my breath to maintain my work rate.	Know that steady, controlled breathing helps me keep going for longer during physical activity
Disciplinary Vocabulary	Substantive Vocabulary
Pace – Speed at which someone moves over time Recover – Allow the body to return to normal after exercise Evaluate – What went well and what could be better	Plank Pulse Sweat Stamina
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge
Know how to plan independently and in small groups, implementing a strategy with increased success.	Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion
Know how to identify key symbols on a map and follow a route.	Know to use a key and use the cardinal points on a map to orientate it.
Know how to confidently communicate ideas and listen to others.	Know and understand that there are different types of communication and that you can communicate without talking.
Know how to compare my own and others' performances using clear criteria and explain how specific changes could lead to improvement.	Know with increased accuracy how to critically reflect on when and why you have been successful at solving challenges.
Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know and understand the importance of working with integrity.
Disciplinary Vocabulary	Substantive Vocabulary
Cooperate – Work well together Evaluate – What went well and what could be better Lead – Guide others	Grid Obstacle Map Key Direction
Invasion	
Disciplinary Knowledge	Substantive Knowledge
	Football Basketball Handball
Know how to use passing techniques appropriate to the game with increasing success. Know how to catch a ball using one and two hands and receive a ball with feet/object with increasing success.	Know that cushioning a ball will help you control it when receiving it.
Know how to link dribbling the ball with other actions and change direction whilst dribbling with some control.	Know that protecting the ball as you dribble will help you to maintain possession.
Know how to move into space to help my team.	Know that moving into space will help your team keep possession and score goals.
Know how to change direction to lose an opponent with some success.	Know when to pass and when to shoot.
Know how to defend one on one and begin to intercept.	Know when to mark and when to attempt to win the ball
Disciplinary Vocabulary	Substantive Vocabulary
Evaluate – What went well and what could be better Attack – Intended actions to move towards opponents' goal Defend – Intended actions to prevent opponents getting to own goal	Control Possession Intercept
Net/Wall	
Disciplinary Knowledge	Substantive Knowledge
Know how to demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.	Know when to play a forehand and backhand and why.
Know how to rally using both forehand and backhand with increased technique.	Know that moving your feet to the ball will help you to hit in a more balanced position therefore increasing the accuracy of the shot.
Know how to use appropriate footwork patterns to move around the court.	Know that using the correct footwork helps me move quickly and stay balanced during a game.
Disciplinary Vocabulary	Substantive Vocabulary
Tactic – A specific action used to achieve an advantage Accuracy – Hitting the intended target Consistency – Reliable repeated performance	Rally Overhead Footwork



Striking and Fielding	
Disciplinary Knowledge	Substantive Knowledge
Know how to use batting technique with a range of equipment.	Know that using the centre of the bat will provide the most control and accuracy.
Know how to bowl with some consistency, abiding by the rules of the game.	Know that it is easier to field a ball that is coming towards you rather than away so set up accordingly.
Know how to use overarm and underarm throwing with increased consistency in game situations.	Know that being balanced before throwing will help to improve the accuracy of the throw.
Know how to catch with one and two hands with some consistency in game situations.	Know to track the ball as it is thrown to help to improve the consistency of catching
Know how using attacking tactics helps my team score points, while defending tactics help to deny space, get opponents out, and limit their scoring opportunities.	Know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.
Know why following rules is important for fairness, safety, and enjoyment in PE activities	Know and understand the rules to be able to manage your own games.
Disciplinary Vocabulary	Substantive Vocabulary
Decision – A conscious choice Support – Helping team-mates by offering options and covering space Evaluate – What went well and what could be better	Wicket Pitch Boundary
Target	
Disciplinary Knowledge	Substantive Knowledge
Know how to throw with increasing accuracy at a target	Know that one handed throws are used for speed and accuracy. Know that keeping your elbow high and stepping with your opposite foot will help to increase the power.
Know how to catch with increasing consistency	Know that moving your feet to a ball and pulling it in to my chest will help to you to catch more consistently.
Disciplinary Vocabulary	Substantive Vocabulary
Tactic – A specific action used to achieve an advantage Evaluate – What went well and what could be better Support – Helping team-mates by offering options and covering space	Court Return Catch out

Year 5	
Athletics	
Disciplinary Knowledge	Substantive Knowledge
Know how to fluently and show co-ordination when running for speed in relay changeovers.	Know that taking big consistent strides will help to create a rhythm that allows you to run faster.
Know how to effectively apply speeds appropriate for the event.	Know that keeping a steady breath will help when running longer distances.



Know how to use power, control and technique in the triple jump.	Know that if you drive your knees high and fast you can build power and therefore increase distance in jumps.
Know how to use technique and power in javelin and shot put.	Know that transferring weight effectively when throwing helps increase the distance a throw can travel.
Know how enforcing and respecting rules influences fairness and teamwork in different PE games	Know that different athletic events have specific rules and use official equipment that must be followed to compete fairly and safely.
Disciplinary Vocabulary	Substantive Vocabulary
Relay Changeovers – Controlled passing of a baton between runners Consistency – Performing a skill well repeatedly Personal Best – The best performance Strategy – A plan to achieve success	Baton Recovery Pace Take-off Flight
Dance	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to choreograph dances by using, adapting and developing actions and steps from different dance styles.	Know that different dance styles utilise selected actions to develop sequences in a specific style.
Know how to confidently use dynamics to express different dance styles	Know that different dance styles utilise selected dynamics to express mood.
Know how to confidently use direction and patterning to express different dance styles.	Know that space relates to where my body moves both on the floor and in the air.
Know how to confidently use formations, canon and unison to express a dance idea.	Know that different styles utilise selected relationships to express mood.
Know how to perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Know what makes a performance effective and know how to apply these principles to my own and others' work.
Disciplinary Vocabulary	Substantive Vocabulary
Choreography – Create and arrange movements Dynamics – The quality of movement (E.g. sharp, smooth, fast, slow) Timing – Choosing the right moment to act Refine – Small improvements to improve quality	Transition Style Space Expression
Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to perform shapes consistently and fluently linked with other gymnastic actions.	Know that shapes underpin all other skills.
Know the progressions of a cartwheel.	Know that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
Know how to use symmetrical and asymmetrical balances.	Know how to use contrasting balances to make my sequences look interesting.
Know how to develop control in the straight, barrel, forward, straddle and backward roll.	Know that I need to work within my own capabilities and this may be different to others.
Know how to select a range of jumps to include in sequence work.	Know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.
Know how varying pathways in a sequence can create visual interest and improve the flow of movement	Know that if I use different pathways it will help to make my sequence look interesting
Disciplinary Vocabulary	Substantive Vocabulary
Symmetry – Matching movements on both sides Asymmetry – Different movements on each side Refine – Small improvements to improve quality Fluency – Smooth continuous movements	Cartwheel Straight roll Barrel roll Forward roll Straddle roll Backward roll
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to demonstrate improved body posture and speed when changing direction.	Know that to change direction you push off your outside foot and turn your hips.
Know how to change my body position to maintain a controlled centre of gravity.	Know that dynamic balances are harder than static balances as the centre of gravity changes.
Know how to demonstrate increased speed when coordinating my body.	Know that people will have varying levels of co-ordination and that you can get better with practice.



Know how to apply the best pace for a set distance or time.	Know that taking consistent strides will help to create a rhythm that allows you to run faster.
Know how to demonstrate increased technique in body weight exercises.	Know the name of muscles which are being used.
Know how to use a steady pace to be able to move for sustained periods of time.	Know that keeping a steady pace helps me conserve energy so I can stay active for longer.
Disciplinary Vocabulary	Substantive Vocabulary
Endurance – Ability to keep exercising over a long period of time Intensity – The level of effort used during exercise Fatigue – Extreme tiredness caused by exercise	Burpee Aerobic Flexibility
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge
Know how to use tactical planning within a team to overcome increasingly challenging tasks.	Know that there may be more than one way to solve a challenge and that trial and error may help to choose the best solution.
Know how to use navigational skills and map reading in increasingly challenging tasks.	Know to use a key to identify objects and locations.
Know how to use a variety of communication methods with increasing success.	Know to be descriptive but concise when giving instructions.
Know how to evaluate performance by identifying strengths and areas for development, using appropriate technical vocabulary.	Know when you are successful at solving challenges and alter methods in order to improve.
Know how enforcing and respecting rules influences fairness and teamwork in different PE games	Know that abiding by rules will enable classmates to complete the course.
Disciplinary Vocabulary	Substantive Vocabulary
Strategy – A plan to achieve success Adapt – Change to improve performance Decision-making – Choose the best action	Checkpoint Compass Orientation
Invasion	
Disciplinary Knowledge	Substantive Knowledge
	Netball Hockey Tag Rugby
Know how to use a variety of techniques to lose an opponent (e.g. change of direction or speed).	Know that not having a defender between myself and a ball carrier enables me to send and receive with better control.
Know how to dribble with some control under pressure.	Know that dribbling in different directions will help to lose a defender.
Know how to move to create space for themselves and others in their team.	Know that by moving to space even if not receiving the ball will create space for a teammate.
Know how to use a variety of techniques to lose an opponent (e.g. change of direction or speed).	Know that changing my speed and direction can help me get away from an opponent during a game
Know how to track and mark with increasing success.	Know that closely following (tracking) and staying near (marking) an opponent helps me to defend better and reduce their chances of getting the ball.
Know how to intercept the ball using one and two hands.	
Disciplinary Vocabulary	Substantive Vocabulary
Strategy – A plan to achieve success Anticipation – Predict what will happen next Communication – Sharing information with team-mates	Formation Press Possession
Net/Wall	
Disciplinary Knowledge	Substantive Knowledge
Know the range of shots used in a variety of games.	Know that different skills are needed for different situations
Know how to use the range of serving techniques appropriate to the game.	Know that serving is how to start a rally and use the rules applied to the activity for serving.
Know how to use a variety of shots to keep a continuous rally.	Know that playing the appropriate shot will help to keep the rally going.
Know how to demonstrate effective footwork patterns to move around the court.	Know that control is more important than power to keep a rally going.
Disciplinary Vocabulary	Substantive Vocabulary
Strategy – A plan to achieve success Anticipation – Predict what will happen next Placement – Directing the ball or object into a specific area	Volley Drop Shot Smash Serve
Striking and Fielding	



Target	
Disciplinary Knowledge	Substantive Knowledge
Know how to use defensive and driving hitting techniques and directional batting.	Know that stance is important to allow you to be balanced as you hit.
Know how to use long and short barrier and two-handed pick up.	Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.
Know how to use over and underarm bowling technique.	Know where to throw the ball in relation to where a batter is.
Know how to use catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Know when to use a close catch technique or deep catch technique.
Know how to demonstrate good technique when using a variety of throws under pressure.	Know the need for tactics and identify when to use them in different situations.
Know how to use catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	Know and apply rules in a variety of striking and fielding games whilst playing
Disciplinary Vocabulary	Substantive Vocabulary
Anticipation – Predict what will happen next Strategy – A plan to achieve success Communication – Sharing information with team-mates	Overarm bowl Back up Back stop Innings
Disciplinary Knowledge	Substantive Knowledge
Know how to demonstrate clear technique and accuracy when throwing at a target	Know that by aiming low makes it difficult for an opponent to catch.
Know how to demonstrate good technique and consistency in catching skills	Know that by staying towards the back of the court area gives you more time to catch.
Disciplinary Vocabulary	Substantive Vocabulary
Strategy – A plan to achieve success Precision – Performing with a high level of accuracy and control Anticipation – Predict what will happen next Position – Place where a player stands	Fake Throw Deflect Block Release

Year 6	
Athletics	
Disciplinary Knowledge	Substantive Knowledge
Know how to demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.	Know that that you need to prepare your body for running and know the muscles groups you need to use.
Know how to consistently use power, control and technique in the triple jump.	Know that a run up builds speed and power and enables you to jump further.



Know how to use power, control and technique when throwing discus and shot put.	Know that you need to prepare your body for throwing and know the muscle groups which will be used.
Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities.	Know and apply rules in events that pose an increased risk.
Disciplinary Vocabulary	Substantive Vocabulary
Performance – How well a skill or activity is completed Timing – Choosing the correct moment to act Refine – Make small improvement to improve quality Monitor – Check and track progress over time Analyse – Identify strengths and weaknesses of performance	Javelin Discus Triple Jump High Jump Pace Technique
Dance	
Disciplinary Vocabulary	Substantive Vocabulary
Know how to show controlled movement which express emotion and feeling.	Know that actions can be improved with consideration to extension, shape and recognition of intent.
Know how to improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group	Know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
Know how to use a variety of compositional principle when creating my own dances.	Know that combining space and relationships with a prop can help me to express my dance idea.
Know how to use a variety of compositional principle when creating my own dances.	Know that combining space and relationships with a prop can help me to express my dance idea.
Know how to demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	Know that a leader can ensure our dance group performs together
Disciplinary Vocabulary	Substantive Vocabulary
Improvisation – Creating movement spontaneously Choreograph – Create and arrange dance movements Intention – The purpose behind the movement Interpret – Show understanding through movement Respond – React to music or stimulus.	Dynamics Formation Pathway
Gymnastics	
Disciplinary Knowledge	Substantive Knowledge
Know how to combine and perform gymnastic shapes more fluently and effectively.	Know which shapes to use for each skill.
Know how to show control in progressions of a cartwheel and headstand.	Know that spreading my weight across a base of support will help me to balance
Know how to use counter balance and counter tension.	Know where and when to apply force to maintain control and balance.
Know how to develop fluency and consistency in the straddle, forward and backward roll.	Know that I can use momentum to help me to roll and know where that momentum from.
Know how to combine and perform a range of gymnastic jumps more fluently and effectively.	Know that taking off from two feet will give me more height and therefore more time in the air.
Know how changing formations during a sequence adds variety and enhances the visual appeal of the performance.	Know that if I use changes in formation, it will help to make my sequence look interesting.
Disciplinary Vocabulary	Substantive Vocabulary
Extension – Stretching body parts fully Analyse – Identify strengths and weaknesses of performance Adapt – Change to improve performance Synchronise – Move at the same time as others	Weight Distribution Sequence Flight Counter-balance
Fitness	
Disciplinary Knowledge	Substantive Knowledge
Know how to change direction with a fluent action and transition smoothly between varying speeds.	Know that agility requires speed, strength, good balance and co-ordination.
Know how to show fluency and control when travelling, landing, stopping and changing direction.	Know where and when to apply force to maintain control and balance.
Know how to co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.	Know that co-ordination also requires good balance and how to achieve this.
Know how to adapt running technique to meet the needs of the distance.	Know that speed can be improved by training and know which speed to select for the distance.



Know how to complete body weight exercises for increased repetitions with control and fluency.	Know that you can build strength by practicing in your own time.
Know how to use my breath to increase my ability to move for sustained periods of time.	Know that breathing rhythmically and deeply helps my body get the oxygen it needs to keep moving for longer.
Disciplinary Vocabulary	Substantive Vocabulary
Target – A goal that someone aims to achieve Monitor – Tracking performance and progress over time Self-Assess – Judge the quality of one's own performance	Interval Training Recovery rate Hydration
Outdoor and Adventurous Activities	
Disciplinary Knowledge	Substantive Knowledge
Know how to share ideas within a group, selecting and applying the best method to solve a problem	Know and understand that being able to solve problems is an important life skill.
Know how to orientate a map efficiently to navigate around a course with multiple points.	Know and understand why having good navigational skills are important.
Know how to inclusively communicate with others, share job roles and lead when necessary.	Know that good communication skills are key to solving problem and working effectively as a team.
Know how to analyse performance in detail, drawing on key performance indicators, and explain how targeted improvements could enhance outcomes.	Know with increasing accuracy to reflect on when and how you have been successful at solving challenges after altering methods to improve.
Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities.	Know and understand rules and think creatively to solve the challenge whilst abiding by the rules.
Disciplinary Vocabulary	Substantive Vocabulary
Teamwork – Working together effectively Leadership – Supporting and guiding a group Trust – Confidence in others	Terrain Bearings Task management
Invasion	
Disciplinary Knowledge	Substantive Knowledge
	Football Basketball Handball
Know how to send and receive consistently using a range of techniques with increasing control under pressure.	Know that quick decisions are needed about when, how and who to pass to.
Know how to dribble consistently using a range of techniques with increasing control under pressure.	Know that there is a need to choose the appropriate skill for the situation under pressure.
Know how to move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.	Know that transitioning quickly between attack and defence will help your team to maintain or gain possession.
Know how to confidently change direction to lose an opponent.	Know that quickly changing direction helps me get away from an opponent during a game.
Know how to use a variety of defending skills in game situations.	Know that using different defending skills, like tackling, marking, and intercepting, helps stop the opposing team from scoring.
Disciplinary Vocabulary	Substantive Vocabulary
Decision Making – Selecting the best action from a range of options Analyse – Examine performance carefully to understand strengths and areas for development Transition – The change between attacking to defending and defending to attacking	Turnover Counter-attack
Net/Wall	
Disciplinary Knowledge	Substantive Knowledge
Know how to use correct technique in a variety of shots demonstrating increased success	Know the appropriate skill for the situation under pressure.
Know how to serve accurately and consistently.	Know that tactics are needed when serving and start to apply these.
Know how to successfully apply a variety of shots to keep a continuous rally.	Know that different shots are needed depending on if a rally is co-operative or competitive.
Know how to demonstrate a variety of footwork patterns relevant to the game which is being played.	Know that different games require specific footwork patterns to help me move efficiently and stay in control
Disciplinary Vocabulary	Substantive Vocabulary
Footwork – Movement of feet to position the body effectively	Lob



Variation – Using different actions, speeds or directions to challenge opponents Exploit Space – Make effective use of empty areas during a game Analyse – Examine performance carefully to understand strengths and areas for development	Spin Baseline
Striking and Fielding	
Disciplinary Knowledge	Substantive Knowledge
Know how to strike a bowled ball with increasing accuracy and consistency.	Know that the momentum and power for striking a ball comes from legs as well as arms.
Know how to use a wider range of fielding skills with increasing control under pressure.	Know which fielding action to apply for the situation.
Know how to consistently demonstrate good technique in throwing skills under pressure.	Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.
Know how to consistently demonstrate good technique in catching skills under pressure.	Know that consistently good decisions are needed on who to throw to and when to throw in order to get batters out.
Know how to select and use appropriate tactics in different roles—batting, bowling, and fielding—to help my team gain an advantage during the game.	Know and apply some tactics in the game as a batter, bowler and fielder.
Know how the role of rules in maintaining fair competition and safety, and suggest how rules can be adapted for different activities.	Know, apply and use rules consistently in a variety of striking and fielding games
Disciplinary Vocabulary	Substantive Vocabulary
Field Placement – Strategic positioning of fielders during a game Analyse – Examine performance carefully to understand strengths and areas for development	Crease Deep field Offside
Target	
Disciplinary Knowledge	Substantive Knowledge
Know how to throw with increasing control under pressure	Know that in target games, players aim to throw the ball at opponents at the correct time to get them out.
Know how to catch with increasing control under pressure	Know that you need to make quick decisions on if to catch or if to dodge the ball.
Disciplinary Vocabulary	Substantive Vocabulary
Awareness – Understanding what is happening around you in a game or activity Transition – The change between attacking to defending and defending to attacking Press – Apply pressure to opponents Communicate – Sharing information with team-mates	Follow-through Feint Retriever Reaction Time
Swimming	
Disciplinary Knowledge	Substantive Knowledge
Know how to apply and refine technique by analysing arm actions, leg kicks and body position in front crawl, backstroke and breaststroke, making adjustments to improve efficiency and control.	Know that to perform front crawl, backstroke and breaststroke, the correct arm actions, leg kicks and body position are needed.
Know how to select and control breathing strategies appropriate to each stroke, explaining how breathing timing and rhythm affect efficiency and endurance.	Know that breathing techniques differ between strokes and controlled breathing improves efficiency and endurance.
Know how to evaluate physical demands by comparing strokes and explaining how stamina, coordination and strength requirements influence stroke choice and performance	Know that different strokes place different physical demands on the body, including stamina, coordination and strength.
Know how to maintain and adjust body alignment during a swim to reduce drag, using feedback to improve streamlining.	Know that a streamlined body position reduces drag in the water.
Know how to sustain effective performance by choosing an appropriate stroke and adapting technique to swim continuously for 25 metres or more without stopping.	Know that an effective stroke is needed to swim continuously for 25 metres or more without stopping.
Know how to apply and evaluate safe self-rescue techniques by making controlled decisions in the water, including safe entry and exit, floating, treading water and moving to the poolside, explaining how these actions help them remain calm, conserve energy and keep themselves safe.	Know that safe self-rescue in a pool includes entering and exiting the water safely, floating, treading water and moving calmly to the poolside.



Disciplinary Vocabulary	Substantive Vocabulary
Refine – Improve stroke quality Control – Manage breathing and body position Compare – Identify differences in strokes or performance Maintain – Keep consistent technique Sustain – Continue over a distance Evaluate – Reflect on performance quality	Front crawl Backstroke Breaststroke Breathing Stamina Streamline Distance Rescue