



Physical Education – A Progression of Knowledge & Skills				
Year group	term	topic	skills	knowledge
YN	aut	Families and Celebrations	<p><b>Unit Composite:</b> To explore simple ways to move and balance.</p> <p><b>Gross Motor Skills</b></p> <p>To be able to continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. To be able to use large-muscle movements to wave flags and streamers, paint and make marks. To be able to choose the right resources to carry out my own plan. For example, choosing a ball to roll into a space and follow.</p> <p><b>Fine Motor Skills</b></p> <p>To use one-handed tools and equipment, for example, bouncing/rolling a ball with one or two hands. To use a comfortable grip with good control when holding an object; bat, ball.</p>	
				<p><b>Communication and Language</b> To describe and use a wider range of vocabulary.</p> <p><b>Vocabulary</b> balance, ball, bat, carry, control, grip, hold, hop, movement, roll, rolling, skip, space, speed, stand, pose, wave</p>
	spr	Let's Play and Pretend	<p><b>Unit Composite:</b> To start working in small groups to achieve a goal</p> <p><b>Physical Development</b> <b>Gross Motor Skills</b></p> <p>To start taking part in some group activities which I make up myself, or in teams. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow</p>	





			<p>blocks. Rolling a ball to a partner. To be able to match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p><b>Fine Motor Skills</b></p> <p>To use one-handed tools and equipment, for example, making throws at a target, rolling to a partner. To show a preference for a dominant hand.</p> <p><b>Understanding the World</b></p> <p>Explore how things work. (use of different equipment)</p>	
			<p><b>Communication and Language</b></p> <p>To describe and use a wider range of vocabulary. To understand a question or instruction that has two parts, such as “find a space and jump on the spot”.</p> <p><b>Vocabulary</b></p> <p>control, crawl, explore, equipment, grip, instructions, jump, movement, partner, pattern, rolling, run, space, spot, teams, walk,</p>	
	sum	Growing Up and Moving On	<p><b>Unit Composite:</b> <b>ELG: To safely use and explore a variety of equipment.</b></p>	
			<p><b>Gross Motor Skills</b></p> <p>To be able to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks/ light pe equipment. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Fine Motor Skills</b></p> <p>To use a comfortable grip with good control when holding a ball. To show a preference for a dominant hand.</p>	
			<p><b>Communication and Language</b></p> <p>To describe and use a wider range of vocabulary. To understand a question or instruction that has two parts (such as “find a space and jump on the spot”).</p> <p><b>Vocabulary</b></p> <p>ball, grip, hold, hands, equipment, holding, jump, movement, pattern, space, travel</p>	





Year group	term	topic	skills	knowledge
YR	aut	Families & Celebrations	<p><b>Unit Composite:</b></p> <p><b>Gross Motor Skills</b></p> <p>To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor Skills</b></p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
	spr	Let's Play & Pretend	<p><b>Unit Composite:</b> To develop overall body-strength, balance, coordination and agility.</p> <p><b>Gross Motor Skills</b></p> <p>To revise and refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>To progress fundamental movements towards a more fluent style of moving, with developing control and grace.</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To develop overall body-strength, balance, coordination and agility.</p> <p>To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>Fine Motor Skills</b></p>	





	sum	Growing Up & Moving On	<p>To develop my small motor skills so that I can use a range of equipment competently, safely and confidently.</p>	
			<p><b>Communication and Language</b>            To understand how to listen carefully and why listening is important.            To learn new vocabulary.  <b>Vocabulary</b>            agility, aiming, balance, batting, body-strength, catch, coordination, crawl, hop, instructions, jump, kicking, movement, throw, kick, passing, pat, push, run, skip, throwing.</p>	
			<p><b>Unit Composite:</b></p>	
			<p><b>Gross Motor Skills</b>            To progress fundamental movements towards a more fluent style of moving, with developing control and grace.            To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>Fine Motor Skills</b>            To develop my small motor skills so that they can use a range of equipment competently, safely and confidently.</p> <p><b>ELG</b>            To be able to participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.            To manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	
<p><b>Communication and Language</b>            To understand how to listen carefully and why listening is important.            To learn new vocabulary.            To know and talk about the different factors that support my overall health and wellbeing: - regular physical activity - healthy eating .  <b>Vocabulary</b>            climb, balance, hang, through, over, under</p>				





Year group	term	topic	skills	knowledge
Y1	aut	On ce Up on a Tim e	<p><b>Unit Composite:</b> <b>Ball skills - To move a range of balls with control and coordination</b></p> <p><b>Invasion - To play an adapted game of handball</b></p> <p><b>Ball skills (invasion,striking/fielding, net-wall)</b> To send a ball with two hands/two feet To send a ball towards my partner/target with hands/feet To catch/control a ball with two hands/feet To bounce a ball with two hands To bounce a ball with one hand (right and left) To perform a bounce pass To balance a tennis ball on a racket To move a tennis ball with a racket To strike a tennis ball with a racket To catch a tennis ball with two rackets To throw a tennis ball with two rackets To bounce/throw a tennis ball to myself</p> <p><b>Invasion (handball/football)</b> To catch/control a ball with two hands To perform a bounce pass To perform a chest pass To perform and overhead pass to apply simple attacking and defending tactics in a game of handball</p>	<p><b>Ball skills (invasion,striking/fielding, net-wall)</b> To know how many hands to use with different size balls To know what part of my foot to kick a ball with To know how to hold a tennis racket</p> <p><b>Invasion (handball)</b> To know the rules of handball</p>
	spr	Ani ma   Kin gd om	<p><b>Unit Composite:</b> <b>Ball skills - To move a range of balls with control and coordination</b> <b>Dance To perform a sequence of movements.</b></p> <p><b>Ball skills (invasion,striking/fielding, net-wall)</b> To send a ball with two hands/two feet To send a ball towards my partner/target with hands/feet To catch/control a ball with two hands/feet To bounce a ball with two hands To bounce a ball with one hand (right and left) To perform a bounce pass To balance a tennis ball on a racket To move a tennis ball with a racket To strike a tennis ball with a racket To catch a tennis ball with two rackets To throw a tennis ball with two rackets To bounce/throw a tennis ball to myself</p>	<p><b>Ball skills (invasion,striking/fielding, net-wall)</b> To know how many hands to use with different size balls To know what part of my foot to kick a ball with To know how to hold a tennis racket</p>
<p><b>Vocabulary</b> <b>Ball Skills:</b> Catch, foot, football, handball, instep, kick, pass, throw <b>Handball</b> kickball, tennis, fielding, striking</p>				





			<p><b>Dance Skills:</b>          I can warm up my body for dance          I can copy movements and actions          I can create a sequence of movements          I can perform a dance with my peers          I can get my body ready for a cool down</p>	<p><b>Dance</b>          To know why it is important to warm up</p>
			<p><b>Vocabulary</b>  <b>Ball Skills:</b>          Catch, foot, football, handball, instep, kick, pass, throw  <b>Dance:</b>          warm up, movements, actions, sequence, cool down</p>	
			<p><b>Unit Composite:</b>  <b>Gymnastics - To explore a range of ways to move and balance</b>  <b>Dance To perform a sequence of movements.</b></p>	
			<p><b>Gymnastics Skills:</b>          To jump over a skipping rope          To skip          To explore a range of ways to roll          To explore a range of ways to balance          To explore a range of ways to jump          To explore a range of ways to travel          To link a sequence a movements</p> <p><b>Dance Skills:</b>          I can warm up my body for dance          I can copy movements and actions          I can create a sequence of movements          I can perform a dance with my peers          I can get my body ready for a cool down</p>	<p><b>Dance</b>          to know why it is important to warm up</p>
sum	We Lov e Lon do n		<p><b>Vocabulary</b>  <b>Gymnastics:</b>          forward roll, teddy bear roll, broad jump, turn jump, sequence, springboard, skip, bench, mat  <b>Dance:</b>          warm up, movements, actions, sequence, cool down</p>	

Year group	term	topic	skills	knowledge
Y2	aut	Fire ! Fire !	<p><b>Unit Composite:</b>  <b>Invasion - To play an adapted game of handball</b>  <b>Gymnastics - To perform a key step 1 floor and vault</b></p>	
			<p><b>Invasion (handball/football)</b>          To send a ball with two hands/ two feet          To send a ball towards my partner/target with hands/feet          To catch/control a ball with two hands/feet          To bounce a ball with two hands          To bounce a ball with one hand (right &amp; left)          To perform a bounce pass</p>	<p><b>Invasion (handball)</b>          To know the rules of handball</p>





		<p>To perform a chest pass To perform and overhead pass</p> <p><b>Gymnastics Skills:</b> To jump over a skipping rope To skip To perform a forward roll To perform a back support To perform an arabesque To perform a broad jump To perform a half turn jump To link a sequence of moments To run and jump off a springboard</p>	
		<p><b>Vocabulary</b> <b>Handball:</b> kickball, tennis, fielding, striking <b>Gymnastics:</b> forward roll, broad jump, turn jump, sequence, springboard, skip, bench, mat</p>	
	spr	<p><b>Unit Composite:</b> <b>Dance To perform a sequence of movements.</b> <b>Athletics - To perform a jump, throw and run to beat their personal best</b></p> <p><b>Dance Skills:</b> I can warm up my body for dance I can copy movements and actions I can create a sequence of movements I can perform a dance with my peers I can get my body ready for a cool down</p> <p><b>Athletics</b> To throw a bean bag from standing To run 150m without stopping To run and jump over hurdles To perform a jump from standing</p> <p><b>Vocabulary</b> <b>Dance:</b> warm up, movements, actions, sequence, cool down <b>Athletics:</b> throw, run, jump, hurdles, standing</p>	<p><b>Dance</b> to know why it is important to warm up</p> <p><b>Athletics</b> To know what a personal best is To compare my performances to previous ones</p>
	sum	<p><b>Unit Composite:</b> <b>Striking and fielding - To play an adapted game of tennis/kickball</b></p> <p><b>Net-wall/striking and fielding (tennis/kickball)</b> To balance a tennis ball on a racket To bounce a tennis ball on a racket To catch a tennis ball with two rackets To throw a tennis ball with two rackets To bounce/throw a tennis ball to myself To catch a tennis ball To throw a tennis ball to a partner To catch a tennis ball from a partner</p>	<p><b>Net-wall/striking and fielding</b> To know how to hold a tennis racket To know the rules of kickball</p>





			<b>Vocabulary</b> tennis, balance, racket, catch/throw, kickball, fielding, striking
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Year group	term	topic	skills	knowledge
Y3	aut	Blast Off!	<b>Unit Composite:</b> <b>Invasion - To play an adapted game of netball/hockey</b> <b>Gymnastics - To perform a key step: 2 floor and vault</b>	
			<b>Invasion (netball/hockey)</b> To pass to my teammates who are in space To move to a space to receive a pass To defend an opponent To shoot a ball  <b>Gymnastics</b> To perform a back bridge To perform a shoulder stand To perform a backwards roll To perform a cartwheel To perform a knees on vault To perform a squat on vault To perform a squat through vault	<b>Invasion (netball/hockey)</b> To know the rules for netball/hockey  <b>Gymnastics</b> To know why it is important to warm up
			<b>Vocabulary</b> <b>invasion:</b> space, offence, defence, receive, javelin, hurdles, triple <b>Gymnastics:</b> back bridge, shoulder stand, backwards roll, cartwheel, vault, squat, round off, handstand, bow arrow, target, notch	
Y3	spr	Invaders and Settlers	<b>Unit Composite:</b> <b>Dance - To perform a routine.</b> <b>Athletics - To perform a jump, throw and run to beat their personal best</b>	
			<b>Dance</b> I can warm up my body for dance I can copy movements and actions I can create a sequence of movements I can create a routine I can perform a dance independently/with my peers I can get my body ready for a cool down  <b>Athletics</b> To throw a javelin from standing To run 320m without stopping To run and jump over hurdles To perform a triple jump from standing	<b>Dance</b> to know why it is important to warm up  <b>Athletics</b> To know what a personal best is To compare my performances to previous ones
			<b>Vocabulary</b> <b>Dance:</b> warm up, movements, actions, sequence, routine, cool down <b>Athletics:</b> space, offence, defence, receive, javelin, hurdles, triple	







	sum	Rainforest Explorers	<b>Unit Composite:</b> <b>Striking and fielding - To play an adapted game of rounders</b> <b>Net-wall - To play an adapted game of tennis</b>	
			<b>Striking &amp; fielding (rounders)</b> To strike a ball with a bat  <b>Net-wall (tennis)</b> To start in the ready position To move my feet to pass a tennis ball sideways to my partner To perform a forehand in tennis To perform a backhand in tennis	<b>Striking &amp; fielding (rounders)</b> To know the rules for rounders  <b>Net-wall (tennis)</b> To know the rules of tennis
			<b>Vocabulary</b> rounders, bat, racket, bowl	

Year group	term	topic	skills	knowledge
Y4	aut	Off With The Head!	<b>Unit Composite:</b> <b>Invasion - To play an adapted game of netball/hockey</b> <b>Gymnastics - To perform a key step: 3 floor and vault</b>	
			<b>Invasion (netball/hockey)</b> To pass to my teammates who are in space To move to a space to receive a pass To defend an opponent To shoot a ball  <b>Gymnastics</b> To perform a back bridge To perform a shoulder stand To perform a backwards roll To perform a cartwheel To perform a knees on vault To perform a squat on vault To perform a squat through vault To perform a round off	<b>Invasion (netball/hockey)</b> To know the rules for netball/hockey  <b>Gymnastics</b> To know why it is important to warm up
			<b>Vocabulary</b> <b>invasion:</b> space, offence, defence, receive, javelin, hurdles, triple <b>Gymnastics</b> back bridge, shoulder stand, backwards roll, cartwheel, vault, squat, round off, warm up	
	spr	Robots	<b>Unit Composite:</b> <b>Dance - To perform a routine.</b> <b>Athletics - To perform a jump, throw and race in athletics</b>	
			<b>Dance</b> I can warm up my body for dance I can copy movements and actions I can create a sequence of movements I can create a routine I can perform a dance independently/with my peers I can get my body ready for a cool down  <b>Athletics</b>	<b>Dance</b> to know why it is important to warm up          <b>Athletics</b>





	sum	Mighty Mountains	<p>To throw a javelin from standing To run 320m without stopping To run and jump over hurdles To perform a triple jump from standing</p>	<p>To know what a personal best is To compare my performances to previous ones</p>
			<p><b>Vocabulary</b> <b>Dance:</b> warm up, movements, actions, sequence, routine, cool down <b>Athletics</b> distance, throw, triple jump, personal best, performance, jump</p>	
			<p><b>Unit Composite:</b> <b>Striking and fielding - To play an adapted game of rounders</b> <b>Net-wall - To play an adapted game of tennis</b> <b>Swimming - To swim 10m (front and back)</b></p>	
			<p><b>Striking &amp; fielding (rounders/cricket)</b> To strike a ball with a bat</p> <p><b>Net-wall (tennis/badminton)</b> To start in the ready position To move my feet to pass a tennis ball sideways to my partner To perform a forehand in tennis To perform a backhand in tennis</p> <p><b>Swimming</b> To swim 10m (front and back)</p>	<p><b>Striking &amp; fielding (rounders/cricket)</b> To know the rules for rounders/cricket</p> <p><b>Net-wall (tennis/badminton)</b> To know the rules of tennis/badminton</p>
<p><b>Vocabulary</b> rounders, bat, front crawl, back crawl, personal best badminton, ready position, forehand, backhaand,</p>				

Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<p><b>Unit Composite:</b> <b>Invasion - To play an adapted game of basketball</b> <b>Gymnastics - To create a floor routine</b></p>	
			<p><b>Invasion (basketball)</b> To pass to my teammates who are in space To move to a space to receive a pass To defend an opponent To shoot a ball in a hoop To bounce a ball and change direction using both hands To create a space for myself To pivot</p> <p><b>Gymnastics</b> To create an individual floor routine To create a group floor routine To compare my performance with another</p>	<p><b>Invasion (basketball)</b> To know the rules of basketball</p>
			<p><b>Vocabulary</b> <b>Basketball</b> basketball, pivot, mark, tactics, goal attack, goal shooter, centre, goal defence, goal attack, double dribble, travel <b>Gymnastics</b></p>	





		routine, floor routine, compare, performance		
spr	Spy Kids	<b>Unit Composite:</b> <b>Cycling - To ride a bike</b> <b>Athletics - To perform a jump, throw and race in athletics</b>		
		<table border="1"> <tr> <td> <b>Cycling -</b>            To balance at speed            To brake safety            To negotiate obstacles safely            To push off and launch effectively            To pedal with control   <b>Athletics</b>            To throw a javelin/discus from standing            To run 400m without stopping            To run and jump over hurdles            To perform a triple jump from standing         </td> <td> <b>Cycling</b>            To know how to check a bike is safe to ride   <b>Athletics</b>            To know what a personal best is            To compare my performances to previous ones         </td> </tr> </table>	<b>Cycling -</b> To balance at speed To brake safety To negotiate obstacles safely To push off and launch effectively To pedal with control  <b>Athletics</b> To throw a javelin/discus from standing To run 400m without stopping To run and jump over hurdles To perform a triple jump from standing	<b>Cycling</b> To know how to check a bike is safe to ride  <b>Athletics</b> To know what a personal best is To compare my performances to previous ones
		<b>Cycling -</b> To balance at speed To brake safety To negotiate obstacles safely To push off and launch effectively To pedal with control  <b>Athletics</b> To throw a javelin/discus from standing To run 400m without stopping To run and jump over hurdles To perform a triple jump from standing	<b>Cycling</b> To know how to check a bike is safe to ride  <b>Athletics</b> To know what a personal best is To compare my performances to previous ones	
<b>Vocabulary</b> balance, break, cycle, pedal triple jump, standing long jump, sprint, long distance, discus, javelin, throw, standing position				
sum	Eco Warriors	<b>Unit Composite:</b> <b>Striking and fielding - To play an adapted game of cricket</b> <b>Net-wall - To play an adapted game of badminton/tennis</b>  <b>Swimming - To swim 25m using a range of strokes</b>		
		<table border="1"> <tr> <td> <b>Striking &amp; fielding (cricket)</b>            To bowl overarm in cricket            To field using a long barrier            To perform a drive shot in cricket   <b>Net-wall (badminton or tennis)</b>            To perform a serve            To perform an overhead shot            To perform a backhand            To perform a forehand            To perform a backhand            To use various shots to manipulate my opponent   <b>Swimming</b>            To swim 25m using a range of strokes         </td> <td> <b>Striking &amp; fielding (cricket)</b>            To know the rules of cricket   <b>Net-wall (badminton or tennis)</b>            To know the rules of badminton/tennis            To know how to hold a racket         </td> </tr> </table>	<b>Striking &amp; fielding (cricket)</b> To bowl overarm in cricket To field using a long barrier To perform a drive shot in cricket  <b>Net-wall (badminton or tennis)</b> To perform a serve To perform an overhead shot To perform a backhand To perform a forehand To perform a backhand To use various shots to manipulate my opponent  <b>Swimming</b> To swim 25m using a range of strokes	<b>Striking &amp; fielding (cricket)</b> To know the rules of cricket  <b>Net-wall (badminton or tennis)</b> To know the rules of badminton/tennis To know how to hold a racket
		<b>Striking &amp; fielding (cricket)</b> To bowl overarm in cricket To field using a long barrier To perform a drive shot in cricket  <b>Net-wall (badminton or tennis)</b> To perform a serve To perform an overhead shot To perform a backhand To perform a forehand To perform a backhand To use various shots to manipulate my opponent  <b>Swimming</b> To swim 25m using a range of strokes	<b>Striking &amp; fielding (cricket)</b> To know the rules of cricket  <b>Net-wall (badminton or tennis)</b> To know the rules of badminton/tennis To know how to hold a racket	
<b>Vocabulary</b> <b>Badminton/Tennis/Swimming/Cricket</b> serve, badminton, overhead clear, drop shot, overhead smash, manipulate, bowl, overarm, cricket, drive shot, long barrier, self-rescue				





Year group	term	topic	skills	knowledge
Y6	aut	Blitz & Black outs	<b>Unit Composite:</b> <b>Tag rugby - To play an adapted game of tag rugby</b> <b>Gymnastics - To create a flour routine</b>	
			<b>Invasion (tag rugby)</b> To tag an opponent To pass a rugby ball to a teammate To run and pass to a teammate  <b>Gymnastics</b> To create an individual floor routine To create a group floor routine To compare my performance with another  <b>Swimming</b> To swim 25m using a range of strokes To perform a self-rescue	<b>Invasion (tag rugby)</b> To know the rules in tag rugby
			<b>Vocabulary</b> mark, tactics, tag rugby, offside, drive shot, long barrier, self-rescue floor routine, group routine, compare, performance	
	spr	Rivers of Time	<b>Unit Composite:</b> <b>Cycling - To ride a bike</b> <b>Athletics - To perform a jump, throw and race in athletics</b>	
			<b>Cycling -</b> To balance at speed To brake safety To negotiate obstacles safely To push off and launch effectively To pedal with control  <b>Athletics</b> To throw a javelin/discus from standing To run 400m without stopping To run and jump over hurdles To perform a triple jump from standing	<b>Cycling</b> To know how to check a bike is safe to ride   <b>Athletics</b> To know what a personal best is To compare my performances to previous ones
			<b>Vocabulary</b> balance, break, cycle, pedal triple jump, standing long jump, sprint, long distance, discus, javelin, throw, standing position	
			<b>Unit Composite:</b> <b>Net-wall - To play an adapted game of badminton/tennis</b> <b>Striking and fielding - To play an adapted game of cricket</b> <b>Swimming - To perform a self-rescue</b>	





	sum	Wh o am I?	<p><b>Net-wall (badminton or tennis)</b>          To perform a serve          To perform an overhead shot          To perform a backhand          To perform a forehand          To perform a backhand          To use various shots to manipulate my opponent</p> <p><b>Striking &amp; fielding (cricket)</b>          To bowl overarm in cricket          To field using a long barrier          To perform a drive shot in cricket</p>	<p><b>Net-wall (badminton or tennis)</b>          To know the rules of badminton/tennis          To know how to hold a racket</p> <p><b>Striking &amp; fielding (cricket)</b>          To know the rules of cricket</p>
<p><b>Vocabulary</b>          serve, badminton, overhead clear, drop shot, overhead smash, manipulate, backhand, forehand          bowl, overarm, cricket, drive shot, long barrier, self-rescue</p>				

