

Core Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(Linking to AVSSP's year group progression overview)	I understand rules within an activity	I can identify rules and scoring within an activity	I can assist with scoring an activity	Can assist with enforcing rules for an activity	I can score an activity	I can enforce rules for an activity	I can lead the scoring and officiating for an activity at the same time
	I can identify an effect of exercise on the body	I know some effects of exercise on the body	I know why our bodies sweat and how this effects our need for water	I know what happens to our heart rate when exercising	I know the role of the heart when exercising	I know the correct technique for a sporting movement	I can give another child with the correct technique for a sporting movement
	I know that the body has different parts	I know that the more energy we use the more we have to replace	I know large muscles/bones and small muscles/bones	I know the name of a muscle/bone in the body (e.g rather than legs+ quadriceps)	I know that the more energy we consume, the more energy we have to use	I can describe what happens to our heart rate when exercising and how this effects our pulse	I know the effect exercise has on our pulse rate and how this can be used to predict a level of fitness
		I know that the body has bones and muscles	I know different ways to improve the chances of winning in an activity	I know what a tactic is	I know that muscles and bones are used to help us move	I know the dangers of over consumption of certain foods and drinks (energy drinks)	I know how muscles get stronger
		I know the difference between participating and	I know why we need to warm		I know a tactic for an individual activity	I know a tactic for a team	I can prescribe a tactic for an individual activity

		competing	up and cool down our body before and after exercise				
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Loscoe Progression of skills: Physical Education

Teachers use PE plans from [Amber Valley SSP](#) which shows further skill progression through different techniques, games and sports.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<u>Athletics</u> Running, Jumping, Throwing, Catching Control and co-ordination. Speed and Agility	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball.	Beginning to take part in sending and receiving. Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Beginning to compete against myself to run faster. Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination.	Beginning to run at speeds appropriate for the distance. <i>e.g. cross country – run at the appropriate speed. Sprint over a short distance.</i> Beginning to demonstrate how to make myself run faster.	Beginning to build a variety of running techniques and use with confidence. (e.g. improve my running technique for endurance). Can perform a running jump with more than one component. <i>e.g. hop skip jump</i>	To use all the skills learned in this athletics in a competitive situation. To investigate running styles and changes of speed.(e.g sprinting challenges) Can perform a running jump with more than one component.	Apply athletic techniques to competitive situations. To investigate running styles and changes of speed. (e.g sprinting challenges) Beginning to build a variety of running techniques and	Athletics (Students will learn a series of track and field events on a rotation of lessons, Students will be assessed against age-grade times and distances set by UK Athletics.

	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Participate in Sports day and physical activities that are included within this using a variety of equipment.</p>		<p>(E.g To throw objects using under and overarm. To throw objects with one hand with some accuracy).</p> <p>Can use equipment safely.</p>	<p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment. (Bowling, passing).</p> <p>Can use equipment safely and with good control.</p>	<p><i>(triple jump)</i></p> <p>Demonstrates increased accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Identify and explain good athletic performance.</p> <p>Shows accuracy and confidence in throwing and catching activities.</p> <p>Can use equipment good control.</p>	<p>use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Explain how to improve my performance and apply my skills tactically in competitive situations.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Understands how exercise can improve my health in the long term.</p>	
<p><u>Dance</u></p>		<p>Copies and explores basic movements and body patterns.</p>	<p>Copies and explores basic movements with clear control.</p>	<p>Beginning to create longer sequences of movement</p>	<p>Creates a set of movements and shapes with a</p>	<p>Continually demonstrates rhythm and control in movement.</p>	<p>Creates own warm up and know what effect it has on the body.</p>	<p>(Students will build on previous KS2 knowledge, dance components,</p>

<p>Flexibility, Strength and Movement</p> <p>Co-ordination</p> <p><u>Compose</u></p> <p><u>Perform</u></p> <p><u>Appreciate</u></p> <p>Evaluating performance</p>	<p>Experiments with different ways of moving.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Moves to music. E.g fast beat – moves quickly. Slow – Moves slowly.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli. (Chooses actions to make to music).</p>	<p>Beginning to co-ordinate my movements.</p> <p>Explore the change of rhythm, speed, level and direction of sequences.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using dance vocabulary.</p> <p>Responds imaginatively to stimuli. (ie music).</p>	<p>(including a change of speed and level).</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Beginning to create movements independently to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to demonstrate different relationships in dance - <i>mirroring, unison, canon, complementary & contrasting.</i></p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</i></p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to use expression when moving.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using different levels, ways of travelling and motifs.</i></p> <p>Demonstrates strong movements throughout a dance sequence. (Improving my strength and suppleness by practising</p>	<p>Exaggerate dance movements and themes (using expression when moving).</p> <p>To use movements to show feeling and emotion.</p> <p>Demonstrates strong movements throughout a dance sequence. (e.g Combines shapes and balances in performance).</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance. (Reflects children's interests).</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>To use rhythm effectively. <i>e.g</i></p>	<p>structure and form through choreographic tasks)</p>
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<p><u>Gymnastics</u></p> <p>Agility</p>	<p>Travels with confidence and skill around,</p>	<p>Copies and explores basic movements with some</p>	<p>Explores and creates different</p>	<p>Consolidate and improve the</p>		<p>To identify and practise symmetrical and asymmetrical body shapes.</p>	<p>Plans and perform with precision, control and fluency, a</p>	<p>(Students will develop an understanding of body management</p>

<p>Sequencing</p> <p>Balance</p> <p>Co-ordination</p> <p>Evaluate</p>	<p>under, over and through balancing and climbing equipment.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Beginning to travel backwards.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Can stand momentarily on one foot when shown.</p>	<p>control and coordination.</p> <p>Can perform different body shapes. (e.g I can curl my body).</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control on equipment.</p> <p>Can link 2-3 simple movements. (e.g rolls, star jumps, straight jump)</p> <p>Can stretch body with increasing control.</p>	<p>pathways and patterns.</p> <p>Explore different types of rolls and jumps.</p> <p>Can hold a balance for a sustained period (5 secs).</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>quality of their actions, body shapes and balance, and their ability to link movements together. (e.g. rolls, jumps and balances).</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using gymnastics vocabulary to compare and improve my own work.</p> <p>Notices similarities and differences between sequences.</p> <p>Uses a variety of turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences. (e.g. rolls, jumps and balances).</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Explores balancing with a partner: facing, beside, behind and on different levels.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Selects and applies combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Recall strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</p>	<p>movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Progressively increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus.</p> <p>Develops strength, technique and flexibility</p>	<p>and how to develop a sequence)</p>
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				technique when travelling, balancing, using equipment etc		<p>Develops strength, technique and flexibility throughout performances. (e.g. rolls, jumps and balances).</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>throughout performances. (e.g. rolls, jumps and balances).</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gymnastic vocabulary.</p>	
<p>Team Games</p> <p>Co-operation</p> <p>Control in movements</p> <p>Acquiring and Developing Skills</p> <p>Selecting and applying skills</p>	<p>Negotiates space successfully when playing racing and chasing games</p>	<p>(AVSSP Plans <u>Invasion Games/ Net/ Wall Games/ Striking Fielding Games</u>).</p> <p>Beginning to dribble, pass receive and shoot with speed and control.</p> <p>Can travel in a variety of ways</p>	<p>(AVSSP Plans <u>Invasion Games/ Net/ Wall Games/ Striking Fielding Games</u>).</p> <p>Beginning to have increased confidence to dribble, pass receive and shoot with speed and control.</p>	<p>(AVSSP plans – Basketball, Cricket, Tennis and Tag Rugby).</p> <p>Understands tactics and composition by starting to vary how they respond.</p> <p>Changes skills, actions and ideas and link these in</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>(AVSSP plans Striking/Fielding</p> <p>Changes skills, actions and ideas and link these in ways that suit the games activity.</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>(AVSSP plans Striking/Fielding</p> <p>Net/Wall (Tennis) Games</p> <p>Invasion – Tag rugby, High 5 Netball,</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>(AVSSP plans Striking/Fielding)</p> <p>Net/Wall (Tennis) Games</p> <p>Invasion – Tag rugby, High 5</p>	<p>Football (Students learn the fundamental skills required for football) .</p> <p>Rugby (Underpins the fundamental skills in Rugby, passing and running with the ball)</p> <p>Netball (Basic techniques for</p>

<p>Assessing</p>	<p>with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p>	<p>including running and jumping.</p> <p>Beginning to move, catch or collect.</p> <p>Beginning to perform a range of throws.</p> <p>Send and receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p><i>Beginning to develop an understanding of attacking/defending</i></p>	<p>ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p><i>Beginning to develop an understanding of attacking/defending</i></p>	<p>Shows confidence in using ball skills in various ways, and can link these together .e.g. <i>dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Creates simple new games using skills they have acquired.</p> <p><i>Apply basic skills for attacking and defending.</i></p> <p><i>Can receive the ball effectively showing control (able to catch ready for the next move).</i></p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Basketball and Football)</p> <p>Quickly changes skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p><i>Can receive the ball effectively showing control over different differences.</i></p> <p><i>Can show agility to evade more than one defender.</i></p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Confidently creates own games and will suggest how to</p>	<p>Netball, Basketball and Football)</p> <p>Quickly changes skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively .e.g. <i>dribbling, bouncing, kicking</i></p> <p><i>Can receive the effectively with control over distances whilst moving.</i></p> <p><i>Can show agility to evade more than one defender whilst changing speed and direction.</i></p> <p>Consistently uses skills with co-ordination, control and fluency.</p>	<p>passing, rules around footwork and positioning)</p> <p>Handball (Students will learn basic rules and skills such as passing, dribbling and shooting)</p> <p>Cricket (Students will develop skills such as, batting, bowling and fielding which will be developed through isolated drills and small sided games)</p> <p>Softball (Students will develop skills such as, batting, bowling, backstop, grips, stance and fielding which will be developed through isolated drills and small sided games)</p> <p>Rounders. (Students will develop skills such as, batting, bowling, long</p>
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						differentiate a game.	<p>Can create their own games using knowledge and skills (Is able to differentiate resources/strategy/rules).</p> <p>Modifies competitive games.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>	barrier, stance and fielding which will be developed through isolated drills and small sided games)
<p><u>Outdoor and Adventurous</u></p> <p>Communication</p> <p>Problem Solving</p>				<p>Works as part of a team to complete a task.</p> <p>Follows instructions</p> <p>Uses perseverance with tasks that are find hard.</p> <p>Tries new activities, even if they find it difficult.</p>	<p>Beginning to offer suggestions as part of a team.</p> <p>Follows a leader within a team.</p> <p>Beginning to lead a team.</p> <p>Faces new activities with positivity.</p> <p>Follows a simple sketch map.</p> <p>Uses plans and diagrams to move around.</p>	<p>Takes a role in a team to complete a task.</p> <p>Listens and responds to others' suggestions.</p> <p>Overcomes barriers in new activities (Physical or Mental).</p> <p>Beginning to use maps and diagrams to orientate.</p>	<p>Uses maps and diagrams to orient myself.</p> <p>Adapts to my surroundings (e.g. weather).</p> <p>Works with others to plan responses to an activity or challenge.</p>	

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Push, stop, jump, space, forwards, safely, backwards and balance.	Far, hop, aim, fast, slow, bend, improve, direction and travel.	Sprint, jog, distance, height, take off, landing, overarm, underarm.	Speed, power, strength, accurately, higher, pace, control, faster and further.	Power, stamina, officiate, perseverance, determination, accurately and personal best.	Technique, unsweep, rhythm, downsweep, flight, stride.	Rotation, force, trajectory, compete, continuous pace, momentum, transfer of weight.
Dance	Move, copy, shape, space, safely, around, travel, sideways, forwards and backwards.	Counts, pose, level, slow, fast and balance.	Mirror, action, pathway, direction, speed and timing.	Flow, explore, create, perform, match, feedback and expression.	Reaction, represent, dynamics, unison and control.	Formation, posture, performance, canon, relationship.	Choreograph, phrase, contrast, structure, fluently and connect.
Gymnastics	Move, copy, over, shape, space, around, rock, safely, sideways, travel, forwards and backwards.	Action, jump, roll, level, direction, speed, joint and balance.	Link, pathway, sequence, tuck, straddle, speed, star and pike.	Flow, explore, create, matching, interesting, control and contrasting.	Quality, perform, inverted, technique, apparatus, extension.	Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation and progression.	Momentum, fluently, stability, formation, counter and balance, counter.
Invasion Games	team, balance, tag,, safely, space, forwards and backwards.	Defender, points, dribbling, attacker, score and partner.	Received, send, teammate, chest pass, possession, goal, dodge and bounce pass.	Receiver, footwork, rebound, tracking, interception, mark, travelling and playing area.	Outwit, opposition, opponent, contact, pivot, court, field and pitch.	Tactics, control, foul, pressure, onside, offside, support and obstruction.	Consecutive, consistently, dictate, contest, formation, conceding, turnover and shut down.
Net and Wall Games	Team, space, catch, throw, safely, bounce, forward and backward.	Ready position, partner, net, underarm, score, and points.	Receive, quickly, trap, defend, return, collect and against.	Serve, accurately, track, racket, control, rally and against.	Receiver, backhand, outwit, court and forehand.	Volley, footwork, set, tactics, cooperatively, continuously	Deep, forecourt, defensive, consecutive, consistently,

							backcourt and attacking.
Striking and Fielding	Run, pass, roll, team, space, safety, around, forwards and backwards.	Hit, points, target, throw, score and catch.	Fielder, send, teammate, runs, batter, received and bowler.	Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper and fielding.	Stance, retrieve, opposition, stumped, two-handed pick up, technique and short barrier.	Pressure, backing up, support, overtake, tracking, outwit and tactics.	Obstruction, continuous, drive hit, consecutive, consistently, cooperatively and
Orienteering	Share, team, path, listen, space, travel, follow and safely.	Lead, co-operate, teamwork, solve and instructions.	Support, successful, map, direction and communicate.	Rules, route, trust, navigate, grid, discuss and plan.	Leader, effectively, symbol, inclusive and orientate.	Collaborate, collective, navigation, tactical, control card and orienteering.	Location, symbol, strategy, boundaries, critical thinking and co-operatively.
Swimming		Exit, enter, front, travel, rules, safely, kicking and back.	Pulling, splash, unaided, gliding, floating and breathing.	Sculling, crawl, breaststroke, submersion, rotation and backstroke.	Stroke, huddle, alternate, survival, trading water and buoyancy.	Exhale, flutter kick, surface, somersault and personal best.	Endurance, propel, continuous, streamline, synchronised and retireve.