PHYSICAL EDUCATION SKILLS PROGRESSION							
DATE REVIEW DATE SUBJECT LEADER							
August 2024	August 2025	Stephanie Cassell					

This document aims to give guidance on the progression of PE knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school:

	Step 1 - 'The Big Picture' – setting		Behaviouris	Direct teacher instruction;
Teaching	the PE learning that is about to take	Possible	m	modelling of skills and
Sequence	place within the chronology of pupils	pedago		techniques; demonstration
in PE	PE learning and skill development to	gical		
	date. Starting with what the children	approac		
	know, understand, are able to do	hes		
	and able to say.	used in		
	Step 2 - Review most recent learning	PE		
	in PE.			
	Step 3 - Specify key vocabulary to be		Constructivis	Inquiry-based learning through
	used and its meaning.		m	skill development
	Step 4 – Specify key skills to be used.		Social	Teacher modelling; questioning;
			Constructivis	mix of individual, paired and
			m	group instruction

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	Step 5 - Pro	vide opporti	unities for		Liber	ationis	•	led learning; o	• •	
		n to work int			m		ā	and skill development		
	Step 6 - Pro	ovide opporti	unities for		Learning,		Bei	Being introduced to the key		
	children to	critically revi	ew their		working and		voca	bulary and pl	nysical skills	
	own work and that of others.				tal	king	relating to the PE so that all			
	Step 7 - Individual reflection on the				abo	ut PE	ch	children can perform and		
	learning an	d skill develo	pment that		W	rith	comp	ete using the	correct skills.	
	has taken p	olace.			confi	idence		- -		
				D/	NCE					
Year	UFS	Year 1	Year 2	Year	3	Yea	r 4	Year 5	Year 6	
Acquiring	Physical	• Explo	explore,	• improv	ise	• explo	ore	• explore	• explore,	
and	Developm	re	remember,	freely on	their	and cr	eate	and	improvise	
developing	ent: Early	moveme	repeat and	own and	with	charac	ters	improvise	and	
skills	Learning	nt ideas	link a	a partne	r,	and		ideas for	combine	
	Goal:	and	range of	translati	ng	narrat	ives in	dances in	movement	
	Moving	respond	actions	ideas fro	m a	respor	ise to	different	ideas	
	and	imaginati	with	stimulus	into	a rang	e of	styles,	fluently	
	handling	vely to a	coordinati	moveme	nt	stimul	i	working	and	
	Children	range of	on, control					on their	effectively	
	show	stimuli.	and an					own, with		
	good		awareness					a partner		
	control	• move	of the					and in a		
	and co-	confident	expressive					group		
	ordinati	ly and	qualities of							
	on in	safely in	dance							
	large	their own								
	and	and								



	small moveme	general space,					
	nts.	using					
	• They	changes					
	move	of speed,					
	confiden	level and					
	tly in a	direction					
	range of						
	ways,						
	safely						
	negotiat						
	ing						
	space.						
	They						
	handle						
	equipme						
	nt						
	effectivel						
-	у,						
Selecting	Physical	• com	• comp	• create	• use	• comp	• create
and	Developm	pose and	ose and	and link dance	simple	ose	and
applying	ent: Early	link	perform	phrases using	choreogr	dances by	structure
skills,	Learning	moveme	dance	a simple	aphic	using	motifs,
tactics and	Goal:	nt to	phrases	dance	principles	adapting	phrases,
compositio	Moving	make	and short	structure or	to create	and	sections
nal ideas	and	simple	dances	motif	motifs	developin	and whole
	handling	dances	that			g steps,	dances



***MARY SCHOOL Working and growing together'

• Children	with clear	express	• perform	and	formations	
 Children show good control and coordinati on in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment 	with clear beginning s, middles and ends • perform moveme nt phrases using a range of body actions and body parts	express and communic ate moods, ideas and feelings choosing and varying simple compositio nal ideas	• perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	 perform complex dance phrases and dances that communicat e character and narrative 	formations and patterning from different dance styles • perform dances expressivel y, using a range of performanc e skills	begin to use basic compositio nal principles when creating their dances



WOT KITTED WITH	effectivel						
	у ,						
Knowledg	Physical	recognis	• recog	• keep up	• know	• organi	• unders
e and	Develop	e how	nise and	activity over a	and describe	se their	tand why
understan	ment:	their	describe	period of time	what you	own warm-	dance is
ding of	Early	body	how	and know	need to do	up and	good for
fitness	Learning	feels	different	they need to	to warm up	cool-down	their
and health	Goal:	when	dance	warm up and	and cool	activities	fitness,
	Health	still and	activities	cool down for	down	to suit the	health and
	and self-	exercisin	make them	dance	for dance	dance	wellbeing
	care	g	feel				
	Children					• show	• prepar
	know the		under			an	prepare
	importanc		stand the			understan	effectively
	e for good		importanc			ding of	for dancing
	health of		e of			why it	Tor darienig
	physical		warming			is important	
	exercise,		up and			to warm up	
	and a		cooling			and cool	
	healthy		down			down	
	diet, and						
	talk about						
	ways to						
	keep						
	healthy						
	and safe.						



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	Evaluating	Physical	• talk	• watch	• describe	• describ	• descri	• unders
	and	Developm	about	and	and evaluate	e, interpret	be,	tand how a
	improving	ent: Early	dance	describe	some of the	and evaluate	analyse,	dance is
	performan	Learning	ideas	dance	compositiona	their own	interpret	formed and
	ce	Goal:	inspired	phrases	I features of	and others'	and	performed
		Moving	by	and dances	dances	dances,	evaluate	
		and	different	and use	performed	taking	dances,	
		handling	stimuli	what they	with a	account of	showing an	 evalua
		Children		learn to	partner and	character	understan	te, refine
		show	• сору	improve	in a group	and	ding of	and
		good	, watch	their own		narrative	some	develop
		control	and	work	• talk		aspects of	their own
		and co-	describe		about how		style and	and others
		ordinati	dance		they might		context	work
		on in	moveme		improve their			
		large	nt		dances			
		and			durices			
		small						
		moveme						
		nts.						
		• They						
		move						
		confiden						
		tly in a						
		range of						
		ways,						
		safely						



0							
	negotiat						
	ing						
	space.						
	They						
	handle						
	equipme						
	nt						
	effectivel						
	у,						
SUBJECT		Same as	Same as	Same as EYFS	Same as	Same as	Same as
SPECIFIC		EYFS,	EYFS and	& KS1, plus:	previous year	previous	previous
VOCABULA	Warm up	plus:	Year 1,		groups, plus:	year	year groups.
RY	Cool		plus:	Gesture		groups.	
	down	Compose		Flow	Choreograph		
	Performa	Describe	Rhythm		Improvise		
	nce	Timing	Beats				
	Health	Choreogra	Pattern				
	Exercise	phy	Team work				
	Equipmen	Routine					
	t	Gesture					
	Space	Evaluate					
	Music						
CONTENT	Some	Some	Some	Some	Some	Some	Some
SPECIFIC	vocabular	vocabular	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
	y from	y from	from	from previous	from	from	from



VOCABULA	previous	previous	previous	year groups,	previous year	previous	previous
RY	year	year	year	plus:	groups, plus:	year	year groups,
	groups,	group,	groups,			groups,	plus:
	plus:	plus:	plus:	Mimic	Bouncy	plus:	
				Mime	Rio de Janeiro		Combine
	Move/	Dance	Express	Motif	Samba	Stillness	Structure
	movemen	phrase	Pathways	Machinery	Formation	Clarity	Fluent
	ts	Formation	Spring	Robotic	Canon	Action	
	Explore	Direction	Tension	Aesthetic	Narrative	Reaction	
	Сору	Spinning	Control	Transition	Character		
	Watch	Turning	Extension	Rotation	Stimuli		
	Travel	Speeds		Dynamic	Unison		
	Spinning	Levels					
	Turning						
	Rolling						
	Jump						
	Timing						
-				GAMES			_
Acquiring	Physical	•be	• impro	• consolida	• develop the	• devel	• choos
and	Developm	confident	ve the way	te and	range and	ор а	e, combine
developing	ent: Early	and safe	they	improve the	consistency	broader	and
skills	Learning	in the	coordinate	quality of	of their skills	range of	perform
	Goal:	spaces	and control	their	in all games	techniques	skills more
	Moving	used to	their	techniques		and skills	fluently
	and	play	bodies and	and their		for	and
	handling	games	а			attacking	effectively



• Children	• explore	range of	ability to link	and	in invasion,
show	and use	equipment	movements	defending	striking and
good	skills,	• remember	 develop 	• develop	net games
control	actions	, repeat	the range	consistenc	
and co-	and	and link	and	y in their	
ordinati	ideas	combinati	consistency	skills	
on in	individua	ons of	of their skills		
large	lly and in	skills	in all games		
and	combina				
small	tion to				
moveme	suit the				
nts.	game				
• They	they are				
move	playing				
confider	1				
tly in a					
range of					
ways,					
safely					
negotiat					
ing					
space.					
● They					
handle					
equipme					
nt					





	ways, safely negotiat ing space. • They handle equipme nt effectivel						
	γ,						
Knowledg	Physical	• kno	recog	• know	• recogni	• know	• unders
e and	Develop	w that	nise and	and describe	se which	and	tand why
understan	ment:	being	describe	the short-	activities	understan	exercise is
ding of	Early	active is	what their	term effects	help their	d the basic	good for
fitness	Learning	good for	bodies feel	of different	speed,	principles	their
and health	Goal:	them and	like during	exercise	strength and	of warming	fitness,
	Health	fun	different	activities on	stamina	up, and	health and
	and self-		types of	the body	and know	understan	wellbeing
	care		activity		when they	d why it is	
	Children			know	are	important	unders
	know the			how to	important in	for a good-	tand the
	importanc			improve	games	quality	need to
	e for good			stamina		performan	prepare
	health of			• begin to	recogni	ce	properly
	physical			understand	se how		for games
	exercise,			the	specific		



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Evaluating	and a healthy diet, and talk about ways to keep healthy and safe.			importance of warming up	activities affect their bodies	• under stand why exercise is good for their fitness, health and wellbeing	dov
Evaluating and improving performan ce	Physical Developm ent: Early Learning Goal: Moving and handling • Children show good control and co- ordinati on in large and small	 watc h, copy and describe what others are doing desc ribe what they are doing 	 recognise good quality in performance use information to improve their work 	 recognis e good performance and identify the parts of a performance that need improving use what they have learned to improve their work 	 explain their ideas and plans recogni se aspects of their work that need improving suggest practices to improve their play 	 choos e and use informatio n to evaluate their own and others' work suggest improvem ents in own and others' performan ces 	 dev elop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling



Workering coru	moveme						down are
	nts.						important
	They						
	move						
	confiden						
	tly in a						
	range of						
	ways,						
	safely						
	negotiat						
	ing						
	space.						
	They						
	handle						
	equipme						
	nt						
	effectivel						
	у,						
SUBJECT		Same as	Same as	Same as EYFS	Same as	Same as	Same as
SPECIFIC	\A/a ###	EYFS, plus:	EYFS and	& KS1, plus:	previous year	previous	previous
VOCABULA	Warm up		Year 1,	Not come	groups, plus:	year	year groups,
RY	Cool	Explore	plus:	Net games	A - *!*!	groups.	plus:
	down Health	Rules	Final mate	Tactics	Agility		Ctratagu
	Exercise		Evaluate		Tactical		Strategy
	Safety		Team work				Technique
	Space						
	Space						



CONTENT SPECIFIC VOCABULA RY	Move Equipmen t Throw Catch Pass Roll Bounce Stop Look Control Large movemen ts Small movemen ts Copy Watch	Some vocabular y from previous year group, plus: Actions Receive Dribble Hit target aiming	Some vocabulary from previous year groups, plus: Calling Signalling defender attackers chasing	Some vocabulary from previous year groups, plus: Send scoring Opponent feed striking Overarm under arm fielding barrier	Some vocabulary from previous year groups, plus: Target Chest pass Dodging Bounce pass Accuracy	Some vocabulary from previous year groups, plus: Chasing Tackle Strength Balance	Some vocabulary from previous year groups, plus: Bowling
			GY	MNASTCIS			
Acquiring	Physical	expl	• remember	• consolidate	• develo	• perform	• combi
and	Developm ent: Early	ore gymnasti	, repeat and link	and improve the quality of	p the range of actions,	actions, shapes	ne and perform



developing	Learning	cs actions	combinati	their actions,	body shapes	and	gymnastic
skills	Goal:	and	ons of	body shapes	and	balances	actions,
	Moving	still	gymnastic	and balances,	balances	consistent	shapes and
	and	shapes	actions,	and their	they include	ly and	balances
	handling		body	ability to link	in a	fluently in	more
	• Children	• mo	shapes	movements	performanc	specific	fluently
	show	ve	and		e	activities	and
	good	confiden	balances				effectively
	control	tly and	with				across the
	and co-	safely in	control		• perform		activity
	ordinati	their	and		skills and		areas
	on in	own and	precision		actions more		
	large	general			accurately		
	and	space,			and		
	small	using			consistently		
	moveme	change					
	nts.	of speed					
	● They	and					
	move	direction					
	confiden						
	tly in a						
	range of						
	ways,						
	safely						
	negotiat						
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	space.						



**MARY SCHOOL Working and growing together

	Thou						
	• They						
	handle						
	equipme						
	nt						
	effectivel						
	у,						
Selecting	Physical	• copy or	• Choose,	• Improve their	 create 	choos	develop
and	Developm	create	use and	ability to	gymnastic	e and	their own
applying	ent: Early	and link	vary	select	sequences	apply basic	gymnastic
skills,	Learning	moveme	simple	appropriate	that	compositio	sequences
tactics and	Goal:	nt	compositi	actions and	meet a theme	nal ideas	by
compositio	Moving	phrases	onal ideas	use simple	or set of	to the	understan
nal ideas	and	with	in the	compositiona	conditions	sequences	ding,
	handling	beginnin	sequences	Lideas		they	choosing
	• Children	gs,	they	114645		create, and	and
	show	middles	create and		• use	adapt	applying a
	good	and ends	perform		composition	them to	range of
	control	and ends	репопп		al devices	new	compositio
	and co-	a norf			when	situations	nal/
	ordinati	• perf				Situations	· ·
		orm			creating		principles
	on in	moveme			their		
	large	nt			sequences,		
	and	phrases			such as		
	small	using a			changes in		
	moveme	range of			speed, level		
	nts.	body			and direction		
		actions					



	• They	and body					
	move	parts					
	confiden						
	tly in a						
	range of						
	ways,						
	safely						
	negotiat						
	ing						
	space.						
	• They						
	handle						
	equipme						
	nt						
	effectivel						
	у,						
Knowledg	Physical	• know	recognise	recognise	describe	know and	understan
e and	Develop	how to	and	and describe	how the	understan	d why
understa	ment:	carry	describe	the short	body reacts	d the basic	warming-
nding of	Early	and	what their	term effects	during	principles	up and
fitness	Learning	place	bodies	of exercise	different	of	cooling-
and	Goal:	apparatu	feel like	on the body	types of	warming	down are
health	Health	S	during	during	activity and	up and	important
	and self-	• recognis	different	different	how this	why it is	understan
	care	e how	types of	activities	affects the	important	d why
	Children	their	activity	know the	way they	for good	exercise is
	know the	body		importance	perform	quality	good for



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	importanc	feels	• lift, move	of suppleness		performan	health,
	e for good	when	and place	and strength		ce	fitness and
	health of	still and	equipmen			understan	wellbeing,
	physical	when	t safely			d why	and how
	exercise,	exercisin				physical	to become
	and a	g				activity is	healthier
	healthy					good for	themselve
	diet, and					their	S
	talk about					health	
	ways to						
	keep						
	healthy						
	and safe.						
Evaluatin	g Physical	watch	• improve	describe and	describe	• choose	evaluate
and	Developm	copy and	their work	evaluate the	their own	and use	their own
improving	g ent: Early	describe	using	effectiveness	and others'	informatio	and
performa	n Learning	what	informatio	and quality of	work,	n and	others'
ce	Goal:	they and	n they	a	making	basic	work
	Moving	others	have	performance	simple	criteria to	suggest
	and	have	gained by	recognise	judgements	evaluate	ways of
	handling	done	watching,	how their	about the	their own	making
	• Children		listening	own	quality of	and	improvem
	show		and	performance	performanc	others'	ents
	good		investigati	has improved	es and	work	
	control		ng		suggesting		
	and co-				ways they		
	ordinati						



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	on in				could be		
	large				improved		
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	tly in a						
	range of						
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	They						
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	effectivel						
	у,						
SUBJECT		Same as	Same as	Same as EYFS	Same as	Same as	Same as
SPECIFIC		EYFS,	EYFS and	& KS1, plus:	previous year	previous	previous
VOCABULA	Warm up	plus:	Year 1,		groups, plus:	year	year groups,
RY	Cool		plus:	Levels		groups,	plus:
	down	Flexibility		Speed		plus:	



	Exercise	,	Technique	Pathway	Communicati		
	Healthy		Direction	Co-ordination	on	Leadership	
	Safety		Sequence		Co-operation	·	
	Space				·		
	Equipmen						
	t						
CONTENT		Some	Some	Some	Some	Some	Some
SPECIFIC		vocabular	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
VOCABULA		y from	from	from previous	from	from	from
RY		previous	previous	year groups,	previous year	previous	previous
	Control	year	year	plus:	groups, plus:	year	year groups,
	Balance	group,	groups,			groups,	plus:
	Move	plus:	plus:	Direct	Contrasting	plus:	-
	Jump			Wide	receiving		Synchronisat
	Land	Points	Slide	Thin	weight	Bridges	ion
	High	Patches	Rolling	Long	cart-wheel	Rotate	Canon
	Low	strong	Linking	Short	twisting	Axis	Counter-
	Shape	(tension)	Leap	Curled	turning	Flight	balance
	travel	stretch		Contrasting	bunny hop	Wheel	Counter-
	Explore	(extension		Acceleration		Spring	tension
	Stretch)		forwards		clock wise	Matching
	Сору	Flight		backwards		anti clock	Mirroring
	Watch	Bounce		sideways		wise	
		Wide		co-ordination		take-off	
		Narrow		deceleration			
		Curled		even			
				uneven			



	0												
				symmetrical									
				asymmetrical									
	OUTDOOR ADVENTUROUS ACTIVITY												
Acquiring				develop the	develop the	develop	 develo 						
and				range and	range and	and refine	p and						
developing				consistency	consistency	orienteeri	refine						
skills				of their skills	of their skills	ng and	orienteerin						
				and work	and work	problem-	g and						
				with others	with others	solving	problem-						
				to solve	to solve	skills	solving						
				challenges	challenges	when	skills when						
						working in	working in						
						groups	groups and						
						and on	on their						
						their own	own						
Selecting				choose and	• choose	• decid	• decide						
and				apply	and apply	e what	what						
applying				strategies	strategies	approach	approach						
skills,				and skills to	and skills to	to use to	to use to						
tactics and				meet the	meet the	meet the	meet the						
compositio				requirements	requirement	challenge	challenge						
nal ideas				of a task or	s of a task or	set	set						
				challenge	challenge								
						adapt	• adapt their						
						their skills	skills and						
						and	understan						
						understan	ding as						



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					ding as	they move
					they move	from
					from	familiar to
					familiar to	unfamiliar
					unfamiliar	environme
					environme	nts
					nts	
Knowledg			recognise the	 recogni 	understan	understan
e and			effect of	se the effect	d how the	d how the
understa			different	of different	challenge	challenge
nding of			activities on	activities on	of outdoor	of outdoor
fitness			the body and	the body and	and	and
and			to prepare	to prepare	adventuro	adventuro
health			for them	for them	us	us
			physically	physically	activities	activities
					can help	can help
			work safely	work	their	their
				safely	fitness,	fitness,
					health and	health and
					wellbeing	wellbeing
Evaluating			describe and	 describ 	• see the	• see the
and			evaluate	e and	importanc	importanc
improving			their own	evaluate	e of a	e of a
performan			and others'	their own	group or	group or
ce			performance	and others'	team plan,	team plan,
			s, and	performance	and the	and the
			identify areas	s, and	value of	value of



SUBJECT SPECIFIC VOCABULA		that need improving	identify areas that need improving Same as previous year groups, plus:	pooling ideas • improve their performan ce by changing or adapting their approache s as needed Same as previous year	previous year groups,
		warming up cooling down heart rate Team Work co-operation rules travel space	-	-	· .
CONTENT SPECIFIC		navigation map reading	Spatial awareness	Orienteerin g	Adapt Compass



VOCABULA RY				symbols diagram sharing lifting carrying obstacles Key control copy Skills Solve Challenge		Problem solving Quickest route	Map styles
				ATHLETICS			
Acquiring and developing skills	Physical Developm ent: Early Learning Goal: Moving and handling • Children show good control and co-	 rememb er, repeat and link combina tions of actions use their bodies and a variety of 	 remember repeat and link combinati ons of actions use their bodies and a variety of equipmen t with 	• consolidate and improve the quality, range and consistency of the techniques they use for particular activities	• consolidate and improve the quality, range and consistency of the techniques they use for particular activities	 develop the consistenc y of their actions in a number of events increase the number of technique s they use 	 develo p the consistency of their actions in a number of events increa se the number of techniques they use



	ordinati	equipme	greater				
	on in	nt with	control				
	large	greater	and				
	and	control	coordinati				
	small	and	on				
	moveme	coordina					
	nts.	tion					
	They						
	move						
	confiden						
	tly in a						
	range of						
	ways,						
	safely						
	negotiat						
	ing						
	space.						
	They						
	handle						
	equipme						
	nt						
	effectivel						
	у,						
Selecting	Physical	• use their	• use their	• develop their	 develop 	• choos	• choose
and	Developm	bodies	bodies	ability to	their ability	е	appropriat
applying	ent: Early	and a	and a	choose and	to choose	appropriat	е
skills,	Learning	variety	variety of	use simple	and use	е	techniques



tactics and	Goal:	of	equipmen	tactics and	simple	techniques	for specific
compositio	Moving	equipme	t with	strategies in	tactics and	for specific	events
nal ideas	and	nt with	greater	different	strategies in	events	
	handling	greater	control	situations	different		
	• Children	control	and		situations		
	show	and	coordinati				
	good	coordina	on				
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	● They						
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	tly in a						
	range of						
	ways,						
	safely						
	negotiat						
	ing						
	space.						



	They handle equipme nt effectivel						
e and understa nding of fitness and health	Physical Develop ment: Early Learning Goal: Health and self- care Children know the importanc e for good health of physical exercise, and a healthy diet, and talk about ways to	• recognis e and describe what their bodies feel like during different types of activity	• recognise and describe what their bodies feel like during different types of activity	 know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity 	 know, measure and describe the short-term effects of exercise on the body describ e how the body reacts to different types of activity 	 understan d the basic principles of warming up understan d why exercise is good for fitness, health and wellbeing 	 understan d the basic principles of warming up understan d why exercise is good for fitness, health and wellbeing



	keep healthy and safe.						
Evaluating and improving performan ce	Physical Developm ent: Early Learning Goal: Moving and handling • Children show good control and co- ordinati on in large and small moveme nts. • They move confiden tly in a	• watch, copy and describe what they and others have done	• watch, copy and describe what they and others have done	describe and evaluate the effectiveness of performance s, and recognise aspects of performance s that need improving	describ e and evaluate the effectiveness of performance s, and recognise aspects of performance s that need improving	evaluate their own and others' work and suggest ways to improve it	evaluate their own and others' work and suggest ways to improve it



	Equipmen t						
	Health Control Safety	ordination	Agility				
KI	down	Co-	plus:	Technique Heart rate	Fitness	groups.	
VOCABULA RY	Warm up Cool	plus:	Year 1,	Table 1	groups, plus:	year	year groups.
SUBJECT SPECIFIC		EYFS,	EYFS and	& KS1, plus:	previous year	previous	previous
CUDIFCT	у,	Same as	Same as	Same as EYFS	Same as	Same as	Same as
	effectivel						
	equipme nt						
	handle						
	• They						
	space.						
	negotiat ing						
	safely						
	range of ways,						



VOCABULA RY	Jumping Running Throwing Stretch Speed Copy Watch	y from previous year group, plus: strength power take-off distance direction pick up put down relays	from previous year groups, plus: Aim Landing Force target	from previous year groups, plus: Measure Pathways estimating	from previous year groups, plus: Spatial awareness Actions	from previous year groups, plus: down sweep acceleration take-over upsweep	from previous year groups, plus: circuit covert Angles acceleration apply
Notes	•	is taught in \ample am Primary S		e and follow the P	PE pro Scheme to	o help us with	our planning