

Cuddington Primary School

PE Essential Learning, Assessment and Skills Progression



CUDDINGTON
Primary School



Respect Collaborate Aspire

Creating Success Together

PE Essential Learning

Our PE (Physical Education) curriculum is structured around the development of **fundamental movement skills, physical competence, tactical understanding, and evaluation**. These elements are revisited and built upon from Reception to Year 6 through a carefully sequenced scheme of learning.

Pupils develop their physical skills through active participation, applying them in a range of activities including games, gymnastics, dance, and athletics. Vocabulary is introduced and reinforced through movement, enabling pupils to describe, explain, and evaluate their performance.

Through this progression, pupils become increasingly confident and competent movers who can apply skills, make decisions in games, and reflect on their performance—thinking increasingly like physically educated individuals.

Physical Education Skills Progression (One-Page Summary)

Area	Reception	KS1 (Y1–2)	LKS2 (Y3–4)	UKS2 (Y5–6)
Fundamental Movement	Develop basic movement (run, jump, balance)	Combine movements with increasing control	Apply movements fluently in different contexts	Perform movements with precision, control, and efficiency
Coordination & Control	Begin to control body movements	Show coordination in simple actions	Refine coordination and control in sequences and games	Demonstrate consistent control in complex situations
Games & Tactics	Take part in simple games	Understand basic rules (attack/defend)	Apply simple tactics and positioning	Apply advanced tactics and make effective decisions
Physical Development	Develop balance, agility, and spatial awareness	Improve agility, balance, coordination (ABC)	Build strength, stamina, and control	Apply physical fitness effectively in performance
Application of Skills	Explore movement through play	Use skills in structured activities/games	Apply skills across a range of sports	Transfer and adapt skills across different contexts
Evaluation & Reflection	Talk about what they did	Describe what went well	Explain how to improve performance	Analyse and evaluate performance using appropriate vocabulary
Teamwork & Collaboration	Work with others in simple ways	Begin to cooperate with others	Work effectively as part of a team	Lead, support, and adapt within team situations
Use of Vocabulary	Use simple movement language	Use basic PE vocabulary in context	Use subject-specific vocabulary	Use technical and evaluative vocabulary confidently

Reception - We Are Learning...

Gymnastics		Dance	
Unit 1	Unit 2	Unit 1	Unit 2
1. To move safely 2. To take off and land on two feet 3. To balance and move balls and beanbags 4. To travel on mats and benches 5. To copy and repeat actions 6. To perform simple shapes and balances	1. To link different shapes and ways of moving 2. To egg roll and log roll 3. To follow different pathways 4. To balance on points and patches 5. To perform our story to music 6. To use a start and finish position	1. To use colours and feelings in dance 2. To perform as animals using different levels and directions 3. To work with a partner 4. How to show expression in our sequence 5. To perform transport actions and movements in our dance 6. To use leading and following movements	1. To move to the count of 8 2. To perform with a partner to the count of 8 3. To work with a partner to perform 4. To perform a dance using 4 actions 5. To link new actions with the ones we already know 6. To practice and perform a dance about Africa
Body Management		Speed, Agility and Travel	
Unit 1	Unit 2	Unit 1	Unit 2
1. To balance beanbags 2. To move through hoops in different way 3. To reach and stretch to get equipment 4. To make bridges and tunnels with our body 5. To travel over and under apparatus 6. To make shapes with our bodies	1. To balance beanbags 2. To move through hoops in different way 3. To reach and stretch to get equipment 4. To make bridges and tunnels with our body 5. To travel over and under apparatus 6. To make shapes with our bodies	1. To move in different directions 2. To keep our bodies safe in running games 3. To jump in different directions 4. To stop safely 5. To move at slow and fast speeds 6. To stop safely in different ways	1. To move beanbags and balls 2. To move in different ways 3. To jump on, off and over 4. To perform circle dances 5. To use strength to hold shapes 6. To work in a team

Manipulation and Coordination		Cooperate and Solve Problems	
Unit 1	Unit 2	Unit 1	Unit 2
1. To handle a balloon 2. To handle a ball 3. To kick a ball 4. To hop, jump and step 5. To send a ball or beanbag 6. To send and stop in a game	1. To play parachute games 2. To use equipment to perform actions 3. To use a baton to push beanbags and balls 4. To use a baton to dribble 5. To perform different jumps 6. To handle a hoop	1. To match colours and symbols 2. To work as a team to complete a task 3. To use our bodies to make number shapes 4. To follow a trail 5. To work with others to make patterns 6. To work with a partner to complete challenges	1. To follow a trail with a partner 2. To play in parachute games 3. To make jumping patterns 4. To create movement patterns 5. To lead a partner in tapping patterns 6. To navigate obstacles

Year 1 – We are learning...			
Attack, Defend, Shoot		Hit, Catch, Run	
Unit 1	Unit 2	Unit 1	Unit 2
1. To hit a target 2. To defend a target 3. To roll and slide balls and beanbags 4. To shoot in a game to get points 5. To work with a partner to score points 6. To use our attacking and defending skills in a game	1. To find our pulse on our wrist 2. To move side to side to defend the goal 3. To bounce a ball with control to ourselves 4. To aim at different targets 5. To adapt to a game with changing rules 6. To play in the best defensive position in a game	1. To select space to throw or roll a ball into 2. To track and collect a rolling ball 3. To catch a ball to stop an opponent scoring 4. To use our hands to hit a ball 5. To run between bases to score points 6. To work as a team to score points	1. To catch a ball over a short distance 2. To begin to hit a ball with power 3. To position ourselves in the path of the ball 4. To field the ball to a base 5. To catch a high ball 6. To stop the other team from scoring points
Send & Return		Run, Jump, Throw	
Unit 1	Unit 2	Unit 1	Unit 2
1. To slide a beanbag to a target 2. To hit a ball in different ways with our hands 3. To move towards a ball to return it 4. To work with a partner to stop and return a beanbag 5. What a rally is and rallying with a partner 6. To send a ball into space to make it harder for our opponent	1. To send the ball over a net to our partner 2. To track and stop a moving object using both hands 3. Why different muscles are important when playing games 4. To send balls accurately from different positions e.g., kneeling or sitting 5. To spot space on the playing area and hit the ball there 6. To play a game with a partner	1. To start and stop moving at speed 2. To use our arms when running at different speeds 3. To take off on two feet to jump for distance 4. To use correct technique to throw different objects for distance 5. To show improvement in our throwing 6. To take part in a competition using running, jumping, and throwing skills	1. To use agile movements in different activities 2. Different ways to recognise the start and end of an activity e.g., whistle 3. To develop stamina when running 4. To develop core strength to improve throwing 5. To stride and jump for height 6. To choose the best starting position for running quickly

Year 1 – We are learning...			
Dance		Gymnastics	
Unit 1	Unit 2	Unit 1	Unit 2
1. To show moods and feelings we would experience in the jungle 2. To move as if we are living in the jungle 3. To create and perform movements which show friendship 4. To perform leading and following movements 5. To perform a short dance with a clear start, middle and end 6. To use repeated actions in our dance	1. To perform actions to well-known nursery rhymes 2. To march in time to the beat and to turn while marching 3. To march in time as a group 4. To perform actions in canon 5. To perform a short dance using canon 6. To perform in rounds in different groups	1. To perform 3 'like actions' in a sequence 2. To carry and set up apparatus safely 3. To tense our muscles to hold different shapes 4. To jump high and far 5. To travel with good body tension 6. To create a short movement pattern	1. To move on, off and over apparatus 2. To rock on different parts of the body 3. To perform spins and turns at different levels 4. To perform actions at the same time as a class 5. To perform controlled actions at different times than others 6. To create a sequence with a partner

Year 1 – We are learning...
OAA
1. To follow simple instructions to complete a trail 2. To find matching symbols 3. To copy and create a hoop dance 4. To work with a partner to complete a hoop challenge 5. To recognise a drawn symbol as a real object 6. To use decision-making skills to hide equipment



Year 2 – We Are Learning...

Attack, Defend, Shoot		Hit, Catch, Run	
Unit 1	Unit 2	Unit 1	Unit 2
1. To kick the ball over long and short distances 2. To stop a ball with control using the foot 3. To work as a team to keep the ball 4. To bounce a ball with my partner 5. To bounce the ball while we are moving 6. To pass the ball forward in a game	1. To throw different types of equipment 2. To move to a space after passing a ball 3. To pass and move forwards to a target with a partner 4. To position ourselves as a goalkeeper 5. To intercept a ball from a person on the other team 6. To use the skills we have developed in a competition	1. To hit a ball and score points by running to cones 2. To defend a target by kicking 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base 6. To hit a ball into a space, away from fielders	1. To time our run around the bases to stay 'safe' 2. To kick a ball into space using different parts of the foot 3. To respond to how a ball is bowled when hitting 4. About the role of a wicketkeeper 5. About the role of a backstop and its likeness to wicketkeeper 6. To bowl underarm in a game with accuracy
Send & Return		Run, Jump, Throw	
Unit 1	Unit 2	Unit 1	Unit 2
1. To stay on our toes to move quickly to the ball 2. To identify which hand is dominant in a game 3. Basic rules of serving to our partner 4. To develop agility and use it in a game 5. To use the correct grip to hit a self-fed ball 6. To use the ready position in a rally	1. To feed a ball to our partner with consistency 2. To send the ball to different parts of the court 3. To throw and catch in a seated position 4. To accurately serve the ball to different parts of the court 5. To use overarm attacking shots in a game 6. To manage what we should be doing within the competition	1. To move quickly whilst being aware of others around 2. To create power with our legs to turn at speed 3. To move through an obstacle course with speed and control 4. To choose the best throw for different situations 5. To use quick feet whilst sprinting 6. To perform static and dynamic balances	1. To work both individually to run over a longer distance 2. To improve strength to increase jumping distance 3. To create power when throwing for distance 4. To use breathing techniques to be able to run more easily 5. To cooperate with our partner to complete a task well 6. Listen to others and work as a team to achieve the highest score possible

Year 2 – We Are Learning...			
Dance		Gymnastics	
Unit 1	Unit 2	Unit 1	Unit 2
1. To use penguin images to inspire our dance 2. To show feelings of abandonment through dance 3. To create movements that show friendship between two characters 4. To create a solo dance with changes of direction and speed 5. To match our movements to music 6. To choose a formation for our dance and explain our choice	1. To develop a dance that shows different emotions 2. To work on our own to create a movement pattern 3. To work on our own to create and perform a short movement phrase 4. To watch, copy and repeat actions to create a 'motif' 5. To perform our motif in different formations 6. To use different movement pathways in our dance	1. To combine 4 elements into a floor sequence 2. To create power in a variety of different jumps 3. To smoothly link actions 4. To show flexibility in shapes 5. To travel at different speeds 6. To judge a short sequence	1. To perform a front support position with control 2. To perform an arch and dish shape 3. To perform a back support shape showing flexibility 4. To leapfrog 5. To jump for distance with control 6. To create and perform a 10-element sequence

Year 2 – We are Learning
OAA
1. To work as a team to complete a task 2. To use problem-solving to complete a simple treasure hunt 3. To copy and then create a simple movement pattern 4. To give clues to guide a blindfolded person safely 5. To improve performance through repetition 6. To use a key on a map to re-create a map with accuracy



Athletics - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. Jumping and hopping in sequence 2. To run at different speeds 3. To approach and jump hurdles 4. To throw a javelin using the pull throw technique 5. A variety of skipping techniques 6. To keep score accurately over a range of events	1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using a one-footed-take-off 4. To use a sling action to throw a discus 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way	1. To run for speed and distance on our own and as part of a team 2. Pacing, to run over longer distances 3. Different jumping styles and exploring which ones we can jump further with 4. To use the push throw technique 5. To exchange a baton within a restricted area 6. To design a running, jumping or throwing activity for others using the STEP principle	1. Sprint start technique to increase our running speed 2. The three phases of triple jump 3. The heave throw technique and what it is used for 4. To assess our own ability to play our role in paralauff running 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over a range of track and field events

Badminton - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use hard and soft hits 2. That different types of needed to reach different areas of the court 3. To move to return the shuttle from different areas of the court 4. To rally with a partner over a net 5. To serve forehand 6. To play within the boundaries of the court	1. To use an underarm forehand shot 2. To hit an overhead clear shot 3. To hit a backhand shot with control and accuracy 4. Trick shots and interesting ways to hit the shuttle 5. To work collaboratively to score points in different scenarios 6. To use forehand and backhand shots in a singles game	1. To make it difficult for our opponent to score points 2. To apply basic court positions in singles play 3. To accurately hit both long and short serves 4. Close control, including net shots 5. To use footwork to recover after lunging and moving after shots 6. To apply a range of movements and shots in a competition	1. The smash shot technique and when it is used 2. To use the smash shot in a doubles game 3. To hit a drop shot using the correct technique to outwit an opponent 4. To develop reaction time to hit shots when close to the net 5. To communicate with a partner in doubles matches to make sure court positioning is correct 6. To use defensive formations in a doubles game to prevent opponents from scoring points

Basketball – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To keep the ball under control when dribbling 2. To work as a pair to move forward and attack 3. To use a defensive body position 4. To perform a two-handed shot to score baskets 5. To use a jump ball to restart a game 6. When to move to space to receive the ball	1. To apply pressure on an attacker to force a mistake 2. To change direction quickly using a crossover dribble 3. To use man-to-man marking to stop the ball handler 4. To perform a bounce pass to outwit an opponent 5. To perform a jump shot 6. To perform a jump stop and triple-threat position	1. To use blocking to prevent an opponent from shooting 2. The front pivot and trying to use it in a game 3. To use a forward pass and wing play to build an attack as a team 4. To perform a one-handed push pass under pressure 5. To create space using the box-out technique to recover rebounds 6. To catch the ball under pressure into the triple-threat position	1. How to counterattack using the fast break 2. To retreat dribble to maintain possession 3. To perform a free throw with consistency 4. To use speed and agility to perform a v-cut to get free from a defender 5. To drive to the basket using strength and co-ordination 6. The 3-point shot and how different points are awarded

Cricket – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To hit a stationary ball into space using the straight drive 2. To bowl underarm to a batter with some consistency 3. To use the correct footwork to strike a bowled ball 4. To stop a moving ball using the long barrier technique 5. To throw longer distances overarm 6. To perform as a wicketkeeper	1. To hit the ball in different directions 2. To anticipate when to run to score singles 3. To intercept a moving ball with one hand 4. To bowl overarm 5. The pull shot and attempting it in a game 6. To field a bouncing ball effectively	1. To work with a partner to score runs 2. To throw accurately over short distances to get batters out 3. To follow the path of the ball to catch as a wicketkeeper 4. To overarm bowl with accuracy whilst using a run-up 5. To play a forward defensive shot 6. To set a field in a game to limit the runs scored by a batter	1. To create pressure on a batter by using attacking fielding positions 2. To track and catch a high ball consistently 3. To perform a short-pitched bowl to get a batter to hit the ball in the air 4. To work in a pair to restrict run scoring when fielding 5. To play an on-drive 6. To apply the learnt skills into a game of inter-cricket

Football – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the inside of the foot to pass the ball 2. To trap a ball with control that is moving along the ground 3. To pass the ball accurately into space over short distances 4. To identify and move into space to receive the ball 5. To use the outside of the foot to control the ball and dribble 6. To cushion the ball when receiving it	1. To run onto the ball to receive it 2. To explore front and goal-side marking techniques 3. To perform a standing tackle to dispossess an attacker 4. To dribble showing good control to progress forward 5. To pass and receive the ball over longer distances 6. To perform passing and moving with a teammate	1. To turn with the ball 2. To travel quickly and effectively when running with the ball 3. To combine running with ball and sending it into space 4. To maintain their position when attacking to create space 5. To perform a step over to beat a defender 6. To control a bouncing ball, keeping it close to the body	1. To set up a shooting opportunity for a teammate 2. To restrict an opponent's space by defending with a partner 3. To perform a penalty kick with power and accuracy 4. To attack and shoot as a pair 5. To perform the role of a cover defender to stop the opposition attack 6. To use close control to keep possession of the ball under pressure

Handball – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the ready position to catch effectively 2. To perform accurate passes in different situations 3. To move with the ball using the 3-step rule 4. To prevent the ball being passed by blocking and intercepting 5. To use quick, effective passes to attack as a team 6. To develop accurate passing and move into space in a game	1. To protect the ball from our opponent after catching it 2. Basic overarm shooting technique 3. To build an attack in a team using the 3-man weave 4. To perform turns on the move to get back and defend 5. To perform a 7-metre throw with power and accuracy 6. To use a throw off to restart a game	1. The jump shot 2. To goal keep by closing the angles attackers can shoot from 3. The double fault rule and how it applies to dribbling 4. To perform a pivot to create space to pass or shoot 5. To the role of set plays to create opportunities to score 6. To select and apply new skills in a competition situation	1. To play in a game abiding by the double dribble rule 2. The concept of screening and attempting it in a game 3. Patience around the D to find the best position to shoot 4. To show control of the ball when dribbling under pressure 5. To counterattack into space with speed 6. To develop decision-making skills in game situations

Hockey – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To keep close control of the ball using the flat side of the stick 2. To control a ball and pass it into space 3. To use a defensive body position 4. To consistently stop a moving ball ready to pass or shoot 5. To improve our agility and apply it in a game situation 6. To avoid our feet contacting the ball and apply basic rules to the game	1. To perform a push pass with accuracy 2. To perform a straight dribble to maintain possession 3. To use reverse-stick to control a ball on the far-side of our body 4. To use a slap pass to send the ball over longer distances 5. To turn keeping the ball under control and move into space 6. To develop new skills in competitive situations and look to improve	1. To perform a block tackle to dispossess an attacker 2. To use fast, accurate passes into the D to create scoring opportunities 3. To mark an attacker closely to stop them receiving the ball 4. To perform a sweep hit to send the ball 'first time' 5. To move the ball quickly from left to right to outwit a defender 6. To use a variety to keep possession in a game	1. To shoot under pressure from close range 2. To perform long corner routines as part of a team 3. To use goal-side marking to prevent an attacker getting close to goal 4. To use a banana run to force an oncoming attacker out wide 5. To use a hit out to successfully to restart a game 6. Indian dribble and to play competitively using new skills

Netball – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To perform quick, accurate chest passes 2. To use dodging to get free from our opponent 3. To move our position on the court to create space 4. To perform a bounce pass to outwit our opponent 5. To throw for distance using a shoulder pass 6. To pass and move with accuracy to keep possession	1. To protect the ball once we have caught it 2. To use basic shooting techniques in a game 3. To play using the court thirds 4. To use one-to-one marking in a game situation 5. The footwork rules for netball and using them in a game 6. To play a game using the 'High 5' rules	1. To use a bounce pass effectively in a game 2. Various techniques to find space during a game 3. A range of dodging techniques and attempting to use them in a game 4. To practice and perform pivoting to make good passes 5. Two-handed shooting technique and to play the position of shooter 6. To work cooperatively as a team to attack and defend	1. The double bounce rule and observing it when playing a game 2. To mark the pass or the shot 3. To organise ourselves around the D and be ready to receive a pass 4. To compete to win the rebounding ball 5. To knock the ball away and explain when you would use this technique 6. To make good choices about what pass to use in competitive games

OAA – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use clear communication, strength and flexibility to complete a task 2. To work with others to complete map-reading tasks 3. To draw and create a clear route on a map for others to follow 4. With others to identify what went well and what we could do to improve 5. To identify and explain what is required to complete a variety of challenges 6. To safely take part in trust-based activities	1. To work collaboratively to complete a problem-solving task 2. To work collaboratively to create shapes whilst blindfolded 3. To name and recognise the cardinal points of the compass 4. To complete an orienteering task calmly under time pressure 5. To work with a partner to use a map to follow a course 6. To recognise and recall common map symbols from a key	1. To explore different ways of communicating with a blindfolded partner 2. To follow a designated route at maximum speed and complete a task safely 3. To use memory methods to recall different objects whilst navigating 4. To use clear communication to recreate shapes from memory 5. To use imagination and creative thinking to create the tallest marshmallow tower 6. To send and interpret messages using Morse Code	1. To work with a partner to successfully orient and follow a map 2. To identify objects for a scavenger hunt quickly from a written description 3. To safely perform a pyramid balance in a small group 4. To work efficiently as part of a team to complete a range of tasks 5. To create a fun and challenging game for others to complete 6. To listen to others to refine and adapt ideas to complete a complex task

Rounders – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To get into the best body position to field a ball 2. To bowl with some consistency in a game 3. To hit a moving ball with one hand 4. To stop a moving ball using the long barrier technique 5. To throw longer distances using overarm technique 6. To select and apply new skills in a competition	1. To hit the ball in different directions 2. To run between the posts and avoid getting stumped out 3. To intercept the ball using one hand 4. To underarm bowl abiding by the rules of bowling 5. To play the role of backstop and use in a small game 6. The rounders scoring system and using it in a game	1. To judge how far you can run based on the distance of a hit 2. To throw over short distances with power and accuracy to get batters out 3. To follow the path of a moving ball to make sure it is fielded consistently 4. The backwards hit rule and using it tactically as the backstop 5. To hit the ball into gaps to maximise the chance of scoring 6. To set a field in a game to limit the scoring of a batter	1. Attacking tactical bowling to make it more difficult for the batter to hit 2. To track and catch a high ball 3. To use fast bowling to deceive your opponent 4. To work in a pair in the field to restrict scoring 5. To apply tactics when running around bases to avoid overtakes 6. To apply attacking and defensive tactics in a competitive situation

Tag Rugby – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use speed to run past defenders 2. A range of ball handling skills 3. To use agility to evade being tagged 4. To understand and apply the tag protocol in game situations 5. To close down an attacker's space as a defender 6. To perform a backwards pass to continue an attack	1. To use accurate passes to create an attack as a team 2. To pick the ball up from the floor and run with it to start an attack 3. To keep possession of the ball and build an attack 4. To evade being tagged by using changes of speed, agility and passing the ball 5. To use changes of speed to create gaps to run into 6. To create attacking opportunities in competitive games	1. To use defensive positions to mark and tag an attacker 2. To pass a ball accurately and consistently while on the move 3. To defend as part of a team to deny space to the attacking team 4. To use a pop pass over short distances to create an explosive run 5. To move the ball quickly when under pressure using the 'magic diamond' formation 6. To use the 3 step and pass rule with some confidence	1. To create attacking continuity by supporting the player with the ball 2. To use set plays in attack to create space for the ball carrier 3. To develop further the 3 step rule comparing and contrasting to the 3-second option 4. To attack the space as a ball carrier to create scoring opportunities 5. To change from an attacking to defensive formation when your team loses possession of the ball 6. To observe and analyse our classmates performance

Tennis – We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the ready position to return a ball 2. To hit the ball to different parts of the court using a forehand hit 3. To perform an underarm serve to start a rally 4. To move towards a ball to return it over the net 5. To play cooperatively with a partner to keep the ball moving over the net 6. To perform forehand hits to score points in a competition	1. To return to the middle of the court after playing a shot 2. To accurately use the forehand in game situations to score points 3. To play a backhand shot with some control 4. To combine ready position and court movements to consistently return the serve 5. To work with a partner to score points in a game 6. To use forehand and backhand shots to score points in a competitive situation	1. To recap and perform a range of different shots with accuracy and control 2. To move quickly to the ball to perform a volley 3. To play an overhead shot and know when you might use this 4. To use different court formations during doubles play 5. To refine court movement to hit the ball before the second bounce 6. To perform a diagonal, serve to begin a game in competitive situations	1. To communicate clearly with a partner to score points in doubles play 2. To attempt a two-handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponent's head 4. To apply the correct rules and scoring system in games 5. Play different doubles formations and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success

Dance – We are learning...**LO Year 3****Unit 1**

1. To perform a jazz square and use it in a dance
2. To perform a dance showing two contrasting characters
3. To develop movements using improvisation
4. To use props in our dance sequence
5. To use facial expressions to bring life and emotion to our dance
6. To take on the role of a director to help others improve their dance

Unit 2

1. To perform a dance phrase inspired by the ocean's depths
2. To use improvisation to create a longer movement phrase
3. To use dynamics in a short group dance to show travelling on the ocean
4. To perform as a class to show the damage that can be caused to the ocean
5. To work as a group to develop a dance representing the ocean
6. to prepare our group dance for a final performance

LO Year 4**Unit 1**

1. To use freeze frame in our dances
2. To perform a slide and roll confidently
3. To use a variety of formations when performing
4. To extend our 'mission dance' phrases using canon
5. To sequence our dance actions to show good flow
6. To create a 5 action dance routine showing good 'stage' entry

Unit 2

1. To communicate the theme of a snake through our dance actions
2. To use dynamics and formations in our dance to tell a story
3. To use space, travel and floor patterns to enhance the dance
4. To develop our choreography skills
5. To work in a small group to create contact movements
6. To use peer evaluation to improve each other's work

Gymnastics – We are learning...

LO Year 3		LO Year 4	
Unit 1	Unit 2	Unit 1	Unit 2
1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions	1. To perform a japana 2. To use bounces and broad jumps in a sequence 3. To attempt a half lever 4. To transition from a japana to another shape with control 5. Stretches while moving and when we are still to increase our flexibility 6. To show strength, flexibility and control in our sequence	1. To perform a 6-element sequence that uses changes in speed and direction 2. To use the STEP principle to create and perform a partner sequence 3. To take weight-on-hands showing control 4. To develop a sequence using compositional ideas 5. To co-operate as a group to refine a short sequence 6. To compare and judge performances	1. To perform a weighted bunny hop showing control and balance 2. An arabesque balance and over-the-shoulder roll 3. To identify and engage core muscles for stability 4. To smoothly transition from front support to side support 5. To perform a shoulder stand with control 6. To combine all elements of this unit into one sequence showing smooth transitions

Gymnastics – We are learning...

LO Year 5		LO Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
1. The key steps to performing a round-off 2. To create and perform a partner sequence using symmetry 3. To create and perform a partner sequence using asymmetry 4. To perform counter-balances with a partner 5. To perform smooth transitions between counter balances using different levels 6. To evaluate each other's work and suggest improvements	1. To use space creatively along an L-shaped pathway 2. To refine our round-off technique 3. To refine over-the-shoulder roll and attempt a handstand finish 4. To smoothly link 2 cartwheels to perform a double cartwheel 5. To transition into a bridge with control 6. To develop a 6-element partner sequence incorporating asymmetry	1. To use controlled flight on to high apparatus 2. To dismount safely from high apparatus 3. To develop a short sequence using flight in canon formation 4. To incorporate equipment such as hoops and balls into a group sequence 5. To create a paired flight sequence using both canon and unison 6. To create and perform a 6-element group sequence to music	1. To perform a 10-element group sequence using both floor and apparatus 2. To perform with equipment and respond creatively to music 3. To create judging criteria and then assess performances against it 4. To create and perform interesting patterns as part of a group 5. To select and apply the appropriate walk and presentation to start a sequence 6. to perform a 10-element sequence within a 1-minute time limit

Dance – We are learning...

LO Year 5		LO Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
1. What non-locomotor movement is and using it in our dance 2. To perform both non-locomotor and locomotor movements together 3. To create new and exciting group patterns 4. A simple Line Dance routine 5. To create our own line dance with a partner 6. To work collaboratively within our group to improve our performance	1. To communicate the theme of heroes through our dance 2. To manipulate and develop actions using a range of devices 3. To create interesting and varied dance actions as a group using levels 4. To use jumps to bring power and energy to our dance phrases 5. To show the theme of an attack, performing at a low level 6. Work effectively with others to improve movement quality and performance	1. The technique of stag leap and rebound jump 2. To explore relationships through dance and perform partner lifts 3. To compose a dance phrase based on the Hakka 4. Choose and use suitable dynamics for the Hakka 5. To link freeze frames in a street dance style to create a short movement phrase 6. To perform a Top Rock and Slide Step and perform confidently with a partner	1. To portray the theme of gangs through our movements and gestures 2. To use devices such as contrast and variation in a group dance 3. To use formations to demonstrate tension in relationships between performers 4. To use claps, stamps and slaps to perform a live aural setting 5. To perform as opposing gangs attacking each other 6. To show performance qualities in sections of our gang dance and evaluate our work



Physical Education – Vocabulary & Assessment Overview

Curriculum Approach to Vocabulary in PE

In Physical Education, vocabulary is taught through physical participation and repeated application within meaningful movement contexts. As the school follows a structured PE scheme, vocabulary is introduced, revisited and built progressively through units and year groups. Pupils first acquire core movement and game language, before developing more technical, tactical and evaluative vocabulary as their competence and understanding increase. Vocabulary progression is therefore embedded through practice, modelling and discussion within lessons, rather than taught in isolation.

PE Vocabulary Progression

The tables below summarise the expected vocabulary exposure at each stage. Teachers do not need to teach all vocabulary explicitly in advance; instead, it should be modelled, reinforced and used orally during lessons.

Reception – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	fast, high, low, jump, climb, step, stand, stop, reach, hold, carry, touch, crawl, roll, hands, feet, eyes, over, under, through, around, work, join, music, beat, hop, turn, twist, freeze, pause
Tier 2 (Subject)	balance, control, stretch, pattern, sequence, shape, movement, timing, direction, pathway, rhythm, team, partner, cooperate, agility, grip, flow, anticipate, opposition
Tier 3 (Disciplinary / Context-specific)	alternate, one foot, apparatus, trails, den, body shape, baton, theme-based language (e.g. Africa, animals)

Year 1 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	attack, defend, catch, throw, roll, send, receive, stretch, swing, balance, shape, fast, slow, jump, turn, hit, run
Tier 2 (Subject)	cooperate, fluency, heart rate, body tension, unison, sequence, perform, coordination, pattern, role, opposition
Tier 3 (Disciplinary / Sport-specific)	overarm, underarm, canon, batter, bowler, wicket, forehand, backhand, serve, umpire

Year 2 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	aim, attack, speed, direction, group, mood, balance, jump, hit, catch, run, throw
Tier 2 (Subject)	tactics, musicality, motif, freestyle, formation, transition, core muscles, stamina, agility
Tier 3 (Disciplinary / Sport-specific)	intercepting, rebound, wicketkeeper, badminton, tennis, volleyball, shuttlecock, racquet

Year 3 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	run, jump, throw, speed, space, pass, attack, defend, control, teamwork
Tier 2 (Subject)	agility, power, force, acceleration, possession, fluency, contrasting, improvisation, dynamics
Tier 3 (Disciplinary / Sport-specific)	hurdles, crease, innings, long barrier, forehand, backhand

Year 4 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	accuracy, speed, control, balance, space, defend, attack
Tier 2 (Subject)	force, exchange, formation, compositional, progression, engage, stabilise, tactics
Tier 3 (Disciplinary / Sport-specific)	vortex howler, double dribble, choreography, slap hit, stumped

Year 5 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	score, shoot, possession, power, distance, stamina, teamwork
Tier 2 (Subject)	exploit, fake, feint, cardiovascular endurance, symmetry, counterbalance, consistency
Tier 3 (Disciplinary / Sport-specific)	baton, hop-step-jump, foul, assemblé, pop pass, overhead

Year 6 – Vocabulary Summary

Tier	Vocabulary Focus
Tier 1 (Core)	assess, judge, attack, defend, pressure, perform, improvement
Tier 2 (Subject)	trajectory, tactics, gameplay, narrative, composition, transition, analyse
Tier 3 (Disciplinary / Sport-specific)	L-cut, V-cut, vaulting sequence, stag leap, STEP, lob shot

Assessment in PE – What Teachers Should Be Asking

Assessment questions in PE should be used to:

- reinforce vocabulary
- prompt reflection
- assess understanding *alongside* performance

Effective PE Assessment Questions Should:

- Refer directly to skills just practised
- Use the vocabulary of the unit
- Encourage pupils to explain, justify, or evaluate

Examples of Expected Question Types

Purpose	Example Question
Skill awareness	<i>How did you keep control when you changed direction?</i>
Tactical thinking	<i>Why was passing into space effective in that game?</i>
Vocabulary recall	<i>What does 'opposition' mean in this activity?</i>

Evaluation	<i>What could you do differently next time to improve accuracy?</i>
Reflection	<i>Which skill did you find most challenging and why?</i>