



# Huntington Community Primary School

## PE Curriculum: Progression of Skills and Key Vocabulary

### Key Stage Two



Year Three PE Curriculum: Autumn Term	Key Skills	Key Vocabulary
<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>I can choose actions that flow well into one another.</li> <li>I can adapt sequences to suit different types of apparatus.</li> <li>I use a greater number of my own ideas for movements in response to a task.</li> <li>I can choose and plan sequences of contrasting actions.</li> <li>I can complete actions with increasing balance and control.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>With help, I can recognise how performances could be improved.</li> <li>I can move in unison with a partner.</li> </ul>	<p><u>Physical:</u> individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics</p> <p><u>Social:</u> collaboration, communication, respect</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> observing and providing feedback, selecting and applying skills, evaluating and improving</p>	<p>Contrasting Control Create Explore Flow Interesting Matching</p>
<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> <li>I am able to jump and turn a skipping rope.</li> <li>I can change direction quickly.</li> <li>I can identify when I was successful.</li> <li>I can link hopping and jumping actions.</li> <li>I demonstrate balance when performing other fundamental skills.</li> <li>I understand how the body moves differently at different speeds.</li> <li>I understand why it is important to warm up.</li> </ul>	<p><u>Physical:</u> balancing, running, hopping, jumping, dodging, skipping</p> <p><u>Social:</u> supporting and encouraging others, respect, communication, taking turns</p> <p><u>Emotional:</u> challenging myself, perseverance, honesty</p> <p><u>Thinking:</u> selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development</p>	<p>Accelerate Control Co-ordination Decelerate Distance Momentum Pace Rhythm Stability Tension Transfer</p>
<p><u>Fitness</u></p>		

<ul style="list-style-type: none"> <li>• I can collect and record personal fitness data and I can recognise my strengths.</li> <li>• I can complete exercises with control.</li> <li>• I can persevere when I find a challenge is hard.</li> <li>• I can provide feedback using key words.</li> <li>• I can use key points to help me to improve my sprinting technique.</li> <li>• I can work safely with others.</li> <li>• I show balance when changing direction.</li> <li>• I understand the benefits of exercise.</li> </ul> <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>• I can catch different sized objects with increasing consistency with two hands.</li> <li>• I can dribble a ball with control.</li> <li>• I can persevere when learning a new skill.</li> <li>• I can provide feedback using key words.</li> <li>• I can show a variety of throwing techniques.</li> <li>• I can throw with accuracy and increasing consistency to a target.</li> <li>• I can track the path of a ball that is not sent directly to me.</li> </ul>	<p><u>Physical:</u> agility, balance, co-ordination, speed, stamina, strength, power</p> <p><u>Social:</u> supporting others, working safely</p> <p><u>Emotional:</u> perseverance, determination</p> <p><u>Thinking:</u> identifying areas of strength and areas for development</p> <p><u>Physical:</u> tracking a ball, throwing, catching, dribbling</p> <p><u>Social:</u> supporting others, co-operation, communication, managing games</p> <p><u>Emotional:</u> challenging myself perseverance, honesty, respect</p> <p><u>Thinking:</u> developing tactics, decision making, creativity</p>	<p>Accurately Balance Control Distance Strength</p> <p>Accurate Bounce Chest Consistency Control Overhead Persevere Receive Release Select Technique Track</p>
<p>Year Three PE Curriculum: Spring Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Swimming (beginners)</u></p> <p><u>Easier</u></p> <ul style="list-style-type: none"> <li>• I can explain a pool rule that helps me to stay safe.</li> <li>• I can float on my front and back.</li> <li>• I can move and submerge confidently in the water.</li> <li>• I can swim over a distance of 10m with a buoyancy aid.</li> <li>• I know and can demonstrate what to do if I fall into water.</li> </ul> <p><u>Harder</u></p> <ul style="list-style-type: none"> <li>• I can begin to use arms and legs together to move effectively across the water.</li> </ul>	<p><u>Physical:</u> float, travel, submerge, kick with legs, pull with arms, glide</p> <p><u>Social:</u> cooperation, supporting others</p> <p><u>Emotional:</u> confidence, determination, challenging myself</p> <p><u>Thinking:</u> using tactics, creating actions</p>	<p>Backstroke Breaststroke Crawl Rotation Sculling Submersion</p>

- I can demonstrate what to do if I fall into water.
- I can float on my front and back.
- I can glide on both front and back.
- I can roll from my front to my back and then regain a standing position.
- I can swim over a distance of 10m unaided.
- I know several pool rules and can explain how they help me to stay safe.

### Football

- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can move with a ball towards goal with increasing control.
- I can track an opponent to slow them down.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I am beginning to use simple tactics.

### Swimming (developers)

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can perform safe self-rescue in different water-based situations.
- I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).

Physical: dribbling, passing, ball control, tracking, jockeying, turning, receiving

Social: communication, collaboration, cooperation

Emotional: honesty, perseverance

Thinking: selecting and applying tactics, decision making

Footwork  
Interception  
Mark  
Playing area  
Rebound  
Receiver  
Tracking  
Travelling

Physical: submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position

Social: communication, supporting and encouraging others, keeping myself and others safe

Emotional: confidence

Backstroke  
Breaststroke  
Crawl  
Rotation  
Sculling  
Submersion

<p><u>Golf</u></p> <ul style="list-style-type: none"> <li>• I can hold all equipment correctly.</li> <li>• I can provide feedback using key words.</li> <li>• I can strike the ball with some accuracy.</li> <li>• I can work on my own, with a partner and as a team.</li> <li>• I mostly have the correct stance for putting.</li> <li>• I show balance when striking the ball.</li> <li>• I understand the aim of the game.</li> </ul>	<p><u>Thinking:</u> comprehension, planning tactics</p> <p><u>Physical:</u> balancing, co-ordination, accuracy, striking, throwing</p> <p><u>Social:</u> taking turns, supporting others, respect, communication</p> <p><u>Emotional:</u> challenge, perseverance, honesty, determination</p> <p><u>Thinking:</u> selecting and applying skills, identifying strengths, identifying weaknesses, creativity</p>	<p>Accuracy Align Chipping Club Course Distance Drive Least Putt Putter Rules Strike Swing Target Tee</p>
<p>Year Three PE Curriculum: Summer Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can use dynamic and expressive qualities in relation to an idea.</li> <li>• I create short dance phrases that communicate the idea.</li> <li>• I am respectful of others when watching them perform.</li> <li>• I can repeat, remember and perform a dance phrase.</li> <li>• I understand the benefits of exercise.</li> <li>• I can provide feedback using key words.</li> <li>• I can work with a partner and in a small group, sharing ideas.</li> <li>• I can use counts to keep in time with a partner and group.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can use key points to help me to improve my sprinting technique.</li> <li>• I can take part in a relay activity, remembering when to run and what to do.</li> <li>• I am developing jumping for distance and height.</li> </ul>	<p><u>Physical:</u> copying and performing actions, using canon, unison, formation, dynamics, pathways, direction, control, balance</p> <p><u>Social:</u> sharing ideas, respect, inclusion of others, leadership, working safely</p> <p><u>Emotional:</u> confidence, acceptance</p> <p><u>Thinking:</u> observing and providing feedback, selecting and applying actions, creating</p> <p><u>Physical:</u> sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance</p>	<p>Create Explore Expression Feedback Flow Match Perform</p> <p>Accurately Control Faster Further Higher Pace</p>

<ul style="list-style-type: none"> <li>• I can use different take off and landings when jumping.</li> <li>• I can throw a variety of objects, changing my action for accuracy and distance.</li> <li>• I can work with a partner and in a small group, sharing ideas.</li> <li>• I can identify when I was successful.</li> <li>• I understand why it is important to warm up.</li> </ul>	<p><u>Social:</u> working collaboratively, working safely</p> <p><u>Emotional:</u> perseverance, determination</p> <p><u>Thinking:</u> observing and providing feedback</p>	<p>Power Speed Strength</p>
<p><u>Outdoor Adventurous Activities</u></p> <ul style="list-style-type: none"> <li>• I am developing map reading skills.</li> <li>• I can follow and give instructions.</li> <li>• I can listen to and am accepting of others' ideas.</li> <li>• I can plan and attempt to apply strategies to solve problems.</li> <li>• I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</li> <li>• I can work collaboratively with a partner and a small group.</li> </ul>	<p><u>Physical:</u> balance, running</p> <p><u>Social:</u> communication, teamwork, trust, inclusion, listening</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> map reading, problem solving, decision making</p>	<p>Collaborate Discuss Effectively Grid Inclusive Navigate Orientate Plan Route Rules Symbol Trust</p>
<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> <li>• I am learning the rules of the game and I am beginning to use them to play honestly.</li> <li>• I understand the benefits of exercise.</li> <li>• I can provide feedback using key words.</li> <li>• I can throw with some accuracy and I am beginning to catch with some consistency.</li> <li>• I work cooperatively with my group to self-manage games.</li> <li>• I understand the aim of the game.</li> </ul>	<p><u>Physical:</u> throwing, catching, dodging, blocking</p> <p><u>Social:</u> respect, collaboration, communication</p> <p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> decision making, selecting and applying skills</p>	<p>Footwork Interception Mark Playing area Rebound Receiver Tracking Travelling</p>
<p>Year Four PE Curriculum: Autumn Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Netball</u></p> <ul style="list-style-type: none"> <li>• I can defend one on one and know when to win the ball.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> </ul>	<p><u>Physical:</u> passing, footwork, catching, intercepting, shooting</p> <p><u>Social:</u> working safely, communication, collaboration</p>	<p>Attack Contact Defence Footwork Interception Landing foot</p>

<ul style="list-style-type: none"> <li>• I can move to space to help my team to keep possession and score goals.</li> <li>• I can pass, receive and shoot the ball with increasing control.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I can use simple tactics to help my team score or gain possession.</li> <li>• I share ideas and work with others to manage our game.</li> <li>• I understand the rules of the game and I can use them often and honestly.</li> </ul>	<p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback</p>	<p>Mark Obstruction Opponent Opposition Pivot Possession Rebound Receiver</p>
<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive the ball with increasing control.</li> <li>• I can help my team keep possession and score tries when I play in attack.</li> <li>• I can delay an opponent and help prevent the other team from scoring.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I share ideas and work with others to manage our game.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> </ul>	<p><u>Physical:</u> passing, catching, dodging, tagging, scoring</p> <p><u>Social:</u> communication, collaboration, inclusion</p> <p><u>Emotional:</u> honesty, perseverance, confidence</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p>	<p>Contact Court Field Opponent Opposition Outwit Pitch Pivot</p>
<p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>• I can work collaboratively and effectively with others.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I can describe how yoga makes me feel and can talk about the benefits of yoga.</li> <li>• I can link poses together to create a yoga flow.</li> </ul>	<p><u>Physical:</u> breathing, balance, flexibility, strength, co-ordination</p> <p><u>Social:</u> working safely, sharing ideas, leadership</p> <p><u>Emotional:</u> calmness, focus, confidence</p>	<p>Control Down dog Grounded Mindfulness Relax Stable</p>

<ul style="list-style-type: none"> <li>• I demonstrate yoga poses which show clear shapes.</li> <li>• I show increasing control and balance when moving from one pose to another.</li> <li>• I can transition from pose to pose in time with my breath.</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>• I can move to space to help my team to keep possession and score goals.</li> <li>• I can delay an opponent and help to prevent the other team from scoring.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I share ideas and work with others to manage our game.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>• I can use simple tactics to help my team score or gain possession.</li> </ul>	<p><u>Thinking:</u> selecting actions, creating poses and flow, providing feedback</p> <p><u>Physical:</u> dribbling, passing, receiving, intercepting, tackling</p> <p><u>Social:</u> communication, collaboration, inclusion</p> <p><u>Emotional:</u> honesty, perseverance, empathy</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback, decision making</p>	<p>Contact Court Field Opponent Opposition Outwit Pitch Pivot</p>
<p>Year Four PE Curriculum: Spring Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can use changes in timing and spacing to develop a dance.</li> <li>• I can choose actions and dynamics to convey a character or idea.</li> <li>• I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>• I can copy and remember set choreography.</li> <li>• I show respect for others when working as a group and watching others perform.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I can provide feedback using appropriate language relating to the lesson.</li> </ul>	<p><u>Physical:</u> performing actions, using canon, unison, formation, dynamics, character, structure, space</p> <p><u>Social:</u> collaboration, consideration, inclusion, respect</p> <p><u>Emotional:</u> empathy, confidence</p> <p><u>Thinking:</u> observing and providing feedback, selecting and applying actions</p>	<p>Control Dynamics Reaction Represent Unison</p>

- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I can use counts to keep in time with others and the music.

### Basketball

- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can delay an opponent and help to prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I share ideas and work with others to manage our game.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can use simple tactics to help my team score or gain possession.

Physical: throwing, catching, dribbling, intercepting, changing direction and speed, shooting

Social: working safely, communication, collaboration

Emotional: honesty and fair play, perseverance

Thinking: planning strategies, using tactics, observing and providing feedback

Contact  
Court  
Field  
Opponent  
Opposition  
Outwit  
Pitch  
Pivot

### Handball

- I can self-manage a match with my teammates and officiate a match by applying the basic rules.
- I can delay an opponent and help to prevent the other team from scoring.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can throw, catch, dribble and shoot the ball with increasing control.
- I can use simple tactics to help my team gain possession.
- I share ideas and work with others to manage our game.

Physical: ball control, throwing and catching, moving with the ball, dribbling, shooting

Social: working safely, communication, respect

Emotional: honesty and fair play, perseverance

Thinking: planning strategies, observing and providing feedback

Attack  
Defence  
Double dribble  
Dribble  
Fluid  
Grip  
Interception  
Mark  
Opponent  
Opposition  
Possession  
Protect  
Shoot



<ul style="list-style-type: none"> <li>• I understand the rules of the game and I can use them often and honestly.</li> </ul> <p><u>Tennis</u></p> <ul style="list-style-type: none"> <li>• I can sometimes play a continuous game.</li> <li>• I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>• I can communicate with my teammates to apply simple tactics.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I share ideas and work with others to manage our game.</li> <li>• I can use a range of basic racket skills.</li> <li>• I can return to the ready position to defend my own court.</li> </ul>	<p><u>Physical:</u> forehand, backward, throwing, catching, ready position</p> <p><u>Social:</u> respect, collaboration, supporting others</p> <p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> decision making, selecting and applying skills and tactics, understanding rules</p>	<p>Backhand Court Forehand Outwit Receiver</p>
<p>Year Four PE Curriculum: Summer Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate the difference in sprinting and jogging techniques.</li> <li>• I can jump for distance and height with balance and control.</li> <li>• I can throw with some accuracy and power towards a target area.</li> <li>• I support and encourage others to work to their best.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I show determination to improve my personal best.</li> <li>• I can demonstrate the difference in sprinting and jogging techniques.</li> </ul> <p><u>Cricket</u></p>	<p><u>Physical:</u> pacing, sprinting, jumping for distance and height, throw, heave, launch for distance</p> <p><u>Social:</u> working collaboratively, working safely</p> <p><u>Emotional:</u> perseverance, determination</p> <p><u>Thinking:</u> observing and providing feedback, exploring ideas</p>	<p>Accuracy Determination Officiate Perseverance Personal best Power Stamina</p>

- I am able to bowl a ball with some accuracy, and consistency.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.
- I can persevere when learning a new skill.

Physical: underarm and overarm throwing, catching, over and underarm bowling, batting

Social: communication, collaboration, respect

Emotional: perseverance, honesty

Thinking: observing and providing feedback, applying strategies

Opposition  
Retrieve  
Short barrier  
Stance  
Stumped  
Technique  
Two-handed  
pick up

### Rounders

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting

Social: collaboration and communication, respect, supporting and encouraging others

Emotional: honesty, fair play, confident to take risks, managing emotions

Thinking: observing and providing feedback, using tactics, decision making

Backstop  
Batting  
Bowl  
Fielding  
Post  
Retrieve  
Rounder  
Short barrier  
Stance  
Strike  
Stumped  
Technique  
Two-handed  
pick up

### Gymnastics

<ul style="list-style-type: none"> <li>• I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>• I understand how body tension can improve the control and quality of my movements.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I can identify some muscle groups used in gymnastic activities.</li> <li>• I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>• I can provide feedback using appropriate language relating to the lesson.</li> <li>• I can safely perform balances individually and with a partner.</li> </ul>	<p><u>Physical:</u> individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p><u>Social:</u> collaboration, communication, respect, responsibility</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> observing and providing feedback, selecting and applying skills, evaluating and improving</p>	<p>Apparatus Extension Inverted Perform Quality Technique</p>
<p>Year Five PE Curriculum: Autumn Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>• I understand the different components of fitness and how to test them.</li> <li>• I can choose the best pace for a running event and maintain speed.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can analyse my fitness data to identify areas of improvement.</li> <li>• I can encourage and motivate others to work to their personal best.</li> <li>• I can work with others to manage activities.</li> <li>• I understand what my maximum effort looks and feels like and I am determined to achieve it.</li> </ul> <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work.</li> </ul>	<p><u>Physical:</u> agility, balance, co-ordination, speed, stamina, strength, power</p> <p><u>Social:</u> supporting and encouraging others, working collaboratively</p> <p><u>Emotional:</u> perseverance, determination</p> <p><u>Thinking:</u> analysing data</p> <p><u>Physical:</u> throwing, catching, dodging, blocking</p> <p><u>Social:</u> respect, collaboration, leadership</p> <p><u>Emotional:</u> honesty, determination, confidence</p>	<p>Agility Drive Momentum Power Rhythm Technique</p> <p>Control Foul Obstruction Offside Onside Pressure Support Tactics</p>

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can throw accurately at a target.
- I can work co-operatively with others to manage our game.
- I understand there are different skills for different situations and I am beginning to use these.

Thinking: decision making, selecting and applying tactics

### Netball

- I can pass, receive and shoot the ball with some control under pressure.
- I understand there are different skills for different situations and I am beginning to apply this.
- I can communicate with my team and move into space to keep possession and score.
- I can often make the correct decision of who to pass to and when.
- I can stay with an opponent and I confident to attempt to intercept.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand the need for tactics and can identify when to use them in different situations.

Physical: passing, catching, footwork, intercepting, shooting

Social: communication, collaboration

Emotional: honesty, perseverance

Thinking: planning strategies and using tactics, observing and providing feedback, decision making

Control  
Foul  
Obstruction  
Offside  
Onside  
Pressure  
Support  
Tactics

### Football

- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I understand there are different skills for different situations and I am beginning to apply this.

Physical: dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving

Control  
Foul  
Obstruction  
Offside  
Onside

<ul style="list-style-type: none"> <li>• I can communicate with my team and move into space to keep possession and score.</li> <li>• I can often make the correct decision of who to pass to and when.</li> <li>• I can use tracking and intercepting when playing in defence.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>	<p><u>Social:</u> communication, collaboration, cooperation, respect</p> <p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> selecting and applying tactics, decision making</p>	<p>Pressure Support Tactics</p>
<p>Year Five PE Curriculum: Spring Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Volleyball</u></p> <ul style="list-style-type: none"> <li>• I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>• I understand there are different skills for different situations and I am beginning to use these.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work co-operatively with others to manage our game.</li> <li>• I can use the rules to referee a game.</li> </ul>	<p><u>Physical:</u> volley, dig, set, serve, ready position</p> <p><u>Social:</u> respect, communication, supporting and encouraging others</p> <p><u>Emotional:</u> honesty, confidence, perseverance</p> <p><u>Thinking:</u> using tactics, selecting and applying skills, identifying strengths and areas for development</p>	<p>Control Foul Obstruction Offside Onside Pressure Support Tactics</p>

## Gymnastics

- I can use strength and flexibility to improve the quality of a performance.
- I can create and perform sequences using apparatus, individually and with a partner.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use feedback provided to improve my work.
- I can work safely when learning a new skill to keep myself and others safe.
- I can lead a partner through short warm-up routines.

Physical: symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand

Social: collaboration, communication, respect, responsibility

Emotional: confidence

Thinking: observing and providing feedback, selecting and applying skills, evaluating and improving

Aesthetics  
Asymmetrical  
Canon  
Progression  
Rotation  
Symmetrical  
Synchronisation

## Dance

- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can accurately copy and repeat set choreography.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can identify how different activities can benefit my physical health.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use feedback provided to improve my work.
- I can lead a group through short warm-up routines.
- I can use counts when choreographing to stay in time with others and the music.

Physical: performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions

Social: collaboration, consideration and awareness of others, inclusion, respect

Emotional: empathy, confidence

Thinking: observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance

Canon  
Formation  
Performance  
Posture  
Relationship

## Golf

<ul style="list-style-type: none"> <li>• I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>• I can hold all equipment correctly depending on the shot I am using.</li> <li>• I can identify different areas of the golf course.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work cooperatively with others to manage our game.</li> <li>• I understand there are different skills for different situations and I am beginning to use these.</li> </ul>	<p><u>Physical:</u> accuracy, balance, co-ordination, striking</p> <p><u>Social:</u> taking turns, supporting and encouraging others, respect, communication, sharing and agreeing on ideas</p> <p><u>Emotional:</u> challenging myself, perseverance, honesty, being proud of their work</p> <p><u>Thinking:</u> selecting and applying skills, identifying strengths and areas for development, creativity</p>	<p>Accurately Align Bunker Chipping Consistently Drive Hazard Hole Par Power Putt Strike Swing</p>
<p>Year Five PE Curriculum: Summer Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• I am beginning to strike a ball with a rounders bat.</li> <li>• I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>• I understand there are different skills for different situations and I am beginning to use this.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work co-operatively with others to manage our game.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can choose the best pace for a running event.</li> </ul>	<p><u>Physical:</u> throwing and catching tracking, fielding and retrieving a ball, batting</p> <p><u>Social:</u> organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others</p> <p><u>Emotional:</u> honesty and fair play, confident to take risks, managing emotions</p> <p><u>Thinking:</u> using tactics, identifying how to improve, selecting skills</p> <p><u>Physical:</u> pacing, sprinting, relay changeovers, jumping for distance</p>	<p>Backing up Outwit Overtake Pressure Support Tactics Tracking</p> <p>Downsweep Flight Rhythm</p>

<ul style="list-style-type: none"> <li>• I can use feedback to improve my sprinting technique.</li> <li>• I can perform a range of jumps showing some technique.</li> <li>• I can show control at take-off and landing in jumping activities.</li> <li>• I show accuracy and power when throwing for distance.</li> <li>• I can take on the role of coach, official and timer when working in a group.</li> <li>• I can identify good athletic performance and explain why it is good.</li> <li>• I can understand how stamina and power help people to perform well in different athletic activities.</li> </ul>	<p>and height, push and pull throw for distance</p> <p><u>Social:</u> collaborating with others, negotiating</p> <p><u>Emotional:</u> perseverance, determination</p> <p><u>Thinking:</u> observing and providing feedback</p>	<p>Stride Technique Upsweep</p>
<p><u>Outdoor Adventurous Activities</u></p> <ul style="list-style-type: none"> <li>• I can use critical thinking skills to approach a task.</li> <li>• I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</li> <li>• I am inclusive of others and can share job roles.</li> <li>• I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> <li>• I can navigate around a course using a map.</li> <li>• I can orientate a map confidently.</li> </ul>	<p><u>Physical:</u> stamina, running</p> <p><u>Social:</u> communication, teamwork, trust, inclusion, listening</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> planning, map reading, decision making, problem solving</p>	<p>Collaborate Collective Control card Navigation Orienteering Tactical</p>
<p><u>Handball</u></p> <ul style="list-style-type: none"> <li>• I can lead others and contribute my ideas to group work.</li> <li>• I use feedback provided to improve my work.</li> <li>• I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.</li> <li>• I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• I communicate with my team and move into space to help to maintain possession.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>	<p><u>Physical:</u> throwing and catching, moving with the ball, dribbling, intercepting, shooting</p> <p><u>Social:</u> communication, collaboration</p> <p><u>Emotional:</u> honesty and fair play, perseverance</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback</p>	<p>Angle Close down Control Create Delay Inclusion Pressure Principles Reaction Release Support Transfer</p>



<ul style="list-style-type: none"> <li>I understand the rules and can apply them honestly most of the time including when refereeing.</li> </ul>		
<p>Year Six PE Curriculum: Autumn Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can use marking, tackling and/or interception to improve my defence.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>	<p><u>Physical:</u> dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</p> <p><u>Social:</u> communication, collaboration, cooperation, respect</p> <p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> selecting and applying tactics, decision making</p>	<p>Conceding Consecutive Consistently Contest Dictate Formation Shut down Turnover</p>
<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>I can pass and receive the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can tag opponents individually and when working within a unit.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> </ul>	<p><u>Physical:</u> throwing, catching, running, dodging, tagging, scoring, selecting and applying skills</p> <p><u>Social:</u> communication, collaboration</p> <p><u>Emotional:</u> honesty, perseverance, confidence</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback, decision making</p>	<p>Conceding Consecutive Consistently Contest Dictate Formation Shut down Turnover</p>

- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

### Gymnastics

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can work collaboratively with others to create a sequence.
- I understand what counter balance and counter tension is and can show examples with a partner.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I understand how to work safely when learning a new skill.
- I can lead a small group through a short warm-up routine.

Physical: straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault

Social: collaboration, communication, respect, responsibility

Emotional: confidence

Thinking: observing and providing feedback, selecting and applying skills, evaluating and improving

Counter balance  
Counter tension  
Fluently  
Formation  
Momentum  
Stability

### Tennis

- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.

Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step

Social: respect, communication, collaboration

Emotional: honesty, perseverance

Thinking: decision making, selecting and applying tactics, evaluating and improving

Attacking  
Backcourt  
Consecutive  
Consistently  
Deep  
Defensive  
Forecourt

<ul style="list-style-type: none"> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can play cooperatively with a partner.</li> </ul>		
Year Six PE Curriculum: Spring Term	Key Skills	Key Vocabulary
<p><u>Yoga</u></p> <ul style="list-style-type: none"> <li>• I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>• I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I choose poses which link easily from one to the other to help my sequence flow.</li> <li>• I can use yoga poses to improve my flexibility, strength and balance.</li> <li>• I can use my breath to transition from one pose to another with control.</li> </ul> <p><u>Netball</u></p> <ul style="list-style-type: none"> <li>• I can create and use space to help my team.</li> <li>• I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use marking, and/or interception to improve my defence.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> <p><u>Basketball</u></p> <ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> </ul>	<p><u>Physical:</u> balance, flexibility, strength, co-ordination</p> <p><u>Social:</u> working safely, sharing ideas, leadership</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> selecting and applying actions, creating poses and flow, observing and providing feedback</p> <p><u>Physical:</u> passing, catching, footwork, intercepting, shooting</p> <p><u>Social:</u> communication, collaboration</p> <p><u>Emotional:</u> honesty, perseverance</p> <p><u>Thinking:</u> planning strategies and using tactics, observing and providing feedback, decision making</p>	<p>Aware</p> <p>Collaboratively</p> <p>Connected</p> <p>Practice</p> <p>Salutation</p> <p>Transition</p> <p>Control</p> <p>Foul</p> <p>Obstruction</p> <p>Offside</p> <p>Onside</p> <p>Pressure</p> <p>Support</p> <p>Tactics</p>

<ul style="list-style-type: none"> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can create and use space to help my team.</li> <li>• I understand when to use different styles of defence in game situations.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game honestly and consistently.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>	<p><u>Physical:</u> throwing, catching, dribbling, intercepting, shooting</p> <p><u>Social:</u> communication, collaboration</p> <p><u>Emotional:</u> honesty and fair play, perseverance</p> <p><u>Thinking:</u> planning strategies, using tactics, observing and providing feedback</p>	<p>Attacking Backcourt Consecutive Consistently Deep Defensive Forecourt</p>
<p><u>Badminton</u></p> <ul style="list-style-type: none"> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul>	<p><u>Physical:</u> ready, position, grip, forehand, backhand, serve, footwork</p> <p><u>Social:</u> respect, communication, supporting and encouraging others</p> <p><u>Emotional:</u> honesty, confidence, perseverance</p> <p><u>Thinking:</u> using tactics, selecting and applying skills, identifying strengths and areas for development</p>	<p>Counter balance Counter tension Fluently Formation Momentum Stability</p>
<p>Year Six PE Curriculum: Summer Term</p>	<p>Key Skills</p>	<p>Key Vocabulary</p>
<p><u>Dance</u></p>		<p>Choreograph</p>

- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- I can choreograph a dance and work safely using a prop.
- I can perform dances confidently and fluently with accuracy and good timing.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I can lead a small group through a short warm-up routine.
- I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
- I can use counts when choreographing to improve the quality of my work.

Physical: performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions

Social: collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting and encouraging others

Emotional: empathy, confidence

Thinking: observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance

Connect  
Contrast  
Fluently  
Phrase  
Structure

#### Athletics

- I can select and apply the best pace for a running event.
- I can perform jumps for height and distance using good technique.
- I show accuracy and good technique when throwing for distance.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.
- I can compete within the rules showing fair play and honesty.

Physical: pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance

Social: collaborating with others, negotiating

Emotional: perseverance, determination

Thinking: observing and providing feedback

Compete  
Continuous pace  
Force  
Momentum  
Rotation  
Trajectory  
Transfer of weight

#### Outdoor Adventurous Activities

Boundaries  
Co-operatively

<ul style="list-style-type: none"> <li>• I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>• I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</li> <li>• I am inclusive of others, can share job roles and lead when necessary.</li> <li>• I can work effectively with a partner and a group to solve challenges.</li> <li>• I can orientate a map efficiently to navigate around a course.</li> </ul>	<p><u>Physical:</u> stamina, running</p> <p><u>Social:</u> communication, teamwork, trust, inclusion, listening</p> <p><u>Emotional:</u> confidence</p> <p><u>Thinking:</u> planning, map reading, decision making, problem solving</p>	<p>Critical thinking Location Strategy Symbol</p>
<p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• I can use a wider range of fielding skills with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation.</li> <li>• I can strike a bowled ball with increasing consistency and accuracy.</li> <li>• I can use the rules of the game consistently to play fairly.</li> <li>• I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work collaboratively with others to score runs and to get batters out.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> </ul>	<p><u>Physical:</u> underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier</p> <p><u>Social:</u> communication, collaboration, respect</p> <p><u>Emotional:</u> honesty</p> <p><u>Thinking:</u> observing and providing feedback, applying strategies</p>	<p>Consecutive Consistently Co-operatively Continuous Defensive hit Drive hit Obstruction</p>