

LMA: Key Knowledge Progression Document: Physical Education

At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:

- Basic Movements
- Team Games
- Dance

These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content.

At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:

- Athletics
- Gymnastics
- Competitive Games
- Outdoor Adventure
- Dance
- Swimming
- Evaluating

Rationale - decisions made include the following:

The above strands have been selected to reflect the key knowledge and skills in the national curriculum subject content. **We have included an Understanding section** to complement our pupils learning particularly around the importance and benefits of staying active. At key stage 3, the knowledge progression document takes full account of the curriculum's strands used in Key Stage 2 and the journey this takes them on once they arrive in secondary school

✓ **Skills** are dependent on specific procedural knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained

✓ These **knowledge statements** should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a **knowledge organiser** which contains the relevant words used for PE for their age group. This should be shared with parents.

National Curriculum Subject Content

KS1 Strands			KS2 Strands						
Basic Movement	Team Games	Dance	Gymnastics	Competitive Games	Athletics	Dance	Outdoor & Adventurous Activity	Swimming	Evaluate
Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic]	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic]	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and within a team	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Y2	Strand	Y3	Y4	Y5	Y6	Y7
<u>DO</u> Take notes on current general ability of children to aid planning Can dribble in different ways using left and right hands/feet Can pass in different ways with speed and accuracy Can receive a ball from different heights and distances Can shoot in different ways over different distances Can compete showing effective ball control without pressure in an invasion game	Basketball AV	<u>DO</u> Can dribble in different ways changing speed Can shoot in different ways at different speeds Can receive a ball at different speeds Can pass in different ways over different distances with accuracy	<u>DO</u> Can dribble in different ways changing speed and direction with control Can shoot whilst moving Can receive a ball at different speeds Can pass in different ways whilst moving	<u>DO</u> Can dribble in different ways linking with passing and moving Can shoot linking with moving and passing or dribbling Can receive a ball linking with passing and moving Can pass in the best way linking with dribbling and moving	<u>DO</u> Can dribble in different ways with control under pressure Can shoot in different ways under pressure linking with other skills Can receive a ball under pressure linking with other skills Can pass in the best way with speed and accuracy under pressure	<u>DO</u> Take notes on current general ability of children to aid planning Can dribble to gain an advantage in a game situation Can pass to gain an advantage in a game situation Can receive a ball linking with other skills to gain an advantage in a game situation Can shoot to gain an advantage in a game situation Can compete and succeed individually and as a team player in an invasion game - against similar ability (degree of success, noted by moments noticed within the invasion game environment)
<u>DO</u> know how to use hitting, kicking, throwing and/or rolling in a game • know how to catch from a low height and a close throw know how to throw towards a target with moderate accuracy know the best space to be in during a game know how to change direction at speed, with agility, to avoid chasers know how to follow rules know how to show fairness and respect to others	Tag rugby AV	<u>DO</u> Introduce the game and observe current understanding Can receive a ball at different speeds Can receive a rugby ball effectively (able to catch) Can perform a side step to evade an object Can touch tag another player Can play a tag rugby match appropriate to children's ability	<u>DO</u> Introduce the game and observe current understanding Can hold a rugby ball effectively whilst passing accurately Can receive a rugby ball effectively showing control (able to catch ready for the next move) Can perform a side step to evade a moving defender Can steal another players tag effectively Can play a tag rugby match appropriate to children's ability	<u>DO</u> Introduce the game and observe current understanding Can hold a rugby ball effectively whilst passing accurately over a long distance Can receive the ball effectively showing control over different distances Can show agility to evade more than one defender Can steal another players tag effectively in a game situation Can play a tag rugby match appropriate to children's ability	<u>DO</u> Introduce the game and observe current understanding Can hold a rugby ball effectively whilst passing accurately on the move Can receive the ball effectively with control over different distances whilst moving Can show agility to evade more than one defender whilst changing speed and direction Can effectively defend as part of a team Can play a tag rugby match appropriate to children's ability	<u>DO</u> Introduce the game and observe current understanding Can hold a rugby ball effectively whilst passing accurately on the move and at the same time adopting a tactic to gain an advantage Can receive the ball effectively with control over different distances whilst moving and linking with passing Can show agility to evade more than one defender changing speed and direction whilst linking with passing Can adopt a team tactic in order to defend effectively in a game situation Can play a tag rugby match appropriate to children's ability

DO Perform a range of actions with control and confidence. Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. Continue to develop agility, balance, and coordination.	Gymnastics (PP)	DO Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. Develop flexibility, strength, control, technique, and balance.	DO Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Show control, accuracy and fluency of movement when performing actions on your own and with a partner. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. Collaborate with others.	DO Perform movements accurately with a sense of rhythm. Explore, improvise, and combine movement ideas fluently and effectively. Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. Develop flexibility, strength, control, technique, and balance.	DO Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. Use combinations of dynamics using the space effectively. Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.	DO know how to perform core skills with accuracy and fluidity know how to include weight on hands, dance elements and transitions in routines know how to perform a minimum 8- part routine in pairs or 3s to music
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<u>DO</u> Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Show good awareness of others when playing games. Participate in team games. Pass a ball with control.	Netball (pp)	<u>DO</u> Keep possession of a ball as part of a team. Receive a ball successfully. Select passes that keep possession. Can receive a ball at different speeds Can pass in different ways over different distances with accuracy Take up spaces/positions that make it difficult for opponents.	<u>DO</u> Pass the ball using different techniques. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Can receive a ball at different speeds	<u>DO</u> Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. Keep possession of the ball when faced with opponents. Use simple tactics in games to achieve success as a team. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Work effectively as part of a team and keep possession of the ball when faced with opponents.	<u>DO</u> Can shoot in different ways under pressure linking with other skills Can receive a ball under pressure linking with other skills Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession.	<u>DO</u> Take notes on current general ability of children to aid planning Can pass to gain an advantage in a game situation Can receive a ball linking with other skills to gain an advantage in a game situation Can shoot to gain an advantage in a game situation Can compete and succeed individually and as a team player in an invasion game - against similar ability
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DO Understand the rules and game format of dodgeball specific to age group Can run at full speed from a moving position Can show strength to keep their bodies from losing balance when dodging a ball Can show repeated efforts of endurance Can show agility to retrieve a ball Play an inter class competition to age specific games of dodgeball	Dodgeball (AV)	DO Understand the rules and game format of dodgeball specific to age group Can run at full speed to obtain the ball at the start of a game of dodgeball Can show strength to use a good shield to defend the ball Can show aerobic endurance to keep retrieving a ball Can show agility to dodge a ball Play an inter class competition to age specific games of dodgeball	DO Understand the rules and game format of dodgeball specific to age group Can show different speeds in a game of dodgeball Can show strength to pull a ball away from another player (grip and rip) Can show aerobic endurance to keep playing in a game of dodgeball Can show agility to link dodging and throwing a ball Play an inter class competition to age specific games of dodgeball	DO Understand the rules and game format of dodgeball specific to age group Can demonstrate speed endurance Can show strength to throw a fast straight ball over a short distance Can play a game of dodgeball with no stoppages Can show agility to link dodging with retrieving a ball Play an inter class competition to age specific games of dodgeball	DO Understand the rules and game format of dodgeball specific to age group Can show speed endurance in a game of dodgeball Can show strength to throw a fast straight ball over a long distance Can show aerobic endurance by playing multiple games of dodgeball in a lesson Can show agility to link dodging with retrieving and throwing a ball Play an inter class competition to age specific games of dodgeball	DO Understand the rules and game format of dodgeball specific to age group Can show speed endurance in multiple back to back games of dodgeball Can show strength to throw a fast straight ball in combination with dodging Can show aerobic endurance through continuous high intensity activity over a period of 20 minutes Can show agility to link dodging with retrieving and throwing a ball continuously in a game situation Play an inter class competition to age specific games of dodgeball
DO Show good awareness of others when playing games. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control.	Hockey (pp)	DO Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Move to support teammates once you have passed the	DO Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball.	DO Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball.	DO Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation.	DO know how to make the strike technique more strategic and varied know how to build on competency of skills previously learnt know how to apply skills to full game situations, more comparable to the full games including full rules know how to further develop attack and defence principles with a higher focus on defending

		ball and explain how to keep possession.		Increase accuracy and confidence of passing and shooting skills.	Choose and apply a range of tactics and strategies when both attacking and defending.	
DO Move in time to the music showing some expression Perform dance movements with control Perform dance movements showing a variety of levels Perform dance movements showing travelling in different directions eg: sliding, turning, gesturing To perform and remember simple dance steps with control and in time with the music	Dance (AV)	DO Introduction to creating basic movements exploring a theme Collaborate to make a dance warm up Use stimulus to create a dance Dance in unison with a partner Perform a canon with a group To perform using different levels and pathways	DO Introduction to creating basic movements exploring a theme Cooperate to make a dance warm up and take on a leadership role Respond imaginatively to a stimulus Dance in unison with a group keeping in time with each other Perform a canon showing good timing To perform using a variety of levels and pathways	DO Introduction to developing a routine through basic action, space and dynamics. Cooperate and collaborate to create a warm up displaying a variety of movement patterns I can translate ideas from a stimulus showing control and fluency Dance in unison in a group performing a range of movement patterns Perform a canon showing a range of movement patterns To perform using a variety of levels and using the space	DO Introduction to developing a routine through basic action, space and dynamics. Cooperate, communicate and collaborate with a group to make up a warm up with good rhythm and timing I can translate ideas from a stimulus into movement showing expression, precision, control and fluency Dance in unison in a group showing good timing, energy and strength Perform a canon in a group showing good timing, energy and strength To perform using levels, travelling and space with timing and musicality	DO know how to identify different dance routines and genres know how to follow a stimulus to allow further creativity know how to perform a routine to others with confidence

DO Introduction to map reading. Be able to use some basic features on a map to select and plan a route. Work well in big groups, sharing, taking turns, and cooperating with others. Begin to understand the competitive side of orienteering and take part in a picture orienteering event. Meets challenges effectively working as part of a team.	Orienteering (pp)	DO Participate in team games, working cooperatively, solving problems with others. Communicate effectively with other people and discuss plans to achieve success. To make a map with symbols and be able to recognise where you are on a map, using basic techniques. Move confidently in different ways, developing agility, balance, and co-ordination.	DO Develop a basic understanding of map reading/making and apply these skills and techniques in games. Work cooperatively and successfully as part of a team, improving communication skills. Recognise where you are on a map. Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.	DO To orientate themselves and map correctly keeping track of their position with increasing accuracy. Work within a team trusting and valuing each other. Develop communication skills and use these skills to achieve success. Make a map with symbols and legend and begin to understand scale. Compete in orienteering events, problem solving with team members.	DO Build confidence during team activities. Takes part in orienteering events, such as picture orienteering and control orienteering, with success. Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. Develop map reading and map building skills. Develop physical fitness and be able to describe its importance in orienteering.	DO know how to use a map know how to identify themselves in a new location and use this to help movement around a new location (transition to new site) know how to work under pressure from a time activity to perform set tasks
DO Show good awareness of others when playing games. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throw/hit a ball in different ways e.g. high, low, fast, slow.	Rounders (pp)	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball Can perform a moving pick up into a underarm throw Can strike a ball that has been drop fed towards a target Can over arm bowl a ball from a stationary position Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball Can perform a stationary overarm throw with accuracy Can strike a ball that has been bowled Can over arm bowl a ball from a stationary position towards a target Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball Can perform a moving pick up into an overarm throw Can strike a ball that has been bowled towards a target Can over arm bowl a ball with a short approach Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept an aerial ball with 2 hands whilst stationary Can select the appropriate method of returning the ball (overarm/underarm/rolling) Can strike a ball that has been bowled in different directions Can over arm bowl a ball with a short approach with accuracy Play a striking and fielding match appropriate to the children's ability	DO know how to make the strike technique more strategic and varied know how to build on competency of skills previously learnt know how to apply skills to full game situations, more comparable to the full games including full rules know how to further develop attack and defence principles with a higher focus on defending

DO Can play a forehand shot along the floor on serve and return Can play a backhand shot along the floor on serve and return Can strike and return a ball from a drop feed Can over arm serve the ball by throwing Play a tennis match appropriate to the children's ability	Tennis (AV)	DO Can play a forehand shot with accuracy from a drop feed Can play a backhand shot with accuracy from a drop feed Can strike and return a ball over a net with a team mate Can over arm serve the ball over a net Play a tennis match appropriate to the children's ability	DO Can play a forehand shot over a net with accuracy from a drop feed Can play a backhand shot over a net with accuracy from a drop feed Can strike and return a ball over a net with accuracy Can over arm serve a ball over a net with accuracy Play a tennis match appropriate to the children's ability	DO Can play a forehand shot over a net with accuracy when returning the ball Can play a backhand shot over a net with accuracy when returning the ball Can rally over a net with a team mate Can over arm serve a ball cross court over a net Play a tennis match appropriate to the children's ability	DO Can play a forehand shot over a net with accuracy when returning the ball from the back of the court Can play a backhand shot over a net with accuracy when returning the ball from the back of the court Can rally over a net with accuracy with a team mate Can over arm serve a ball cross court over a net with accuracy Play a tennis match appropriate to the children's ability	DO Can play a forehand shot with accuracy over a net to score in a match Can play a backhand shot with accuracy over a net to score in a match Can rally over a net with accuracy with a team mate using a tactic Can over arm serve a ball over a net using a tactic Play a tennis match appropriate to the children's ability
DO Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. Begin to show control, coordination, and consistency when running at speed. Develop a range of jumping techniques. Develop the underarm and pull throw technique.	Athletics	DO Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, throwing, and jumping. Choose the appropriate running speed to meet the demand of the task. Enjoy competing with others. Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.	DO Combine basic jump actions to form a jump combination, using a controlled jumping technique. Perform a throwing technique with control, coordination, and consistency. Perform competitively with others. Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. Learn how to evaluate and recognise their own success.	DO Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. Communicate, collaborate, and compete with others. Working effectively as part of a team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.	DO Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. Work effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. Understand appropriate pace judgement for the running distance to be covered. Understand the appropriate throwing and jumping technique to achieve maximum distance and height.	DO know how to display coordination and body management for each of the 3 disciplines know how to identify the health benefits of sustained running and how this relates to benefiting other sports know how to improve skills at high jump, running long jump and pacing themselves over longer distances know how to become more competent at throwing events using athletics appropriate equipment (e.g. shot putt)

		Understand the pace judgement when running over an increased distance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	Devise suitable warm-up activities for the upcoming activities. Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.	Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.	Share and discuss athletic techniques with others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles.	
DO know how to begin to swim competently, confidently know why we need to stay safe in the water	Swimming			DO know how to swim competently, confidently and proficiently over a distance of at least 25 metres know, and demonstrate the importance of staying safe in the water	DO know how to swim competently, confidently and proficiently over a distance of at least 25 metres know how to begin to perform safe self-rescue in different water-based situations	No requirement at KS3

DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a moving ball from the floor with 1 hand whilst they are stationary Can perform a stationary under arm throw with accuracy Can strike a bouncing ball towards a target Can under arm bowl a ball with accuracy most of the time Play a striking and fielding match appropriate to the children's ability	Cricket (AV)	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball Can perform a moving pick up into an underarm throw Can strike a ball that has been drop fed towards a target Can over arm bowl a ball from a stationary position Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball Can perform a stationary overarm throw with accuracy Can strike a ball that has been bowled Can over arm bowl a ball from a stationary position towards a target Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball Can perform a moving pick up into an overarm throw Can strike a ball that has been bowled towards a target Can over arm bowl a ball with a short approach Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept an aerial ball with 2 hands whilst stationary Can select the appropriate method of returning the ball (overarm/underarm/rolling) Can strike a ball that has been bowled in different directions Can over arm bowl a ball with a short approach with accuracy Play a striking and fielding match appropriate to the children's ability	DO Observe current understanding for future lessons and introduce a striking and fielding game Can intercept an aerial ball with 2 hands whilst moving in directions towards the ball Can select and perform the appropriate method of returning the ball (overarm/underarm/rolling) Can strike a ball that has been bowled in different directions selecting the best direction to hit the ball Can over arm bowl a ball with an approach with accuracy and select the best place to pitch the ball Play a striking and fielding match appropriate to the children's ability
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FEEL Can identify that it is good to win, but trying your best is more important Can identify values that are good to have Can identify ways of including others in an activity Can identify what would make someone a sporting hero Can describe one reason why its important to be active Can be confident enough to assist with scoring various activities	Feel	FEEL Can adopt a positive attitude to winning Can describe some Olympic and Paralympic values using examples of where these values would be practiced Can identify a time when being active has helped them make a friend Can identify any sporting hero and what makes them a hero Can identify the dangers of being inactive Can be confident enough to lead the scoring of an activity	FEEL Can adopt a positive attitude to losing Can recognise Olympic and Paralympic values in others Can show ways that being active can help you to make friends Can identify different kinds of sporting heroes Can describe one danger of being inactive Can be confident enough to lead the scoring of various activities	FEEL Can identify positive role models for winning and losing either teams or individuals Can actively show an Olympic or Paralympic value Can identify what stops people from making friends during an activity Can identify a sporting competition and what makes a sporting competition exciting Can describe why it is important to be active Can be confident enough to assist a warm-up activity	FEEL Can Identify examples within an activity of positive reactions to both winning and losing Can actively show Olympic and Paralympic values Can show ways to include others in an activity Can show an understanding and adopt characteristics of a sporting hero Can describe the dangers of being inactive Can be confident enough to lead a warm-up activity	Feel Can describe and acquire a positive attitude to both winning and losing in a sporting activity Can describe the Olympic and Paralympic values and put them into practice during an activity Can identify how sporting activity can be used to bring down social barriers Can recognise the achievement of British athletes at the London 2012 Olympic games Can prescribe activity to help an individual become more active Can be confident enough to assist the coaching of a small group activity
THINK Can assist with scoring an activity Can describe the ABC's relating to movement Can identify why our bodies sweat and how this effects our need for water Can identify that it is important to eat a balanced diet Can identify large muscles/bones and small muscles/bones Can identify different ways to better your chances of winning in an activity	Think	THINK Can assist with enforcing rules for an activity Can describe the ABC's relating to sporting movement Can describe what happens to our heart rate when exercising Can identify that different foods affect us in different ways Can identify the name of muscles/bones in the body (e.g. rather than legs = quadriceps) Can identify with what a tactic is	THINK Can score an activity Can actively show an understanding of the ABC's Can identify the role of the heart when exercising Can identify that the more energy we consume, the more energy we have to use Can identify that muscles and bones are used to help us move Can identify a tactic for an individual	THINK Can enforce rules for an activity Can identify the correct technique for a sporting movement Can describe what happens to our heart rate when exercising and how this effects our pulse Can identify the dangers of over consumption of certain foods and drinks (energy drinks) Can identify the effect of exercise on muscles Can identify a tactic for a team	THINK Can lead the scoring and officiating for an activity at the same time Can prescribe another child with the correct technique for a sporting movement Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness Can identify the importance of certain foods to aid activity Can describe how muscles get stronger Can prescribe a tactic for an individual activity	Think Can at the same time lead the scoring and officiating for a sports match Can improve another child's performance by prescribing correct technique for a sporting movement Can describe how the body changes during exercise Can identify a healthy diet for an athlete Can describe the dangers to muscles of exercise if the body is not prepared properly Can prescribe a tactic for a team activity

	Basic movement	Developing balance	Agility and coordination	Team games	Movement patterns
KS1	Jump Hop Stop on command Sprint Run Skip Gallop	Single balance Apparatus Side roll Climb Walk	Throw Catch Roll Target Kick Accuracy Aim Dribble Balance Strike Obstacle Hit Pass	Opponent Control Rules Team Cooperate Control Accuracy Team Work	Dance Theme Pattern Movement Beat Sequence Mirror
KS2 (The vocabulary for KS1 continues but is up-levelled in KS2)		Forward roll Backward Roll Control Coordination Precision Control Fluency	Over Arm Throw Under Arm Throw Chest pass Volley Pivot Bounce Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Dribble	Participation Tactics Attack Defend Defence Competitive Competition Compete Mark	Create Perform Expressive dance phase Expression Contrast Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Evaluate Improve Develop Transition Compose Compare Adapt Refine Symmetry