

North Clifton Primary School: P.E. Vocabulary Progression
EYFS, Key Stage 1 and Key Stage 2



Statutory Framework for the Early Years:

Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

National Curriculum Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

National Curriculum Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; 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 ; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiskills -Ball Skills -Throwing and catching -Sending and receiving -Target games -Striking -Fielding	Shape Communication Sending Safety zone Team Taking turns Equipment Performance Space	Space Block Intercept Tactics	Space Block Intercept Tactics	Strategy Tactic Shooting Marking	Strategy Tactic Shooting Marking	Nonverbal communication Patterns of play Zonal marking	Nonverbal communication Patterns of play Zonal marking
Gymnastics		Mirror Match Unison Link Sequence Respect	Mirror Match Unison Link Sequence	Hurdle step Springboard Formation Synchronised	Hurdle step Springboard Formation Synchronised	Cartwheel Handstand Competition	Cartwheel Handstand Competition
Dance		Control Balance Co-ordination Range of movements	Mirror Match Unison Link Sequence	Choreography Transition Synchronisation Innovation	Sequence Refine Leadership Performance	Non-verbal communication Pattern Aesthetic	Non-verbal communication Pattern Aesthetic
Striking and fielding		Control Agility Balance Co-ordination Tactics	Control Agility Balance Co-ordination Tactics	Creativity Strategy tactics Fundamental movement skills Timing Tactic Shot Accuracy	Creativity Strategy tactics Fundamental movement skills Timing Tactic Shot Accuracy	Skill Control Consistency Umpire Boundary	Leadership Self-control Fundamental sports skills Communicate Collaborate
Athletics		Control Balance Co-ordination Range of movements Safely negotiate	Momentum Target Accuracy Underarm Overarm Simultaneously	Lanes Disqualified Hurdles Baton Acceleration Pacing yourself	Lanes Disqualified Hurdles Baton Acceleration Pacing yourself	Refining technique Qualifying heats Placing for medals Changeover Follow Through Take off board	Refining technique Qualifying heats Placing for medals Changeover Follow Through Take off board

		space Co-operate				Explosive power	Explosive power
Invasion games -Handball -Tag Rugby -Netball -Lacrosse -Quidditch -Unihoc		Space Block Intercept Possession Tactics	Space Block Intercept Possession Tactics	Strategy Tactic Shooting Accuracy Marking	Strategies Tactics Creativity Rules Improve performance Positive attitude	Non-verbal communication Patterns of play Zonal marking	Non-verbal communication Patterns of play Zonal marking
OAA (Outside adventurous activities)				Orientate Compass points Key	Orientate Compass points Key	Scale Navigate Control point	Scale Navigate Control point
Net and Wall -Tennis -Badminton		Space Send Receive Court Net	Space Send Receive Court Net	Strategy Tactic Ready Position Accuracy	Strategy Tactic Ready Position Accuracy	Non-verbal communication Patterns of play Zonal marking	Non-verbal communication Patterns of play Zonal marking