

## Progression of PE skills and vocabulary across the curriculum at Tollgate

**National Curriculum Key Skills:** develop flexibility, strength, technique, control and balance, 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, play competitive games and apply basic principles suitable for attacking and defending, use running, jumping, throwing and catching in isolation and in combination, swimming and water safety

Year 3		Year 4		Year 5		Year 6	
Gymnastics develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best		Gymnastics develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best		Gymnastics develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best		Gymnastics develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	
<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>	
<p>Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p> <p>Describes their own work using simple gym vocabulary</p> <p>Beginning to develop good technique when travelling, balancing and using equipment</p>		<p>Develop strength and Stamina through sustained periods of vigorous activity</p> <p>Practice and implement runs, leaps, jumps and locomotion in more complex sequences with control, technique, co-ordination and fluency</p> <p>Work collaboratively to compose more complex sequences and perform with a partner</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances</p>		<p>Select and combine their skills, techniques and ideas</p> <p>Perform routines to audiences combining skills accurately, consistently showing precision, control and fluency</p> <p>Develop strength, technique and flexibility throughout performances</p> <p>Work collaboratively in groups analysing and commenting on skills and techniques applied in their own and others work</p>		<p>Adapt sequences in order to work collaboratively with a partner and in small groups to perform</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p> <p>Gradually increases the length of sequence work with a partner to make a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>Develop flexibility, balance, strength, and control</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best</p> <p>Uses complex gym vocabulary to describe how to improve and refine performances</p>	
<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>
low half-turn full turn similar different	unison contrasting explosive power control	partner	direction speed actions	speed direction partner control	Symmetry sequences combinations asymmetrical elements balance strength flexibility asymmetrical tension (Need for our topic) extension (Need for our topic)	direction speed partner sequences combinations asymmetrical control balance strength flexibility elements	flight vault

Year 3		Year 4		Year 5		Year 6	
Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best		Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best		Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best		Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best	
<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>	
<p>Improvise, develop and perform simple routines beginning to improvise with a partner</p> <p>Perform to an audience</p> <p>Use simple dance vocabulary to compare and improve work</p>		<p>Confidently improvise, begin to create longer dance sequences in a group and perform routines to audiences</p> <p>Demonstrate precision and some control, rhythm and spatial awareness</p> <p>Perform using a range of movement patterns and set phrases</p> <p>Work collaboratively in groups</p> <p>Use simple dance vocabulary to compare and improve work, modifying as part of self-evaluation</p>		<p>Perform routines to audiences</p> <p>Perform in a variety of dance styles beginning to exaggerate dance movements and motifs demonstrating strong movements throughout the sequence</p> <p>Combines flexibility, techniques and movements to create a fluent sequence, moving appropriately and with the required style in relation to stimulus</p> <p>Beginning to show change in pace and timing in their movements using space to maximum potential</p> <p>Work collaboratively in groups</p> <p>Use more complex dance vocabulary to compare and improve work, modifying as part of self-evaluation</p>		<p>Work collaboratively with a partner and in small groups to perform more complex dances, exaggerating movements and motifs</p> <p>Perform with confidence demonstrating consistent precision</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best</p> <p>Modifying parts of sequence as a result of self and peer evaluation</p> <p>Develop flexibility, balance, strength and control in a range of dances demonstrating strong imagination when creating own sequences</p> <p>Combines flexibility, techniques and movements to create a fluent sequence, moving appropriately and with the required style in relation to stimulus</p> <p>Is able to move to the beat accurately in dance sequences</p> <p>Use more complex dance vocabulary to compare and improve work</p>	
<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>
dance music fast slow twist turn direction group sequences	rhythm levels mood improvisation rehearse	dance turn rhythm stretch levels fast slow direction huddle mood feeling emotions facial expression improvisation rehearse director	choreographer slide formation freeze frames	dance stretch levels mood feeling emotions facial expression improvisation rehearse director choreographer slide formation	locomotion Bangra wall patterns steps dance style	step slide formations expression repeat beat	motif phrase Hakka composition collaborate stag leap rebound gesture dynamic

Year 3		Year 4		Year 5		Year 6	
OAA take part in outdoor and adventurous activity challenges both individually and within a team.		OAA take part in outdoor and adventurous activity challenges both individually and within a team.		OAA take part in outdoor and adventurous activity challenges both individually and within a team.		OAA take part in outdoor and adventurous activity challenges both individually and within a team.	
<u>Key Skills</u>		<u>Key Skills</u>		<u>Key Skills</u>		<u>Key Skills</u>	
<p>To work with others to solve problems</p> <p>To describe their work and use different strategies to solve problems</p> <p>To lead others and be led, listening to instructions from an adult or peer and giving simple instructions</p> <p>To differentiate between when a task is competitive and when it is collaborative</p> <p>To demonstrate an understanding of how to stay safe</p>		<p>Work well in a team or group within defined and understood roles developing strong listening skills</p> <p>Plan and refine strategies to solve problems</p> <p>Identify the relevance of and use maps, compass and symbols</p> <p>Identify what they do well and suggest what they could do to improve</p> <p>To demonstrate an understanding of how to stay safe</p>		<p>Explore ways of communicating in a range of challenging activities</p> <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete the task and perform under pressure using problem solving and general knowledge</p> <p>To demonstrate an understanding of how to stay safe</p>		<p>Use information given by others to complete tasks and work collaboratively</p> <p>Undertake more complex tasks</p> <p>Take responsibility for a role in a task, choosing and applying strategies</p> <p>Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</p> <p>To demonstrate an understanding of how to stay safe</p>	
<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>
maps lead follow plan	symbols orienteering challenges problem-solving trust	Maps Diagrams scale symbols orienteering challenges problem-solving lead follow plan trust	compass solve cardinal points.	Maps diagrams remember symbols orienteering challenges problem-solving lead challenge plan trust solve team design instructions extend	orient Morse code decipher individual	Maps diagrams scale symbols orienteering compass challenges problem-solving lead follow plan trust solve team design instructions extend orient	knot

<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>	
Games play competitive games and apply basic principles suitable for attacking and defending, use running, jumping, throwing and catching in isolation and in combination		Games play competitive games and apply basic principles suitable for attacking and defending, use running, jumping, throwing and catching in isolation and in combination		Games play competitive games and apply basic principles suitable for attacking and defending, use running, jumping, throwing and catching in isolation and in combination		Games play competitive games and apply basic principles suitable for attacking and defending, use running, jumping, throwing and catching in isolation and in combination	
<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>		<b><u>Key Skills</u></b>	
<p>Can travel in a variety of ways including running and jumping.</p> <p>To begin to understand the importance of marking</p> <p>Beginning to perform a range of throws.</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games and work in small groups</p> <p>Beginning to self-assess</p>		<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>		<p>Understands tactics and composition by starting to vary how they respond in response to simple invasive games</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Basic ref and scoring</p> <p>Makes technical pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>		<p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p>	
<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>	<b><u>Previous Vocab</u></b>	<b><u>Key New Vocab</u></b>
Throw Catch Move Jump Target Balance Listen Direction	Self-rate Stationary Marking Aim Strike Communication	Stationary Independence Attacking Defending Technique Communication	Interception Defence Tactics Leadership React Stamina	Independence Communication Compete Challenge Supportive Stamina Tactics	Evaluate Creativity Modify Resilience Possession	Possession Realistic Tactics	Fluency Strategy Isolate Combination

Year 3		Year 4		Year 5		Year 6	
Athletics – Field and Track use running, jumping, throwing and catching in isolation and in compare their performances with previous ones and demonstrate improvement to achieve their personal best		Athletics – Field and Track use running, jumping, throwing and catching in isolation and in compare their performances with previous ones and demonstrate improvement to achieve their personal best		Athletics – Field and Track use running, jumping, throwing and catching in isolation and in compare their performances with previous ones and demonstrate improvement to achieve their personal best		Athletics – Field and Track use running, jumping, throwing and catching in isolation and in compare their performances with previous ones and demonstrate improvement to achieve their personal best	
<b>Key Skills</b>		<b>Key Skills</b>		<b>Key Skills</b>		<b>Key Skills</b>	
To begin to understand what is involved in an athletic event		Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities		Sustain pace over short and longer distances such as running 100m and running for 2 minutes		Become confident and expert in a range of techniques and recognise their success	
Control movements and body actions in response to specific instructions		Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.		Able to run effectively as part of a relay team working at their maximum speed		Apply strength and flexibility to a broad range of throwing, running and jumping activities	
Demonstrate agility and speed				Perform a range of jumps and throws demonstrating an increased power and accuracy		Work in collaboration and demonstrate improvement when working with self and others	
Jump for height and distance with control and balance						Accurately and confidently judge across a variety of activities	
Throw with speed and power and apply appropriate force							
<b>Previous Vocab</b>	<b>Key New Vocab</b>	<b>Previous Vocab</b>	<b>Key New Vocab</b>	<b>Previous Vocab</b>	<b>Key New Vocab</b>	<b>Previous Vocab</b>	<b>Key New Vocab</b>
Run Jump Throw Speed Bounce Aim Target performance self-rate	pace accelerate technique force	Run Jump Throw Agility Power Speed Track Force Distance Curve Accelerate Hurdles bounce	Application Strength cooperation	Run Jump Throw Agility Power Speed Track Force Distance Curve Accelerate hurdles bounce targets	Relay Baton record take over pass Adapt	Run Jump Throw Agility Power Speed Track Distance Curve Accelerate bounce relay baton take over pass strength	Judge trajectory analysis

Year 3		Year 4		Year 5		Year 6	
Swimming swimming and water safety		Swimming swimming and water safety		Swimming swimming and water safety		Swimming swimming and water safety	
<u>Key Skills</u>		<u>Key Skills</u>		<u>Key Skills</u>		<u>Key Skills</u>	
				Swim over greater distances, between 10 & 20 meters with confidence in shallow water  Begin to use basic swimming techniques including correct arm and leg action  Explore and use basic breathing patterns  Enter and exit the water in a variety of ways  Take part in problem-solving activities such as group floats and team challenges		Bring control and fluency to at least two recognised strokes  Implement good breathing technique to allow for smooth stroke patterns  Attempt personal survival techniques as an individual and group with success  Link lengths together with turns and attempt tumble turn in isolation and during a stroke	
<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>	<u>Previous Vocab</u>	<u>Key New Vocab</u>
				Swim kick Front back Arms Legs lie on front/ back breath rotate sink float jump on top of the water underwater.	submerge sculling breaststroke glide surface dive	Dive Surface Breath Floats Support Float Sculling Stroke Pull Push Meters Distance back crawl front crawl breaststroke compete improve challenge	personal survival noodle propel

## **Progression of key knowledge at Tollgate**

Year 3	Year 4	Year 5	Year 6
Games	Games	Games	Games
<p>Knows how to play invasion games fairly (knows the rules for games played).</p> <p>Knows the safety aspect of the games (for example keeping the stick below hip level in hockey).</p> <p>Knows how to keep and win back possession of the ball in a team game.</p> <p>Know how to dribble, pass, defend and shoot.</p>	<p>Know how to play invasion games fairly (knows the rules for games played).</p> <p>Know how to play the ball with accuracy and control.</p> <p>Begin to understand scoring concepts in invasion games.</p> <p>Know how to vary tactics and adapt skills depending on what is happening in the game.</p>	<p>To know the basic rules for different ball games through experiencing them as mini games/invasion games: hockey, netball, basketball etc.</p> <p>To know what is against the rules in each game (e.g. contact in netball, double dribble in basketball).</p> <p>To know the different types of passes in games such as Netball and understand the rules of travel in games such as basketball and rugby.</p> <p>To know how to create space to receive the ball when being marked closely and pursue tactics to get round defenders.</p> <p>Know a number of techniques to pass, dribble and score.</p> <p>Know when to pass and when to dribble based on the placement of team mates.</p>	<p>To know the basic rules for different ball games through experiencing them as mini games/invasion games: hockey, netball, basketball etc.</p> <p>To know what is against the rules in each game (e.g. contact in netball, double dribble in basketball).</p> <p>To know the different types of passes in games such as Netball and understand the rules of travel in games such as basketball and rugby.</p> <p>To know how to receive the ball when being marked closely and pursue tactics to get round defenders.</p> <p>Know a number of techniques to pass, dribble and score.</p> <p>Know when to pass and when to dribble based on the placement of team mates.</p> <p>To know the different types of passes in games such as Netball and understand the rules of travel in games such as basketball and rugby.</p> <p>In games such as cricket, know how to hold the bat correctly.</p> <p>In field games, understanding the importance of placement on the field.</p>
Gymnastics	Gymnastics	Gymnastics	Gymnastics
<p>To understand the importance of pulse raising, stretching and warm ups.</p> <p>To know the main parts of the body and to understand the importance of stretching and conditioning prior to a gymnastics session.</p> <p>To know how to safely move equipment.</p> <p>To know how to safely land/finish skills and enter/exit balances.</p> <p>To understand the differences between a leap and a jump.</p>	<p>To understand the importance of warming up so that the body is ready for stretching.</p> <p>To know the main parts of the body that need to be stretched prior to a gymnastics session.</p> <p>To understand the importance of endurance in gymnastics.</p> <p>To know how to safely move equipment.</p> <p>To know how to safely land and finish skills.</p> <p>To understand the differences between a leap and a jump.</p> <p>To know how to safely enter and exit a variety of rolls.</p>	<p>To understand the importance of pulse raising and warm ups.</p> <p>To be able to identify when their pulse has been raised and their body is ready for stretches.</p> <p>To know the main parts of the body that need to be stretched prior to a gymnastics session.</p> <p>To know basic conditioning exercises to increase strength and endurance.</p> <p>To understand the importance of conditioning, stretching and endurance in gymnastics.</p> <p>To know how to safely move equipment.</p>	<p>Knows how to create their own complex sequences involving the full range of actions, movements and dynamics.</p> <p>Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Knows how to apply skills and techniques consistently, showing precision and control.</p> <p>Knows how to develop strength, technique and flexibility throughout performances.</p>

	To understand and apply compositional ideas in sequences.	To know how to safely land and finish skills.  To know what constitutes a good gymnastics routine; including different types of timing, transitions, differing heights and balances.  To know how to safely enter and exit group balances and what to do if a balance becomes unsafe.  To understand the differences between a leap and a jump.	
Dance	Dance	Dance	Dance
Knows how to improvise freely and translate ideas from stimulus into movement.  Share and create phrases with a partner or small group, remembering and repeating them.  Know that they can coordinate different body parts at the same time to create a dance.  Can understand that they can create shapes at different levels to ensure a varied routine.  Can use everyday movements (running, jumping, etc) to create dance moves.	Know how to compose own dances in a creative way.  Perform dance to an accompaniment devising the sequence to take into account the rhythm and style of the music.  Dance shows clarity, fluency, accuracy and consistency.  Choose appropriate style of dance/movements as appropriate to the music when adapting given sequence.  Know the impact of improved poise, balance and coordination and applies these when moving and stopping within a sequence.  Know that dance can communicate feelings and narratives.  Know and can state which aspects of own performance were particularly strong and which they could improve on.	To know how to compose own dances in a creative way, individually, with a partner or in a small group.  Perform dance to an accompaniment devising the sequence to take into account the rhythm and style of the music and the move of the music.  Dance shows clarity, fluency, accuracy and consistency of movement.  Develop sequences in a specific style of dance.  Knows the impact of improved poise, balance and coordination and applies these when moving and stopping within a sequence at different levels within the space.  Knows that dance can communicate feelings and narratives.  Knows and can state which aspects of own performance were particularly strong and which they could improve on.	Knows how to develop sequences in a specific style.
Athletics	Athletics	Athletics	Athletics
Knows how to run fast, medium and slow speeds; changing speed and direction.  Can take part in a relay, remembering/knowing when to run and what to do.  Knows how to increase the distance that a thrown object travels through effective technique.	Know how to sprint over a short distance and understand that a sprint style cannot be maintained over longer distances.  Know how to jump in different ways.  Know how to throw in different ways and hit a target (at appropriate distance), when needed.	Knows how to show control when taking off and landing.  Knows how to throw with increasing technical awareness and accuracy.	Knows how to demonstrate stamina and increased strength.
OAA	OAA	OAA	OAA

<p>Knows how to follow a map in a familiar context.</p> <p>Knows how to use symbols to follow a route.</p> <p>Knows how to follow a route safely.</p>	<p>Know the compass points and explain what a compass is used for.</p> <p>Know how to follow a map in a (more demanding) familiar context.</p> <p>Know how to follow a route within a time limit.</p> <p>Know common map symbols.</p>	<p>Knows how to design a map for others to follow in a (more demanding) familiar context.</p> <p>Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time.</p>	<p>Knows how to design a map for others to follow in a (more demanding) familiar context.</p> <p>Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time.</p>
Swimming	Swimming	Swimming	Swimming
		<p>Understands how to be confident in the water.</p> <p>Knows how to use a range of strokes effectively.</p> <p>Knows and understands about water safety.</p>	<p>Understands how to be confident in the water.</p> <p>Knows how to use a range of strokes effectively.</p> <p>Knows and understands about water safety.</p>