



# Fairview Community Primary School

## Key Skills & Knowledge Progression Map:

### Physical Education

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect**, and **honesty** towards one another.

#### Rationale:

At Fairview, we believe that the Physical Development we provide forms an essential foundation for the growth of the whole child through the teaching of PE. As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, teamwork, and self-esteem. We value Physical Education and the sporting activities we, as a school, provide during lessons, school clubs, break times and lunch times. We are committed to quality provision in PE.

	Nursery	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency</p>	<p>Respond to a range of stimuli and music types.</p> <p>Explore space, direction, levels and speeds.</p> <p>Create actions and perform movements with different body parts.</p> <p>Vocab: beat, curl, dance, fast, feet, high, low, music, rhythm, step,</p>	<p>Describe and explain how performers can transition and link shapes and balances.</p> <p>Perform basic actions with control and consistency and different speeds and levels.</p> <p>Move imaginatively responding to music.</p> <p>Work as part of a group to create and perform short sequences to music.</p>	<p>Practise different sections of a dance aiming to put together a performance.</p> <p>Use facial expressions.</p> <p>Perform to an audience.</p> <p>Vocab: Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, emotions, musicality, facial</p>	<p>To include freeze frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p> <p>Perform a dance as a group with a set starting position.</p> <p>Vocab: Rhythm, stretch, levels, directions, speed, feelings, moods, facial expressions, improvisation, rehearse, choreograph, slide,</p>	<p>Perform different styles of dance fluently.</p> <p>Refine and improve dances adapting them to include the use of space and expression.</p> <p>Work collaboratively in groups to compose simple dances.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>Vocab:</p>	<p>Work collaboratively to include more complex compositional ideas.</p> <p>Develop motifs and incorporated into self-composed dances as individuals, pairs and groups.</p> <p>Talk about different styles of dance with understanding, using appropriate language and terminology.</p> <p>Vocab:</p>

			stretch, swing, turn, twist, mood, feeling, theme, story, static, start, friendship, middle, end	Vocab: Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, fast, low, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying.	expression, improvisation, rehearse	formation, freeze frame.	Stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formations, locomotion, wall patterns, dance styles, pivot step	Motif, phrase, street dance, Hakka, step, slide, repeat, beat, formations, stag leap, rebound, expression, gesture, dynamics
<b>Gymnastics</b>	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Develop overall body-strength, balance, co-ordination and agility.	<p>Use simple gymnastics shapes and actions.</p> <p>Apply strength to a range of gym actions. Carry basic equipment. To recognise link actions.</p> <p>To perform a variety of basics action with control.</p> <p>Intro, turn, twist, spin,</p>	<p>Perform with control and consistency basic actions at different speeds and levels.</p> <p>Develop strength and flexibility.</p> <p>Perform a simple sequence that is judged using simple scoring.</p> <p>Develop body management</p>	<p>Devise simple sequences using compositional ideas.</p> <p>Master basic movements – leaping, jumping, balancing and stretching.</p> <p>Work collaboratively to adapt, change and improve individual sequence.</p>	<p>To become increasingly competent and confident to perform skills more consistently.</p> <p>To be able to perform in time with a partner.</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction.</p>	<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p> <p>Develop symmetry individually, as a pair and in a small group.</p> <p>Compare performances and judge</p>	<p>Lead group warm ups.</p> <p>Demonstrate accuracy, consistency and clarity of movement.</p> <p>Work independently and in small groups to make up sequences.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p>

			<p>rock and link movement.</p> <p>Perform longer movement phases.</p> <p>Vocab Balance, body tension, carry, control, extension, hang, high, jump, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, time and travel.</p>	<p>through a range of floor exercises.</p> <p>Develop core strength in back support and half twist.</p> <p>Use rhythm whilst performing a sequence.</p> <p>Vocab: Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body, tension, muscles, strength, rock, roll, turn, spin</p>	<p>Identify similarities and differences in sequences.</p> <p>Develop body management over a range of floor exercises.</p> <p>Attempt explosive moves into floor work through jumps and leaps.</p> <p>Inc. flexibility in shapes and balances.</p> <p>Vocab: Fluency, unison, contrasting, low, combinations, full-turn, half-turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, dynamic, static</p>	<p>Develop increased range of body actions and shapes in a sequence.</p> <p>Define muscle groups needed to support their core.</p> <p>Refine taking weight on small and large body parts.</p> <p>Vocab: Fluency contrasting. Unison, low, combinations, full turn, half turn, control, different, similar, speed, partner, actions, leap, compositions, engage, core, stabilise.</p>	<p>strengths and areas for improvement.</p> <p>Select a component for improvement eg – timing or flow.</p> <p>Lead own warm ups.</p> <p>Perform more complex actions, shapes and balances consistency.</p> <p>Use info given by others to improve performance.</p> <p>Remember and repeat longer sequence with more difficult actions.</p> <p>Vocab: symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance,</p>	<p>Experience flight on and off of higher apparatus.</p> <p>Perform a variety of basic actions showing control.</p> <p>Intro – turn, twist, spin, rock, roll and link together.</p> <p>Perform longer movement phrases and link with confidence.</p> <p>Vocab: Flight, vault, sequences, direction, speed, combination, partner, elements, asymmetrical, control, balance, strength, flexibility, balance, body tension, carry, extension, hang, muscles,</p>
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							strength, flexibility, aesthetics.	relaxation, spin, twist, turn
<b>Games</b>	Start taking part in some group activities which they make up for themselves, or in teams.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<u>Attack, Shoot and Defend</u>  -Running -Jumping -Throwing and catching -Competitive activities -Improving agility, balance and coordination -Use simple strategies for invasion games -Why we enjoy exercise -Recognise rules -Apply simple tactics  Vocab: Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over arm, physical	<u>Attack, Defend and Shoot</u>  Send a ball and receive a ball using feet.  Refine ways to control bodies and a range of equipment.  Link combinations of skills e.g. dribbling and passing.  Select and apply simple tactics.  Recognise good quality in self and others.  Build basic attacking play.  Vocab:	<u>Tag Rugby</u>  Handle a ball with confidence.  Evade attackers using footwork and body control.  Work as a team in attack.  Basic game principles and play within simpler rules.  Vocab: Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send,	<u>Tag Rugby</u>  To consistently perform basic tag rugby skills.  Implement rules and tactics in competitive situations.  To increase speed and build up endurance during game play.  Vocab: Passing, running, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pick up, step.  <u>Hockey</u> To consistently perform basic hockey skills such as	<u>Hockey</u>  Combine skills  Select and apply skills in a game situation confidently.  Play effectively in different positions on the pitch.  To include power and strength of passes, moving the ball over long distances.  Vocab: Control, use of space, defend, attack, dribble, pass, push, slap, tactics, compete, score, shoot, positions, power. Distance, perform, consistent, fair play.	<u>Hockey</u>  To choose and implement a range of strategies and tactics to attack and defend.  To combine and perform more complex skills at speed.  To recognise and describe good individual and team performance.  To suggest, plan and lead a warm up as a small group.  Vocab: Control, use space, defend, attack, dribble, pass, tactics, compete, score, shoot,

			<p>activity, pitch, play against, receive, rolling, send, throw, underarm</p> <p><u>Striking and Fielding</u></p> <p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch balls and objects.</p> <p>Develop sending and receiving skills.</p> <p>Batting and fielding.</p> <p>Vocab: Batter, bowl, catch, collect, feed, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>	<p>Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed, tactics, opponents.</p> <p><u>Hit, Run and Catch</u></p> <p>Develop hitting skills using a variety of bats.</p> <p>Practise feeding and bowling skills.</p> <p>Hit and run to score points.</p> <p>Variety of ways to score runs in hit, run</p>	<p>tag, release, pass back, feint</p> <p><u>Netball</u></p> <p>Perform basic skills – passing, catching and recognise throws.</p> <p>Use space to build attacking play.</p> <p>Implement the basic rules of netball.</p> <p>Vocab: Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept.</p> <p><u>Football</u></p>	<p>dribbling and push pass.</p> <p>To implement the basic rules of hockey.</p> <p>To develop tactics and apply them in competitive situations.</p> <p>To increase speed and endurance during game play.</p> <p>Vocab: Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot</p> <p><u>Striking and Fielding – Cricket</u></p> <p>To develop a range of skills they can apply in a competitive context.</p>	<p><u>Netball</u></p> <p>To use these skills confidently – pivot, dodge, bounce, pass and previously learnt kills.</p> <p>To begin to play efficiently in different positions on the court in attack and defend.</p> <p>To include power and strength of passes, moving the ball over longer distances.</p> <p>Vocab: Control, use space, defend, attack, chest pass, bounce pass, tactics, compete, teamwork, score, shoot, footwork, foul, free pass, pivot</p> <p><u>Tag Rugby</u></p>	<p>positions, power, consistent, fair play, tackle, covering, supporting</p> <p><u>Tag Rugby</u></p> <p>To choose and implement a range of strategies and tactics to attack and defend.</p> <p>To combine and perform more complex skills at speed.</p> <p>To recognise and describe good individual and team performance.</p> <p>To suggest, plan and lead a warm up as a small group.</p> <p>Vocab: Passing, backwards, tag, straight, space, teamwork, try-</p>
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			<p><u>Net and Wall</u></p> <p><i>Send and return</i> Send an object with hand or bat.</p> <p>Move towards a moving ball to return.</p> <p>Send and return a variety of balls.</p> <p>Scoring points. Specific tactics.</p> <p>Net/wall skills.</p> <p>Vocab: Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter. Hitter, forehand, backhand, count, front, back. Court, score, deep,</p>	<p>and catch games.</p> <p>Work in teams to field.</p> <p>Begin to play the role of wicket and keeper or backstop.</p> <p>Vocab: Hit, run, catch, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, umpire, posts, stumps</p> <p><u>Net and Wall</u> <i>Send and return</i></p> <p>Be able to track the path of a ball over a net and move towards it.</p> <p>Begin to hit and return a ball using hands an</p>	<p>Able to show basic sending and receiving skills.</p> <p>To send the ball with some accuracy to maintain possession.</p> <p>To implement basic football rules.</p> <p>Vocab: Control. Space, attack, tactics, defend, dribble, pass, compete, collaborate, teamwork, score, shoot, inside of foot, touch, possession.</p> <p><u>Striking and Fielding – Rounders</u></p> <p>To be able to play simple rounders games.</p> <p>To apply some rules.</p>	<p>Choose and use a range of simple tactics in isolation and in game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Vocab: Wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicket keeper, field, innings, strike, cross, four, six, single, over, batting, fielding</p> <p><u>Net and Wall</u> <u>Tennis</u></p> <p>Explore forehand and backhand.</p> <p>Returning the serve.</p> <p>Demonstrate different court positions in game play.</p>	<p>Combine skills such as catching and quickly passing in 1 movement.</p> <p>To be able to select and implement appropriate skills in a game situation.</p> <p>Begin to play effectively in attack and defence. Including the power of passes over longer distances.</p> <p>Vocab: Passing, tag, running, backwards, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop, pass, turn over, lose pass.</p>	<p>area, defend, attack, retain, contest, possession, pressure, support</p> <p><u>Cricket</u></p> <p>Apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>Using a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Vocab: Tactics, shot, wicket, stumps. Crease, boundary, stance,</p>
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			rotate, umpire, wide	<p>rackets with some consistency.</p> <p>Play modified net/wall games throwing, catching and sending over a net.</p> <p>Vocab: Hit, collect, stop. Net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, sieve, bounce, drop. Tennis, badminton, volleyball, squash, racket, shuttlecock.</p>	<p>To develop and use simple rounders skills.</p> <p>Basic tactics in batting and fielding</p> <p>Vocab: Batting, fielding, bowling, bat, bases, ball, run, batter, fielder, innings, no ball, batting box, backstop, half rounders, rounder</p> <p><u>Net and Wall – Tennis</u></p> <p>Identify and describe some rules of tennis.</p> <p>Serve to begin a game.</p> <p>To explore forehand hitting.</p> <p>Vocab: Hit, return, court,</p>	<p>Vocab: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, ready, position</p> <p><u>Net and Wall</u></p> <p><i>Badminton</i></p> <p>Use different types of serves in games and new shots learnt.</p> <p>Play with others to score and defend points.</p> <p>Move confidently around the playing area using footwork techniques.</p> <p>Develop further ways of playing with others cooperatively and in competition.</p>	<p><u>Striking and Fielding – Cricket</u></p> <p>Link together a range of skills and use in combination/</p> <p>Collaborate with a team to choose, use and adapt rules in cricket.</p> <p>Recognise how some aspects of fitness apply to cricket eg. Power, flexibility and stamina.</p> <p>Vocab: Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, ball, wicketkeeper, bowl, field, innings, strike, cross, 4, 6, overs, single, shot. Forwards, defensive, offensive.</p> <p><u>Net and Wall</u></p>	<p>innings, strike, cross, 4, 6, single, over, balls, shot, forward, defensive, offensive, wide, no ball</p> <p><u>Striking and Fielding</u></p> <p><u>Rounders</u></p> <p>Apply rounders rules consistently in conditioned games.</p> <p>Play small sided games using standard rounders pitch layout.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter, fielder and backstop.</p> <p>Vocab: Stance, bowling, bat, box, batsman, bowler,</p>
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					forehand, bounce, points, serve, net, tactics, underarm, overarm serve	<p>Vocab: Shuttlecock, points, score, net, forehand, backhand, position, ready, clear, overhead, singles. Doubles, lunge, shuffle, skip, run, backline, movement.</p>	<p><u>Tennis</u></p> <p>Introduce volley and overhead shots.</p> <p>Apply new shots into game situations.</p> <p>Play with others to score and defend points in competitive games.</p> <p>Further explore tennis service rules.</p> <p>Vocab: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, ready, position, volley, overhead, singles, doubles, service box</p> <p><i>Badminton</i></p>	<p>backstop, field, innings, strike, cross, rounders, half rounder, over, balls, shot, defensive, offensive, predict, place, select, stance</p> <p><u>Net and Wall</u></p> <p><u>Tennis</u></p> <p>Develop backhand shots</p> <p>Introduce the lob.</p> <p>Begin to use full tennis scoring systems.</p> <p>Continue to develop doubles play and tactics to improve.</p> <p>Vocab: Lob shot, positioning, footwork, listening skill, dispute, peers, attacking,</p>
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							<p>Use different types of serves in game and new shots in games.</p> <p>Play with others to score and defend points in competition games.</p> <p>Move confidently around the playing area using footwork techniques/</p> <p>Develop further ways of playing with others cooperatively and in competitions.</p> <p>Vocab: Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, ready position, overarm, underarm, singles, lunges. Shuffle, skip,</p>	defensive, improvement.
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							run, backline, service box	
<b>Athletics</b>			<u>Run, Jump and Throw</u>  Link running and jumping Refine running including pathways and speeds.  Develop throwing techniques to send objects over long distances. Inc. stamina and strength for athletics.  Extend strength, agility and coordination.  Vocab: Backwards, distance, far, fast, forwards, furthest, high hop, link, medium, power, run, sideways, skip, slow,	<u>Run, Jump and Throw</u>  Develop power, agility, coordination and balance over a variety of activities.  Can throw and handle quoits, beanbags, balls and hoops.  Can negotiate obstacles showing inc. control of body and limbs.  Improve running and jumping movements.  Reflect on activities and make connections between a healthy active lifestyle.	Control movements in response to specific instructions.  Demonstrate agility and speed.  Jump for height and distance with control and balance.  Throw with speed and power and apply force.  Vocab: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, pull, record, pace, approach, combine.	Using running, jumping and throwing stations.  Children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.  Vocab: Run, jump, throw, agility, power, speed, track, force, distance. Curve, accelerate, hurdle, foam javelins, bounce, discuss, target, take off, sling, exchange, accuracy.	Sustain pace over short and longer distances such as running 100m and 2 minutes.  Able to run as part of a relay team working at their maximum speed.  Perform a range of jumps and throws demonstrating increasing power and accuracy.  Vocab: Run, jump, throw, agility, power, speed, track. Force. Distance, curve, accelerate, hurdles, foam javelin, discus, relay, baton. Safety, rules, targets, record, set, take over, pass, sustain,	Become confident and expert in a range of techniques and recognise their success.  Apply strength and flexibility to a broad range of throwing, running, jumping activities.  Work in collaboration and demonstrate improvement when working with self and others.  Accurately and confidently judge across a range of activities.  Vocab: Run, jump, throw, agility, power, speed, track,

			step, straight, throw	<p>Experience and improve on jumping for distance and height.</p> <p>Vocab: Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect, lunges, power, strength, repetition, accuracy, fitness, persevere, lap, compete</p>			push, receive, hop-step-jump	<p>distance, curve, accelerate, hurdles, javelin, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle</p>
<b>Outdoor Adventure Activities</b>	Continue to develop their	Confidently and safely use a range	N/A	N/A				

	<p>movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>of large and small apparatus indoors and outside, alone and in a group</p> <p>Balance Bikes</p>						
<b>Swimming</b>	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Yes
<b>Healthy Lifestyles</b>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>	<p>Manage their own needs</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>						

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