

**PE, Gymnastics & Dance**

<b>PE VOCABUARY MAP</b>			
<b>Curriculum Strand</b>	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>
<b>Gymnastics</b>	Stride, hop, skip, gallop toes, high low, long, sideways, forwards, backwards, stretch, curl, slide, jump, land, bend, roll	Thin, wide, turn, link, balance, lower, higher, control stop, finish, spin, travel, points, patches, level	Partner, bridge, sequence, pathway, follow, twist, direction
<b>Games</b>	Jump, spring, pass, balance, pat, bounce, steer, roll, receive, trap, roll, spin, throw, catch, push	kick, roll, dribble send, aim, receive, strike	angle, intercept, extend, strike, defend, attack, static
<b>Dance</b>	rise, fall, curved, thin, wide, pathway, pattern, turn, move, freeze	spiky, rounded, describe, create, explore, direction, perform, link	repeat, phrase, control, contrast, comment, reflect, rhythm

## PROGRESSION OF SKILLS AND KNOWLEDGE: DANCE

### EYFS

**Moving and handling:**

Experiments with different ways of moving.

**children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.**

**Expressive arts and design**

Begins to build a repertoire of songs and dances.

Exploring and using media and materials:

children **sing songs, make music and dance, and experiment with ways of changing them.**

**Being imaginative:**

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### KS1

*Pupils should be taught to:*

master basic movements, as well as developing balance, agility and co-ordination, perform dances using simple movement patterns

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.

Objectives	Year One	Year Two	Knowledge needed and cross-curricular links
EYFS			

<p>Travel safely with control and coordination</p> <p>Make simple shapes with their bodies</p> <p>Travel on feet in a variety of ways</p> <p>Recognise repeated sounds and rhythms</p>	<p>Make rounded and spiky shapes with bodies</p> <p>Respond to a range of stimuli and choose appropriate movements</p> <p>Describe each other's movements</p> <p>Describe how body feels after exercise</p>	<p>Use a range of basic dance ideas with understanding</p> <p>Use different levels, directions and speeds and choose appropriate actions for dance ideas</p> <p>Remember and repeat movement phrases with control and coordination</p> <p>Talk about dance and show an understanding of how dance communicates ideas.</p> <p>Use appropriate vocabulary</p>	<p>Link to PSHE (emotions, rules, team work, healthy bodies and minds)</p> <p>Link to English (stories, adjectives, speaking and listening)</p> <p>Link to Maths (shape, positional/directional language)</p> <p>Link to Science (bodies and exercise)</p> <p>Link to Music (listening, beat, rhythm)</p>
<p>Travel safely on different parts of body</p> <p>Recognise and make simple shapes with body</p> <p>Move showing change in level and direction</p> <p>Recognise and show change of speed</p>	<p>Perform and repeat simple rhythmic patterns</p> <p>Create movement ideas in response to a stimuli</p> <p>Create short movement phrases</p> <p>Show understanding of communicating ideas through movement</p>	<p>Work co-operatively with 2's/3's to create a dance showing unison and canon</p> <p>Respond to different stimuli</p> <p>Show contrasts in shape, speed, size</p> <p>Recognise, describe and comment on quality of basic actions</p>	<p>Link to Art (expression through different mediums)</p> <p><b>Knowledge needed:</b></p> <p>PE vocabulary</p> <p>How to use and put away apparatus safely</p> <p>Know how to control their body</p>

<p>Recognise and use a variety of body shapes</p> <p>Move and freeze with control</p> <p>Travel and turn on high and low levels</p> <p>Travel, rise and fall showing different speeds</p>	<p>Explore actions in response to a stimuli</p> <p>Link up a variety of basic travelling actions</p> <p>Communicate mood, feelings through dance</p> <p>Describe performance with appropriate language</p>	<p>Respond to different types of stimulus</p> <p>Work in pairs/groups to create dance ideas</p> <p>Show variety in speed, size, weight</p> <p>Watch others dance and comment on what they liked and how to improve</p>	<p>Know how to listen to and follow instructions</p> <p>Know how to land safely</p> <p>Know how to link movements</p> <p>Know about different dance genres</p> <p>Know about different cultures</p> <p>Know about performances</p>
<p>Recognise stretched, wide, thin and curled shapes</p> <p>Create pathways and patterns on floor and in air</p> <p>Work cooperatively with partner</p>	<p>Perform basic actions with control</p> <p>Convey meaning of a story through movements</p> <p>Vary speed, direction and pathways</p> <p>Perform a whole dance that has a simple structure</p>	<p>Copy and perform simple movement/rhythmic patterns</p> <p>Perform whole dances with a simple structure</p> <p>Understand how dance is used in other cultures</p> <p>Change and vary actions</p>	<p>Know about how to perform in front of an audience</p> <p>Know about how to keep themselves safe moving their bodies in a group</p> <p>Be able to assess risk and act accordingly</p> <p>Listen to the beat in music</p> <p>Express ideas with costumes and props</p>

## PROGRESSION OF SKILLS AND KNOWLEDGE: GYMNASTICS

### EYFS

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Experiments with different ways of moving.

Jumps off an object and lands appropriately.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

#### ***Moving and handling:***

**children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.**

### KS1

*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

**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 co-operative physical activities, in a range of increasingly challenging situations.**

EYFS	Year One	Year Two	Knowledge needed and cross-curricular links
<p>Can travel in different directions- forwards/ backwards/sideways</p> <p>Can travel on feet in different ways- bounce/Hop/sidestep/stride/skip</p>	<p>Can hop, jump, bounce and skip</p> <p>Can travel on feet in different directions</p> <p>Can show thin and wide shapes and turning jumps</p> <p>Can link 2 jumps (high level) with a low-level movement with control</p>	<p>Can travel and balance showing change in level</p> <p>Can travel with different body parts high/low</p> <p>Link 2 or 3 movements showing change in speed</p> <p>Can travel underneath a partner who is in a bridge shape</p>	<p>Link to PSHE (emotions, rules, team work, healthy bodies and minds)</p> <p>Link to English (stories, adjectives, speaking and listening)</p> <p>Link to Maths (shape, positional/directional language)</p>

<p>Travel on feet in different ways- hopping, skipping, jumping, striding, sidesteps</p> <p>Travel in different ways on hands and feet</p> <p>Travel high- away from ground</p> <p>Travel low- close to ground</p> <p>Travel with as much of your body on floor as possible</p> <p>Travel with change of speed, direction and level</p>	<p>Can travel on small and large parts of the body</p> <p>Can balance on points and linkup showing change of level</p> <p>Can balance on patches showing change of shape</p> <p>Can travel and balance on point/patches showing a change of speed</p> <p>Understand high and low levels</p> <p>Link 2 jumps with a low movement</p> <p>Make a simple balanced shape for partner to go over/under</p>	<p>Can travel in different pathways with a change in speed/level</p> <p>Can turn in air and on floor</p> <p>Can link 3 ways of travelling to create an interesting pathway</p> <p>Can follow my leader</p>	<p>Link to Science (bodies and exercise)</p> <p><b>Knowledge needed:</b></p> <p>PE vocabulary</p> <p>Know how to control their body</p> <p>Know how to listen to and follow instructions</p> <p>Know how to land safely</p> <p>Know how to link movements</p> <p>Know how to get out and put away apparatus</p> <p>Know how to follow rule when using apparatus</p>
<p>Can perform and travel in curled up balances on different body parts</p> <p>Can balance and travel in a stretched position</p> <p>Can travel in a stretched position at different levels</p>	<p>Rock to stand up or rock to turn over</p> <p>Different rolling actions- sideways curled and stretched, forwards,</p> <p>Run in different directions, stop, sink, roll and stand up</p> <p>Link together jump, land, roll and finish in stretched position</p>	<p>Can show a variety of turning jumps</p> <p>Can roll/spin on floor on different body parts</p> <p>Can link a turn in air with a turn on floor</p>	<p>Know how to be safe on the apparatus</p> <p>Know how to keep themselves safe</p> <p>Know how to assess risk and respond accordingly</p>

<p>Can link balances and travelling to show curled and stretched movements</p>	<p>Link different shaped jumps with different shaped rolls Roll onto/along/off apparatus Spin on different body parts and turning jump</p>	<p>Can understand how to twist and create a short sequence on the floor and on apparatus</p>	
<p>Can travel on hands and feet and slide Can travel high and low and link movements together Can roll sideways- curled and stretched. Can jump land and roll Can balance and travel with feet higher than head</p>	<p>Can show a variety of wide and narrow balances Can travel showing narrow, wide and curled shapes Can link up travel and balances showing wide, narrow and curled shapes Can link together a jump, roll and travel showing wide, narrow and curled shapes</p>	<p>Can link movements together smoothly showing change in speed and level Can show different parts of body leading into next movement Link travel, roll, balance and jump showing change of direction Can perform simple sequence with partner</p>	

**PROGRESSION OF SKILLS AND KNOWLEDGE: GAMES**

**EYFS**

***Moving and handling:***

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

**KS1**

*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

**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.**

EYFS	Year One	Year Two	Knowledge needed and cross curricular links
Can jump and spring on feet in different ways Can move/balance small equipment round body parts Can throw underarm at a target Can throw and catch a range of small equipment	Can balance/roll ball round body parts Can pat/bounce a ball Can manage basic skills of throwing, catching, rolling, Can kick a ball and dribble with ball	Throw/catch a range of equipment- 2 handed and 1 handed Throw catch and bounce static and on move Understand how to make games harder Understand how to make up rules and score points	Link to PSHE (emotions, rules, team work, healthy bodies and minds) Link to English (stories, adjectives, speaking and listening) Link to Maths (shape, positional/directional language) Link to Science (bodies and exercise)
Can pass ball round different body parts Can pat/bounce a ball downwards Can steer with feet/hands	Can throw and catch in 2s with different equipment Can send a ball/quoit/beanbag one handed- roll and throw	Can aim at targets with a variety of equipment –static and on move	<b>Knowledge needed:</b> Hand/eye co-ordination How to hold equipment correctly How to catch a ball



<p>Can roll and receive a ball- aiming activities</p>	<p>Can aim into targets using a variety of equipment Can understand how to make aiming games harder</p>	<p>Use different height/speed/angles when sending the ball Can demonstrate basic interception skills Can receive ball on move</p>	<p>How to strike a ball with a bat How to control a ball with a foot How to work together as a team How to listen to and follow instructions How to co-ordinate different</p>
<p>Can use hoops in a variety of ways- roll, spin, hula hoop Can use quoits in a variety of ways- roll, spin, throw, catch Understand what makes an aiming game harder Show awareness of space</p>	<p>Can roll/push/steer ball along with bat Can balance a ball on bat- static/moving Can hit ball up/down with some control Can strike a static/moving ball</p>	<p>Can dribble with hands/feet/implement with control and change of speed/direction Can pass, receive, strike in a variety of ways using variety of equipment Can select rules and play game with partner Understands simple attacking/defending tactics</p>	<p>parts of your body Know how to follow the rules of a game Know that different games have different purposes and outcomes Be aware of their own skill and adaptations available Understand the principle of movement</p>
<p>Make different shapes with ropes and travel over/around them</p>	<p>Can roll, throw, catch and bounce a range of small equipment Can move with/through hoops Can kick/dribble a ball with control</p>	<p>Can work co-operatively Can develop and extend bouncing/kicking/ striking/throwing/ catching skills</p>	

<p>Push ball with hand/bat in different directions and with different speeds</p> <p>Balance and pat ball upwards with hand/bat</p> <p>Aiming game with partner- move body in line with ball</p>	<p>Can strike a ball</p>	<p>Play small sided games following simple rules</p> <p>Develop simple group tactics</p>	
---	--------------------------	--	--