



Physical Education Learning Journey –

Key Steps to Mastery Key Skills

BASIC SKILLS, SHAPE AND MOVEMENT					
	YEAR 1		YEAR 2		YEAR 3
			Review Year 1		Review Year 2
	Pupils should be taught to:		Pupils should be taught to:		Pupils should be taught to:
	<p><u>Agility</u></p> <p><u>Run</u></p> <ul style="list-style-type: none"> Run at different speeds (e.g., walk, jog, run, sprint) <p><u>Jump</u></p> <ul style="list-style-type: none"> Jump with some travel/wobble on landing. <p><u>Roll</u></p> <ul style="list-style-type: none"> 'Pencil' roll; basic 'egg' roll (side to side / knee to knee). 		<p><u>Agility</u></p> <p><u>Run</u></p> <ul style="list-style-type: none"> Increased range of running movements (e.g., side-stepping and backwards but safely and with control). Run with/around obstacles (e.g., cones) <p><u>Jump</u></p> <ul style="list-style-type: none"> Some control in landing (e.g. without travelling). Jumping to and from non-dominant foot Link jumps (e.g., skip) or jump with turn(s) <p><u>Roll</u></p> <ul style="list-style-type: none"> With help, and from a stationary start with head tucked under, perform a forward roll. Controlled knee-to-knee 'egg' roll; start turning (knee-shoulder-back-etc). 		<p><u>Agility</u></p> <p><u>Run</u></p> <ul style="list-style-type: none"> Switch between movements (e.g., from side-step into backwards run). Run at speed with/round obstacles. <p><u>Jump</u></p> <ul style="list-style-type: none"> Steady landing e.g., without much wobble or swinging of arms. Jump between different heights Link run with jump (e.g., hurdle, long jump) <p><u>Roll</u></p> <ul style="list-style-type: none"> Forward roll without help. Backward roll on incline mat. Egg' roll in complete turns; start using straight legs ('teddy bear' roll). <p><u>Cartwheel</u></p> <ul style="list-style-type: none"> Cartwheel from stationary start t (e.g., with legs not going much higher than their hips).
	<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Throw underarm with e.g., foam ball. <p><u>Bounce</u></p>		<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Throw different objects (underarm). 		<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Start to apply to a context. Underarm accuracy with small ball (e.g.

	<ul style="list-style-type: none"> Bounce using fingers not palm. <p><u>Hit</u></p> <ul style="list-style-type: none"> Hit confidently hit e.g., foam ball with a tennis racket. <p><u>Catch</u></p> <ul style="list-style-type: none"> Two-handed catch of e.g., bean bag thrown gently/ from a short distance. 		<ul style="list-style-type: none"> Start to adjust for different objects thrown (e.g. through speed, height etc). <p><u>Bounce</u></p> <ul style="list-style-type: none"> Bounce a ball to different heights. <p><u>Hit</u></p> <ul style="list-style-type: none"> Confidently hit e.g., tennis ball or shuttlecock with appropriate racket <p><u>Aim</u></p> <ul style="list-style-type: none"> Hit a c.4m wide target from about 10m with e.g., foam ball and tennis racket. <p><u>Catch</u></p> <ul style="list-style-type: none"> Move to catch e.g., bean bag with both hands. Use both hands to catch harder-to-control object (e.g., tennis ball) thrown from short distance. One-handed catch e.g. bean bag thrown gently/from a short distance. 		<p>catchable for partner at 5m).</p> <ul style="list-style-type: none"> Start using overarm throws. <p><u>Bounce</u></p> <ul style="list-style-type: none"> Bounce a ball to more specified heights. Bounce-pass a ball. <p><u>Hit</u></p> <ul style="list-style-type: none"> Confidently hit soft balls with e.g. hockey stick or cricket bat. Volley a tennis ball with tennis racket. <p><u>Aim</u></p> <ul style="list-style-type: none"> Hit a c.2m wide target from about 10m with e.g. tennis ball/racket. <p><u>Catch</u></p> <ul style="list-style-type: none"> Travel to catch e.g., tennis ball with both hands; catch range of objects with both hands (e.g. plastic, foam). Move to catch e.g., bean bag with one hand. Use one hand to catch harder-to-control object (e.g. tennis ball) thrown from short distance.
	<p><u>Balance</u></p> <ul style="list-style-type: none"> Walk along marked line. Stand on one leg for several seconds 		<p><u>Balance</u></p> <ul style="list-style-type: none"> Jog along marked line. Stand on one leg without difficulty. <p><u>Bridge</u></p> <ul style="list-style-type: none"> Start from flat to form a bridge. <p><u>Handstand</u></p> <ul style="list-style-type: none"> Lunge kick 		<p><u>Balance</u></p> <ul style="list-style-type: none"> Confidently stand on one leg while moving the other <p><u>Bridge</u></p> <ul style="list-style-type: none"> Hold a bridge for several seconds. <p><u>Handstand</u></p> <ul style="list-style-type: none"> Handstand with support. Lunge kick along a marked line.

SWIMMING

YEAR 1			YEAR 2			YEAR 3		
			Review Year 1			Review Year 2		
Pupils should be taught to:			Pupils should be taught to:			Pupils should be taught to:		
<u>Confidence</u> <ul style="list-style-type: none"> Cope with splashing onto face. 			<u>Confidence</u> <ul style="list-style-type: none"> Jump in safely and exit without steps. Submerge face. 			<u>Confidence</u> <ul style="list-style-type: none"> Jump in and submerge. 		
<u>Safety</u> <ul style="list-style-type: none"> Enter and exit the water safely, identify hazards in water environments, Use the H.E.L.P. position and (with help) the huddle position. 			<u>Safety</u> <ul style="list-style-type: none"> Identify a range of hazards and explain some self-rescue solutions. Use floatation, basic treading of water, the H.E.L.P. position and huddling. 			<u>Safety</u> <ul style="list-style-type: none"> Competence in most self-rescue skills. Ability to explain some beach flag meanings. Tread water 		
<u>Distance</u> <ul style="list-style-type: none"> Move 5m forward, backwards, and sideways (feet on or off the floor). 			<u>Distance</u> <ul style="list-style-type: none"> Swim (move) 10m with feet off floor and without equipment. 			<u>Distance</u> <ul style="list-style-type: none"> Swim 25m with some technique. Kick 10m with accurate front crawl, backstroke, and breaststroke. 		
			<u>Movement</u> <ul style="list-style-type: none"> Move from flat (front and back) to standing (e.g. with support). Push and glide (front or back), arms at side or above head. 			<u>Movement</u> <ul style="list-style-type: none"> Move from flat (back and front) to standing (without support). Do a log roll (front to back and vice versa). Hold a tuck float for 3 seconds. Tread water for at least 15 seconds. Push and glide 10m (front and back) with arms extended. Push and glide and swim 10 metres (any stroke). 		

EXPRESSION, TALK AND TACTICS

	YEAR 1		YEAR 2		YEAR 3
			Review Year 1		Review Year 2
	Pupils should be taught to:		Pupils should be taught to:		Pupils should be taught to:
	<p><u>Expression</u></p> <ul style="list-style-type: none"> Move in time with music. Perform and copy simple movement patterns. 		<p><u>Expression</u></p> <ul style="list-style-type: none"> Make deliberate choices about how to respond to a stimulus. Reproduce a simple sequence of movements. Reproduce some movement patterns from memory. 		<p><u>Expression</u></p> <ul style="list-style-type: none"> Make and explain choices about how to respond to a stimulus. Reproduce sequences of movement with support (e.g., call and response). Some dynamics
	<p><u>Talk</u> <u>Question –</u></p> <ul style="list-style-type: none"> Ask and answer simple questions about what they have seen or heard. <p><u>Compare –</u></p> <ul style="list-style-type: none"> Make simple comparisons Evaluate. Make simple comments 		<p><u>Talk</u> <u>Question –</u></p> <ul style="list-style-type: none"> Show curiosity by voluntarily asking questions about what they have seen, heard, or read. <p><u>Compare –</u></p> <ul style="list-style-type: none"> Make comparisons between more complex pieces. <p><u>Evaluation –</u></p> <ul style="list-style-type: none"> Express opinions (e.g., likes/dislikes for pieces as a whole). Make comments about the ‘feel’ of a piece. Accept that other people may have different views. 		<p><u>Talk</u> <u>Question –</u></p> <ul style="list-style-type: none"> Start to frame questions and answers in subject-valid ways (e.g., about difference). <p><u>Compare –</u></p> <ul style="list-style-type: none"> Start to link performances to their context (cultural, historical, etc). <p><u>Evaluation –</u></p> <ul style="list-style-type: none"> Start to identify themes, and how they might be represented by the ‘feel’ of the piece. Use terminology to describe their (dis)likes.
	<p><u>Tactics</u> <u>Plan –</u></p> <ul style="list-style-type: none"> Make comments about what they are going to do. Working with space: use simple words like long and short. <p><u>Adapt –</u></p>		<p><u>Tactics</u> <u>Plan –</u></p> <ul style="list-style-type: none"> Give a broad overview of plans or tactics, using some PE vocabulary. Working with space: use words like space and mark 		<p><u>Tactics</u> <u>Plan –</u></p> <ul style="list-style-type: none"> Verbally explain their plans, linking to techniques and some specific vocab Working with space: start to estimate distance,

	<ul style="list-style-type: none"> With support, discuss tactics during a performance. 		<u>Adapt –</u> <ul style="list-style-type: none"> Start to volunteer comments about tactics during a performance. 		start to understand area (e.g. creating space). <u>Adapt –</u> <ul style="list-style-type: none"> Willingness to alter tactics and/or restart performances.
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TEAMWORK AND SPORTING BEHAVIOUR

YEAR 1			YEAR 2			YEAR 3		
			Review Year 1			Review Year 2		
Pupils should be taught to:			Pupils should be taught to:			Pupils should be taught to:		
<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Start to play with others, rather than alongside them. <u>Negativity</u> <ul style="list-style-type: none"> Recognise that resorting to violence is never right. Recognise when people are being unkind to them, or others. <u>Take advice</u> <ul style="list-style-type: none"> Follow advice (critique, feedback) from others. 			<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Cooperate with others. <u>Negativity</u> <ul style="list-style-type: none"> Recognise bullying and start to recognise other harmful behaviours. <u>Take advice</u> <ul style="list-style-type: none"> Willingly accept advice but start to appreciate that some advice might not be so useful. 			<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Work as part of a team, showing an awareness of conflict and how it might be resolved. <u>Negativity</u> <ul style="list-style-type: none"> Explain the meaning of harmful behaviours like bullying, or stereotypes and discrimination. <u>Take advice</u> <ul style="list-style-type: none"> Start to seek advice and/or feedback and make choices about whether to follow it. 		
<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> List some positives about themselves. <u>Resilience & Perseverance</u> <ul style="list-style-type: none"> With support, tackle a challenge until it is resolved. <u>Competition & Enjoyment</u> <ul style="list-style-type: none"> Show signs of enjoyment (e.g., in winning) <u>Integrity & Sense of justice</u> <ul style="list-style-type: none"> With support, make choices based on an understanding of right and wrong (e.g., follow the rules of a game) 			<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> List positives about themselves and explain how they are unique. <u>Resilience & Perseverance</u> <ul style="list-style-type: none"> Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved. <u>Competition & Enjoyment</u> <ul style="list-style-type: none"> Express enjoyment in a variety of ways (e.g., appreciating others' desire to win, but perhaps simplistically, like "letting them win"). <u>Integrity & Sense of justice</u> <ul style="list-style-type: none"> Recognise what is fair and unfair, or kind and unkind; 			<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> Describe positives about themselves and how these make them who they are; celebrate their achievements. <u>Resilience & Perseverance</u> <ul style="list-style-type: none"> Tackle a problem/challenge until it is resolved/achieved. <u>Competition & Enjoyment</u> <ul style="list-style-type: none"> Identify experiences (of collaborating, competing, winning) that they like and dislike. <u>Integrity & Sense of justice</u>		

			make choices based on these.		<ul style="list-style-type: none">• Explain the difference between fair/unfair, kind/unkind, right/wrong.
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VOCABULARY

YEAR 1			YEAR 2			YEAR 3		
			Review Year 1			Review Year 2		
<u>LOCATIONAL:</u> Centre, Guess, Position, Direction, Area, Point, Corner (noun), Object, Floor (i.e. of a pool), Poolside, Short, Long, Distance, Near, Far, Further, Higher, Longer, Quarter/half turn, Anti-clock-wise, Close to Pitch, Court, Track, Racetrack, Field, Ring Lane, More/less, Larger, Smaller, Most, Least, Half, Whole Group, Forward, Backward, Sideways, Above, Below, Underneath.			<u>LOCATIONAL:</u> Compare, Order, Rank, Left/right (from own perspective), Environment, Surroundings, Beyond, Obstacle, Height, Target, Deep, Depth.			<u>LOCATIONAL:</u> Estimate, Left/right (from another's perspective), Cross, Square (as verb, i.e. a pass), Cross court, Parallel, Region, Deep, Down the line, Stadium, Arena, Green, Wicket, Crease.		
<u>TIME:</u> Seconds, Then, When, Now, Last, Next, Before, After, First/second, Whistle, Event.			<u>TIME:</u> Later, Earlier, Since, Hold, Period, Session.			<u>TIME:</u> Several, Approximate, Repetition, Recovery, Preparation, Process.		
<u>SHAPE/MOVEMENT:</u> Travel, Walk, Jog, Run, Skip, Sprint, Speed, Race, Jump, Land, Underarm, Overarm, Throw, Bounce, Hit, Catch, Kick, Balance, Twist, Spin, Forward roll, Backward roll, Rhythm, Handstand, One-handed, Two-handed, Star jumps, Press-up, Sit-up, Pull-up, Squat, Warm-up, cool down, Stretch			<u>SHAPE/MOVEMENT:</u> Rhythm (spelled), Control, Strike, Route, Sidestep, Stationary, Symmetrical, Push and glide, Front crawl, Backstroke Stroke (in swimming), Breaststroke, Float (verb and noun), Submerge, Self-rescue, Space, Bridge, Lunge kick, Split, Tuck, Cartwheel, Tumble, Arch, Lunge.			<u>SHAPE/MOVEMENT:</u> Rotate, Extended, Submerge, Backstep, Sequence, Force, Function, Hollow, Assist, Dynamics, Peak, Pace, Backhand, Forehand, Stroke (i.e. hit), Shot, Serve, Receive, Rally, Footwork, Game, Set, Match, Matchpoint, Volley, Lob, Tuck float, Log roll, Tread water, Pike, Straddle, Force, Muscle, Navigate.		