

High View Primary Learning Centre

PE Curriculum

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Autumn 1	Colours Movement Bean bags	Fundamental skills ABC skills Ball skills – throwing & catching	Ball Skills – throwing & catching Tagging games	Ball Skills – throwing & catching Tagging games	Team invasion games (adapted) Matball Uni-Hockey	Team invasion games (adapted) Matball Uni-Hockey	Team invasion games (adapted) Matball Field-Hockey	Team invasion games (adapted) Basketball Matball Field-Hockey
Autumn 2	Movement Shape Imagination	Fundamental movements Gymnastics	Fundamental skills Multi-Skills Football Skills	Multi-Skills Fundamental skills Football Skills	Swimming Benchball Football Skills	Tag Rugby Gymnastics Benchball	Tag Rugby Gymnastics	Tag Rugby Gymnastics World Cup Football Skills
Spring 1	Fundamental skills	Sending and receiving skills Movement development (ABCs)	Target Games Sending and receiving skills Gymnastics	SAQ Target Games Gymnastics	Swimming x2 weeks Basketball Gymnastics Handball	Basketball Football Handball	Basketball Football Handball	Basketball Football Handball

Spring 2	Dance Gymnastics	Target Games Dance	Dance Small Team Games SAQ	Cricket Dance Small Team Games	Dance Tag Rugby Orienteering	Dance Cricket Orienteering	Dance Cricket Orienteering	Dance Cricket Orienteering
Summer 1	Ball skills ABC's & Jumping	Racquet Skills	Racquet Skills 3 Ball Rounders	Racquet Skills Mini Map skills Uni-Hockey skills	Tennis Cricket Volleyball	Tennis Netball Volleyball	Tennis Netball Volleyball	Tennis Netball Volleyball
Summer 2	Athletics Parachute games	Athletics Mini rounders games	Athletics Mini rounders games / adapted striking & fielding games	Athletics 3 Ball Rounders / adapted striking & fielding games	Athletics 3 Ball Rounders Rounders	Athletics Rounders	Athletics Rounders	Athletics Rounders

Overview of PE aims across the spectrum	Physical Development aims for Foundation age 4-5 years	The Aims of the National Curriculum for PE Key stage 1		The Aims of the National Curriculum for PE Key stage 2			
	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none">- rolling- crawling- walking- jumping- running- hopping- skipping- climbing <p>•Progress towards a more fluent style of moving, with developing</p>	<p>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:</p> <ul style="list-style-type: none">• 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		<p>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:</p> <ul style="list-style-type: none">• Use running, jumping, throwing and catching in isolation and in combination (Athletics)• 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 <p>Invasion Games definition</p> <p>Invasion games are games in which the aim is to invade an opponent’s territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring</p>			

	<p>control and grace.</p> <ul style="list-style-type: none"> •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. •Use their core muscle strength to achieve a good posture when sitting at table or sitting on the floor. •Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns 	<p>position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring</p> <p>movewell-booklet-1-invasion-games.pdf (sportnz.org.nz)</p>
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	<ul style="list-style-type: none"> •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. •Develop overall body-strength, balance, co-ordination and agility. •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 		
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	<p>activities that involve a ball.</p> <p>Physical Development by the end of Reception</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none">•Negotiate space and obstacles safely, with consideration for themselves and others.•Demonstrate strength, balance and coordination when playing.•Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
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PROGRESSION MAP FS2 – YEAR 6

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Foundation - Physical Development Key vocabulary: <ul style="list-style-type: none"> • Warm up • Stretch • Cool down • Closer • Nearer • Further away Find Spot (for space) • Slow • Fast • High • Low • Bend knees • Straight • Look around • Arm straight • Birds nest • Wide hands • Foot forward • Eye contact / eyes focused • Arms out at side (balance) • Head still (balance) • Under • Over • Send 	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. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily	Focus on Multi Skills and fundamental ABC's.	Focus on Multi Skills and fundamental ABC's.	Begin to understand and explain the need for a warm up and its outcomes.	Explain why it is important to warm up and cool down using simple vocabulary.	Explain why it is important to warm up and cool down using complex vocabulary.	Explain why it is important to warm up and cool down using complex vocabulary accurately.
		Know it is important to warm up before exercise.	Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.	Use hitting, kicking and/or rolling in a game with control/accuracy.	Use hitting, kicking and/or rolling in a game with increasing control/accuracy.	Consistently use hitting, kicking and/or rolling in a game with control and accuracy.	Demonstrate a well-rounded and contextual understanding of the rules of selected sports, explaining these to peers.
		Be able to follow instructions/ rules to stay safe.		Make decisions on how, when, where and which circumstances they use which technique for which activity. This includes when an overarm/underarm throw, and chest and bounce pass is appropriate.	Begin to communicate with peers/team mates more effectively to contribute to a common goal.	Explain how the body reacts to different kinds of exercise.	
		Throw a tennis ball underarm using one hand.	Vary their warm up and explain why they vary it.	Begin to use a wider range of equipment.	Make more effective decisions on how, when, where and which circumstances they use which technique for which activity. This includes when an overarm/underarm throw, and chest/bounce/shoulder pass, and U	Choose appropriate warm ups and cool downs.	Demonstrate a well-rounded and contextual understanding of the tactics of selected sports.
		Throw a large ball underarm using two hands.	Use hitting, kicking and/or rolling in a game.			Explain why we need regular and safe exercise.	
			Make decisions on			Show precision, control and fluency with passing, dribbling, &	Lead their own warm up, explaining their

<ul style="list-style-type: none"> • Receive • Pick up • Scoop • Push • Pull • Receive • Ball • Bean bag • Take turns • Line up • Stop/get ready/go <p>KS1 (Both Year 1 & Year 2's)</p> <p>Fundamental Skills (ABC's) and Games</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Balance • Agility • Coordination • Speed • Swing arms • Feet apart • Spread out • Find space • Under arm • Over arm • Chest throw • Bounce throw • Little touches • Head up • Attack 	on one foot when shown.	Move and stop safely.	how, when and where they use which technique for which activity.	Participate effectively in small invasion games up to 5v5. These games are listed under the aims of the PE National Curriculum.	pass/pop pass is appropriate.	shooting in all invasion games.	reasoning for each aspect.
	Can catch a large ball.	Catch a tennis ball with both hands using the birds nest technique.			Understand what is expected of them and team mates in a team game.	Explain complicated rules.	Consistently use different techniques of hitting, kicking and/or rolling in a game with control and accuracy.
	Shows control over an object in pushing, patting, throwing, catching or kicking it.	Throw in different ways being under & over arm.	Know how to use basic equipment safely and effectively.	Begin to discuss their performance relative to others (what was the same what was different?) and suggest how they could improve.	Effectively lead others in a game situation.	Make a team plan and communicate it to others.	
					Develop spacial awareness skills in team invasion games.	Lead others in a game situation.	
	Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.	Kick in different ways being little kicks with dribbling and big kicks when passing.	Catch a bean bag repeatedly throwing it up in the air to self – clap and catch.	Understand the importance of finding space in team invasion games.	Use strategies when attacking and defending in team invasion games.	Apply their skills, techniques and ideas consistently in invasion games. This includes dribbling, different ways of passing, movement off the ball, tackling, intercepting, shooting, attacking, and defending.	Explain how the body reacts to different kinds of exercise using scientific vocabulary accurately.
					Understand the importance of effective transition (attack to defence and vice versa).		Choose appropriate warm ups and cool downs for a range of activities.
	Hit a ball off a tee with a bat.	Use basic equipment safely.	Throw and catch a tennis ball consistently when throwing and catching to partner.	Understand the principles of attacking and defending (short, long, wide, narrow, press, drop off).		Analyse and explain why they have used specific skills or techniques.	Explain why we need regular and safe exercise using complex vocabulary.
	Use a cup/birds nest technique to	Participate in small team games. This includes relay games, & small sided	Participate in team games. This includes			Modify use of attacking and	

<ul style="list-style-type: none">DefendPushPullObjectWarm up/cool downStatic stretchDynamic stretchWide handsBirds nest <p>KS2 (All year groups unless stated below each vocab)</p> <p>Team Invasion Games</p> <p>Key vocabulary:</p> <ul style="list-style-type: none">AttackingDefendingInvasionTransitionTacticsStrategies (Y5/6)Spacial awarenessFind spaceShortWideNarrowLongIn frontIn behindPass and move	stop the ball when its rolling towards them	invasion games 2v2 or 3v3.	small sided invasion games up to 4v4.			defending skills or techniques to improve their work as a result of self-evaluation.	Consistently show precision, control and fluency in all invasion games
	Balance as bean bag on head whilst walking around and understand required technique: head straight and arms out for balance.	Catch a tennis ball consistently when throwing and catching to self.	Have a basic understanding of attacking and defending.			Create their own success criteria for evaluating.	Make a team plan and effectively communicate it to others.
		Catch a large soft ball consistently when throwing and catching to partner.	Begin to discuss their performance relative to others (what was the same what was different?).			Utilise and apply all previously learned skills in a competitive situation.	Consistently apply their skills, techniques, and tactics and ideas/strategies to a range of game situations.
		Roll a tennis ball using one hand.				Develop spacial awareness skills in team invasion games i.e. wide, long, short.	Analyse and explain why they have used specific skills or techniques in detail.
	Roll a big ball using two hands.	Develop strategies and understand tactics when attacking and defending in team invasion games.				Modify use of skills or techniques to	
	Catch a bean bag repeatedly throwing it up in the air top self.	Show officiating skills understanding the rules of the sport.					

<ul style="list-style-type: none"> • Direct (Y5/6) • Patient (Y5/Y6) • Width (Y4/Y5/6) • Squeeze in (Y5/6) • Defenders • Midfielders Y5/Y6) • Attackers • Support • Possession • Counter attack Y5/Y6 • Block • Intercept • Steal • Tackle • Score • Pass/shoot/dribble • Sportsmanship • Honesty • Fair play • Respect • Teamwork • Integrity (Y5/Y6) • Empathy • Organised • Dynamic stretches • Static stretches • Warm up / cool down 							improve their work as a result of self or peer evaluation.
							Create their own success criteria for evaluating.
							Utilise and apply all previously learned skills in a competitive situation.
							Develop officiating skills understanding the rules of the sport.

Striking & Fielding Key vocabulary: <ul style="list-style-type: none"> Under arm (Y1/Y2/Y3/Y4/Y5/Y6) Overarm (Y2/Y3/Y4/Y5/Y6) Fast bowl / spin bowl (Y5/Y6) V grip (Y3/Y4/Y5/Y6) Elbow up when batting (Y1/Y2/Y3/Y4/Y5/Y6) Forehand drive (Y5/Y6) Defensive shot (Y3/Y4/Y5/Y6) Off drive / on drive shot (Y3/Y4/Y5/Y6) Hook / cut shot (Y5/Y6) Birds nest (Y1/Y2/Y3/Y4/Y5/Y6) Reverse birds nest (Y2/Y3/Y4/Y5/Y6) Scoop (FS2/Y1/Y2/Y3/Y4/Y5/Y6) Base 		Hit a ball of a tee with a cricket back consistently.	Bowl the tennis ball underarm so it bounces once most of the time accurately towards the wickets so that the batter can hit it.	Cricket - YCB/WCC.	Use a variety of shots in cricket including straight drive, lofted drive, sweep, and hook	Bowl the ball overarm towards the wickets consistently.	Make own decisions effectively when battling, bowling and fielding and can offer advise and help to other members of their team to improve performance.
		Hit the ball with the cricket bat after it bounces twice most of the time.		Understand the technique required when receiving a tennis ball in all striking and fielding activities: -on the floor: a cup scoop -around waist area: a birds nest (little fingers touching each other) -above the head: reverse birds nest (thumbs touching each other).	Chooses the appropriate technique /shot when batting defensive and offensive.	Hit the ball into spaces to avoid the fielding players in all striking and fielding activities using a circular rounders bat and cricket bat.	
		Throw a tennis ball aiming for the wickets.	Hit the ball most of the time with one bounce using the cricket bat when it's bowled towards them.		Bowl on target towards the wickets and show good attempts at bowling overarm showing good technique (brush the ear with the ball).		
		Hit a tennis ball off a rounders tee using a plastic tennis bat.	Hit a tennis ball off a rounders tee using a flat rounders bat.	Understand that when bowling overarm to keep arm straight.	Understands how to cover different areas when fielding in all striking and fielding activities.	Understand and show good positioning and teamwork when fielding. This may include knowing when to stand closer to the batter in rounders or cricket if they don't usually hit the ball far away. It could also mean having more fielders	Consistently in the right position and can catch and throw accurately when fielding in cricket and rounders.
		Fetch a ball as a fielder					Hits the ball in cricket and rounders away

<ul style="list-style-type: none"> Wickets (Y3/Y4/Y5/Y6) Wicket keeper (Y3/Y4/Y5/Y6) Back stop (Y2/Y3/Y4/Y5/Y6) Bowler (Y3/Y4/Y5/Y6) Base players (Y3/Y4/Y5/Y6) Fielders (Y1/Y2/Y3/Y4/Y5/Y6) Straight arm (Y1/Y2/Y3/Y4/Y5/Y6) Sideways on to bat (Y1/Y2/Y3/Y4/Y5/Y6) Awareness of fielders (Y3/Y4/Y5/Y6) Awareness of batter on bases (Y4/Y5/Y6) Batter (Y1/Y2/Y3/Y4/Y5/Y6) 3 ball rounders (Y1/Y2/Y3/Y4) Rounders (Y4/Y5/Y6) A Rounder Y1/Y2/Y3/Y4/Y5/Y6) Diomond cricket / non stop cricket / individual cricket (Y1/Y2/Y3/Y4/Y5/Y6) Paired/duos cricket (Y5/Y6) 		and put it on a cone.	Fetch a ball as a fielder and throw it accurately to the most appropriate area or the bowler	Understand the correct stance and technique when batting in cricket (sideways on, bend knees, not too close to wickets, avoid spinning body, slightly step forwards with elbow up when striking the ball.	Hit a ball using a flat rounders bat into space away from fielders when the ball is bowled to them	further out when there is a competent batter who consistently hits the ball far away.	from fielders on a regular basis with confidence using a range of bats.
				Hit a ball using a flat rounders bat when the ball is bowled to them		Fielders throw the ball to the right places to try and get the batter out. In Cricket this would be towards the wicket keeper or bowler depending on where the batter is running. In rounders selecting the right person to throw to who is on a particular base is significant in order to get a batting player out.	Effective team player when batting in paired/dues cricket and makes good decisions when to run and not to run on a regular basis.
						Understand when to run and when not to run as a batter in all striking and fielding activities.	

Net & Wall Key vocabulary: <ul style="list-style-type: none"> • Body/Handle, neck, head, and face of plastic tennis bat / racket (FS2/Y1/Y2) • Strong grip and wrist of handle (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Stance (Y3/Y4/Y5/Y6) • Stop, trap, look up, send (FS2/Y1/Y2) • Forehand (Y3/Y4/Y5/Y6) • Backhand (Y3/Y4/Y5/Y6) • Footwork (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Room to swing racket/bat (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Court (Y3/Y4/Y5/Y6) • Line markings (Y3/Y4/Y5/Y6) • Net (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • High to low swing 	Balance a bean bag on a plastic tennis bat whilst walking.	Use a plastic tennis bat to send a bean bag in a forward's direction, and over a net or into a hoop.	Understand the technique required to send a bean bag over a net using a plastic bat (sideways on shifting body weight forwards, strong grip on handle, face of bat faces the ceiling, smooth swing with the arm moving forwards),	Hold the tennis racket correctly with a strong wrist and grip and can hit the ball after one bounce confidently and accurately most of the time towards a partner.	Perform a short tennis rally with a partner over the net using a tennis ball.	Can aim for a certain area when hitting the ball in a tennis match to beat their opponent.	In tennis understands and shows good stance in the ready position (feet apart and knees bent), and consistently hits the ball over the net into various spaces on the court with accuracy and control using both backhand and forehand.
	Send a Bean bag forwards in the air using a plastic tennis bat.	Flip a bean bag in the air using a plastic tennis bat and catch it on the bat.	Progress to hitting a tennis ball over the net with a self feed (drop	Understand how to perform a dig and set action in volleyball.	Is sideways on and can strike a tennis ball coming towards them using forehand and backhand after one bounce.	Can confidently keep switching from forehand to backhand when balls are continually fed into them.	Apply movement, positioning, and striking/hitting skills in a tennis/ volleyball match and rally.
	Push a tennis ball around the floor under control using a plastic tennis bat.	Send a tennis ball on the floor towards a partner using a plastic tennis bat.		Able to hit ball over the net most of the time in volleyball.	Perform a short volleyball rally with a partner over the net with one or no bounces.	Apply movement, positioning, and striking/hitting skills in a tennis/ volleyball match and rally.	
		Control and stop a tennis ball that is rolling			Use a range of volleyball shots, and techniques which are dig, set, spike, & volley.	Make good decisions on type of action/shot made in volleyball more times than not.	Apply movement, positioning, and striking/hitting skills in a tennis/ volleyball

(Y1/Y2) • Curly C swing (Y3/Y4/Y5/Y6) • Body weight (Y2/Y3/Y4/Y5/Y6) • Lift (FS2/Y1/Y2) • Up (FS2/Y1/Y2/Y3/Y4/Y5/Y6)		towards him/her on the floor.	and once bounce).			Able to set people up in volleyball some of the time.	match and rally.
						Can perform a volley / spike in volleyball.	Make good decisions on type of action/shot made in volleyball for the majority of the time consistently.
							Able to set people up in volleyball consistently, and perform a spike/volley with accuracy and power.
							Show umpiring skills and understanding of the rules and scoring system of a tennis and volleyball match.
Gymnastics Key vocabulary:	Experiments with different ways of	Copy and explore basic movements	Explore and create different	Apply compositional ideas	Link travelling, rolling balancing, and jumping skills with	Select and combine their skills, techniques	Plan and perform with precision,

<ul style="list-style-type: none"> • Present (start and end of routine/performance) (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Pin / Straight (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Tension (Y3/Y4/Y5/Y6) • Extension (Y1/Y2/Y3/Y4/Y5/Y6) • Control (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Elegant (Y3/Y4/Y5/Y6) • Presentation (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Bend knees (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Travel (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Bunny hop/Frog leap/Caterpillar/Crab walk/Bear Walk (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Balance (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Partner balance (Y2/Y3/Y4/Y5/Y6) • Counter balance (Y3/Y4/Y5/Y6) • Rotation (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Jump/s (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Dismount (Y4/Y5/Y6) • Shapes 	moving: rolling, jumping, side stepping, skipping, on tip toes, and low and high.	with some control and coordination. Can perform an egg roll, and a pencil roll.	pathways and patterns. Can perform an egg roll and pencil roll with good technique.	independently and with others to create a sequence. Copy, explore and remember a variety of movements (rolls, jumps, balances) and use these to create their own sequence. Begin to notice similarities and differences between sequences including amount of tension, and extension required, and the speed and shape.	control, technique, co-ordination and fluency. Understand how to do a forward roll and follow the four stages ensuring knees and forehead do not touch the floor. Understand composition by performing more complex sequences. This will include two different balances, two different ways of travelling with feet, two different rolls, and two different jumps. The order of the routines can vary.	and ideas into a gymnastic routine, also expressing creativity. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. This includes direction, flight, landing, positioning, and posture. Perform a backwards roll showing tension and strength. Develop strength, technique and flexibility throughout performances. Use and refine: flexibility, strength, balance, power, mental focus. Develop skills for movement including rolling, bridging and	control and fluency, a movement sequence showing a wide range of actions including variations in speed (fast / slow), levels/height (high/low) and directions (forwards, backwards, sideways). Perform difficult actions including half turns (180) and whole turns (360), with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a
	Jumps off an object such as a bench and lands appropriately with knees bent, and not leaning forwards.	Can perform different body shapes: tuck, star, straight, sharp, wide, tall, small.	Use equipment benches, mats, stools, springboard, and climbing wall in a variety of ways to create a sequence.				
	Children show good control and co-ordination in large and small movements.	Perform at different levels/heights : low, medium, high using benches, and stools.	Link a range of movements together to create a sequence, This consists of present, travel, shapes, rolls, balances, and jumps. Control, extension, and	Use turns: half turn (180), full turn (360) whilst travelling in a variety of ways.			
	They move confidently in a range of ways, safely negotiating space.	Can perform two footed jump.		Begin to show flexibility with a range of jumps including pencil, star, and tuck.			
		Can use equipment safely.					
		Balances with some control on one leg.					

(FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Pencil roll & jump (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Tuck roll & jump (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Egg roll (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Forward roll (Y3/Y4/Y5/Y6) • Backwards roll (Y5/Y6) • Pike (Y5/Y6) • Dish (Y3/Y4/Y5/Y6) • Straddle (Y3/Y4/Y5/Y6) • Balance (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Mirror (Y3/Y4/Y5/Y6) • Synchronization (Y2/Y3/Y4/Y5/Y6) • Feet together (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Skills from REAL GYM card resources (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Mat/bench/stool (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Springboard/climbing frame (Y2/Y3/Y4/Y5/Y6) • Balance Beam/bars incline/gradient		Can perform a 3 point balance.	presentation is required.	Beginning to develop good technique when travelling and balancing, using benches, stools, and balance beam	fluency of movement whilst travelling, and improve flexibility throughout performances when extending the body during different ways of travelling and jumps.	dynamic movement. Draw on what they know about composition, technique when performing and evaluating.	small group including counter balances, and linked balances.
		Can link 2-3 simple movements: travel, jump, balance.	Remember and repeat simple gymnastic actions with control: show a straight' at the start and the end of the routine, bend knees to land, swing arms to jump, extend the body for long shapes, and make the body small for smaller shapes. Balance on the floor using different body parts: 1 foot/2 feet and 1 hand/ 2 hands and 1 foot.	Explore jumping techniques (pencil, tuck, star, half turn, straddle) and link them with other gymnastic actions smoothly and under control	Create sequences using various body shapes (wide, small, long, thin, sharp, sideways) and equipment (benches, climbing frame, and different heights of stools).	Analyse and comment on skills and techniques and how these are applied in their own and others' work.	Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
		Create and perform simple sequences.		Describe their own work using simple gym vocabulary: extension, control, feet together.	Combines equipment with movement to create sequences. This can be a travel, and a balance on a balance beam, follow by a jump. It can also be a dismount over a stool.	Uses more complex gym vocabulary to describe how to improve and refine performances.	Identify and practise complex gymnastic shapes and balances (supported, hanging, and partial contact).
		Link combinations of movements and shapes with control.		Select and adapt appropriate actions to suit a task.	Identify and practise symmetrical and asymmetrical body (Synconised).	Synchronise with partner performing routines showing shape work with contrast, match, and mirror.	
		Can travel along a bench using the bear walk technique, and the bunny hop.			Use counter balances and incorporate them		

(Y3/Y4/Y5/Y6)			moving on apparatus: jumping, slide, pull/slide, frog leaping, bunny hopping, caterpillar, crab walk, 1 foot to the other hopping.		into a sequence of movements. Begin to use a range of gym vocabulary as listed in the gymnastics vocabulary section to describe how to improve and refine performances.		Perform movements in canon and in unison, and work fluently with a partner, also able to synchronised with partner and in a 3.
					Perform and evaluate own and others' work.		
Athletics Key vocabulary: <ul style="list-style-type: none"> Distance (Y1/Y2/Y3/Y4/Y5/Y6) Technique (Y1/Y2/Y3/Y4/Y5/Y6) Push (FS2/Y1/Y2/Y3/Y4/Y5/Y6) Swing arms (FS2/Y1/Y2/Y3/Y4/Y5/Y6) Knees bent (FS2/Y1/Y2/Y3/Y4/Y5/Y6) Let go (FS2/Y1/Y2) Release high up (Y3/Y4/Y5/Y6) Strength 	Negotiate space successfully when playing tag games with other children, adjusting speed or changing direction to avoid obstacles.	Use varying speeds when running.	Change speed and direction whilst running (agility).	Begin to run at speeds appropriate for the distance: Long distance -saving energy in order to run faster later on in the race, and building up speed after each lap, rather than slowing down.	To select and maintain a speed appropriate for the distance. Children to be taught about aerobic and anaerobic exercise and slow and fast twitch muscle fibres, and oxygen.	Use correct technique to run at speed.	Investigate running styles and changes of speeds.
			Explore footwork patterns through agility ladders and over hurdles. This includes forwards, and sideways,				Record peers' performances, and evaluate these.
		Explore arm mobility when throwing under and over arm and	Explore different jumping techniques including standing long jump, running long jump, and standing triple jump.			Consistently throw with accuracy and power in all throwing events.	Develop the ability to run for longer distances.
			Develop footwork			Identify and apply techniques of relay running using the baton: rotate arm inwards/downward s with palm ready to receive the baton and one foot in front of the	Effectively identify and apply techniques of relay running.
	Pump arms and lift knees high whilst going through agility ladders			Perform a running long jump with some accuracy from take-off point, and landing on feet.	Continue to build a variety of running techniques and use with confidence.		
					Perform a running triple jump with accuracy at take of point: (hop skip jump), and big strides		

(Y3/Y4/Y5/Y6) • Power (Y3/Y4/Y5/Y6) • Timing of jump at take off before flight (Y3/Y4/Y5/Y6) • Aiming (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Accuracy (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Coordination (Y1/Y2/Y3/Y4/Y5/Y6) • Speed (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Endurance/stamina (Y3/Y4/Y5/Y6) • Rotation (Y3/Y4/Y5/Y6) • Handling-technique (hand underneath javelin, fingers round edges of discus) (Y3/Y4/Y5/Y6) • Ball to neck (shot put)	and over hurdles.	aiming for targets at short and long distances.	patterns through agility ladders and over hurdles. This includes forwards, sideways, and explore other methods including sideways in and out, zig zag, sideways with two feet in and two feet out, and jumping through in a range of directions.	Perform a triple jump using hoops as a guide with fluency and control.	between each component.	other knees bent, ready to push off.	Consistently demonstrate selection of most effective techniques in a competitive situation in all running, jumping, and throwing events.
	Throw bean bag into a hoop from 2 metres away.	Change arm swing speed and release in accordance to a range of distances when throwing bean bag into hoops.		Perform a variety of throws including push technique for shot put, two hands pushing ball up and behind head for heave throw, rotation technique for discus throw, and sideways and shift body weight releasing javelin.	Practise throwing with power, distance, and accuracy.	Most of the time demonstrate good techniques with all running, jumping, and throwing events in a competitive situation.	
	Ben knees and swing arms forward for a standing jump.				Throw safely with a thorough understanding.		
					Demonstrate effective running technique in a competitive situation. This could be the starting position for a sprint, sprinting at the last 30 metres of a 800 metre race, and pacing themselves in order to save energy during a long distance race.	Beginning to record peers' performances, and evaluate these.	Accurately describe good athletic performance in detail, using complex vocabulary.
		Explore different methods of throwing including standing throws and run up throws with a bean bag and tennis ball.	Perform a variety of throws using a tennis ball with control and co-ordination.	Independently use equipment safely ensuring that when throwing shot put, discus, and javelins that appropriate room is available and no one is in front of thrower.		Describe good athletic performance using complex vocabulary.	
					To utilise all previously learned skills in a competitive situation.		
					Describe good athletic performance using correct vocabulary from the vocabulary section.		

		body up straight.	and rubber discus.	Run in different directions and at different speeds, using good technique.				
		Jump from a standing position by bending knees, and swing arms forward, backwards, and forwards, and land with feet together knees bent.	Hurdle an obstacle and maintain effective running style.	Compete in a competition, recording scores.				
			Run for a longer distance without stopping for 1 and half laps around the field					
								Complete an obstacle course with control, speed, and agility.
Outdoor Adventurous Activities (OAA) Key vocabulary: <ul style="list-style-type: none">• Safety (FS2/Y1/Y2/Y3/Y4/Y5/Y6)• Protection (FS2/Y1/Y2/Y3/Y4/Y5/Y6)• Awareness (FS2/Y1/Y2/Y3/Y4/Y5/Y6)• Maps	Outdoor play – continuous provision	Follow a simple cone marker map in a radius of 10 metres.	Follow a simple cone marker map in a radius of 20 metres.	Beginning to think activities through and problem solve.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems independently.	Choose and apply the most effective strategies to solve problems independently.	
		Mount stairs, steps or climbing equipment using alternate feet.	Make a face shown on a map using PE equipment.	Make a face shown on a map using more PE equipment.	Demonstrates an understanding of how to stay safe.	Begin to develop a range of strategies in order to stay safe.		Have a secure bank of strategies in order to stay safe.
			Children to understand		Discuss and work with others in a group.	Work with others to suggest ideas to solve problems.	Contribute to a team to solve problems.	Explain reasons for their choice of strategy used

(Y1/Y2/Y3/Y4/Y5/Y6) • Directions (Y1/Y2/Y3/Y4/Y5/Y6) • Strategies (Y3/Y4/Y5/Y6) • Instructions (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • On command (FS2/Y1/Y2)	Walk downstairs, two feet to each step while carrying a small object.	to always be able to see a teacher or TA in sight.	Have a basic understanding of what is safe and not safe.	Respond to simple challenges and problems solving tasks in a familiar environment.	Respond to more varied challenges in different environments.	Devise appropriate responses to challenges and tasks and adapt to changing circumstances.	to solve a problem.
	Travel with confidence and skill around, under, over and through balancing and climbing equipment.			Understand how to use a map of the school grounds to find items in orienteering	Use a map of the school grounds in order to find clues in order to find items in orienteering.	Use a map of the school grounds in order to find clues in order to find items in orienteering (always starting from the reference point for each clue and item)	Explain how different strategies enable them to keep themselves safe in different environments.
							Effectively make significant contributions to a team to solve problems.
							Account for, and act upon, other people's suggestions in a team.
							Plan and respond to more complex challenges in different environments and in unfamiliar circumstances.

							Independently and cooperatively complete an intensive orienteering course in efficient time
Dance Key vocabulary : Actions: <ul style="list-style-type: none"> • Gesture (Y1/Y2/Y3/Y4/Y5/Y6) • Jump (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Travel (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Turns (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Stillness (FS2/Y1/Y2/Y3/Y4/Y5/Y6) Dynamics: <ul style="list-style-type: none"> • Fast/slow (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Smooth/wobbly (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Flowing/jerky (Y3/Y4/Y5/Y6) • Sudden/sustained (Y1/Y2/Y3/Y4/Y5/Y6) • Calm/aggressive 	Create movement in response to music (jump, travel, turns, fast/slow, wobbly)	Copy and explore basic movements and body patterns – directions, aggressive, smooth.	Copy and explore basic movements with clear control.	Independently explore dance movements to create a simple pattern of movement.	Identify and practise the patterns and actions of a chosen dance style.	Create and perform an individual dance that reflects the chosen dancing style.	Identify and practise the patterns and actions in a specific dance style.
	Initiate new combinations of movement and gesture in order to express and respond to feelings- happy, excited, nervous, sad, and respond to ideas and experiences.	Remember simple movements – travel, jump, falling, turning and dance steps sideways, forwards, and backwards.	Vary levels, speed and direction in sequence.	Explore dance movements to create a simple pattern of movement with a partner.	Create an individual dance that reflects the chosen dancing style.	Create group dances that reflect the dance style.	Independently create and perform a dance that represents a specific dance style.
	Represent their own ideas,	Respond to range of stimuli including visual, auditory, and kinaesthetic.	Can vary the size of their body shapes	Perform a dance with rhythm and expression.	Create partnered dances that reflect the dancing style and apply the key components of dance.	Develop unison, cannon, and mirroring routines.	Create and perform a dance as a group that represents a specific dance style.
			Use space well and negotiates space clearly.	Use knowledge of dance to create and tell a story in small groups.	Confidently improvise with a partner or on their own.	Begin to exaggerate dance movements and motifs, using expression when moving.	
			Can describe a short dance using appropriate vocabulary.	Develop precision of movement.	Create unison, cannon, and mirroring routines.	Demonstrate strong movements throughout a dance sequence.	
			Respond imaginatively to stimuli	Explore different dynamics of movement (jerky,	Begin to create longer dance sequences in a larger group.	Combine flexibility, techniques and	
					Demonstrate precision and some		

<div>(FS2/Y1/Y2/Y3/Y4/Y5/Y6)</div> <div>Space:</div> <ul style="list-style-type: none">Pathways (Y3/Y4/Y5/Y6)Directions (Y2/Y3/Y4/Y5/Y6)Levels (Y3/Y4/Y5/Y6)Formations (Y4/Y5/Y6) <div>Relationships:</div> <ul style="list-style-type: none">Solo/duet/trio/quartet/group (FS2/Y1/Y2/Y3/Y4/Y5/Y6)Unison (Y3/Y4/Y5/Y6)Canon (Y4/Y5/Y6)Mirroring (Y2/Y3/Y4/Y5/Y6)Complementary/contrasting (Y3/Y4/Y5/Y6)Contact (Y3/Y4/Y5/Y6)	thoughts and feelings through dance.	Change direction during travelling moves.	including ideational / themes.	aggressive, calm, flowing).	control in response to stimuli.	movements to create a fluent sequence.	mirroring routines.	
	Express themselves pretending to be animals or other characters to music.	Link moves together.	Explore different levels and speeds of movement.	Introduce mirroring routines.	Begin to vary dynamics and develop actions and motifs.	Move appropriately and with the required style in relation to the stimulus. This may be sharp movements for a lightning theme, slow movements for a sunny day, heavy movements for loud noise, fast movements for a fast song etc.	Experiment with different dance formations, and be able to change them within performances fluently.	
				Work cooperatively with a group to create a dance piece.	Demonstrate rhythm and spatial awareness.			
				Translate ideas from stimuli into movement with support.	Demonstrate different dance formations in a group			
				To perform dance using a range of movement patterns.				
		Use a variety of moves.	Show contrast in simple dances with body shape and position.	Begin to compare and adapt movements and motifs to create a larger sequence.	To perform and evaluate own and others' work.	Begin to show a change of pace and timing in their movements.	Perform with confidence, using a range of movement patterns.	
		Explore basic body patterns and movements to music.			Modify parts of a sequence as a result of self-evaluation.			
		Use a variety of moves that change speed and direction.	Develop a range of dance movements and improve timing.	Use simple dance vocabulary to compare and improve work.	Use simple dance vocabulary to compare and improve work	Experiment with different dance formations, and be able to change them within performances.	Demonstrate a strong imagination when creating own dance sequences and motifs.	
		Use a variety of moves that change speed and direction.						
		Link together dance moves with gestures and changing direction in time to music.				Use the space provided to his maximum potential.	Is able to move to the beat accurately in dance sequences.	
		Practise starting						
						Improvise with confidence, still	Improvise with confidence, still	

		movements from different positions.				demonstrating fluency across their sequence.	demonstrating fluency across their sequence.
						Demonstrate an awareness of the music's rhythm and phrasing when improvising.	Dance with fluency, linking all movements and ensuring they flow.
						Modify parts of a sequence as a result of self and peer evaluation.	Demonstrate consistent precision when performing dance sequences.
						Use complex dance vocabulary to compare and improve work.	Modify parts of a sequence as a result of self and peer evaluation, explaining reasons for changes.
							Use more complex dance vocabulary to compare and improve work.

Swimming Key Vocabulary (All Year 3, also Year 4 if required): <ul style="list-style-type: none"> • Entry • Exits • Front crawl • Backstroke • Breaststroke • Dolphin stroke • Treading water • Star float • Tuck float • Water safety • Breathing control • Floating • Turning • Resurface • Rescue • 25 metres 				Enter the water safely and develop water confidence and competence.	If children do not achieve the statutory requirements in Year 3, they will be allowed to return and be expected to complete these objectives in Year 4.		
				Swim competently, confidently and proficiently over a distance of at least 25 metres.			
				Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.			
				Performs safe self-rescue in different water-based situations.			
Evaluation Key vocabulary: <ul style="list-style-type: none"> • Technique (Y1/Y2/Y3/Y4/Y5/Y6) • Body position (Y3/Y4/Y5/Y6) • Decision making (Y4/Y5/Y6) • Teamwork (Y1/Y2/Y3/Y4/Y5/Y6) 	Creating and thinking critically	Comment on own and others performance.	Give comments on how to improve performance.	Watch and describe performances accurately.	Work with a partner or small group to improve their skills.	Be able to explain reasons for certain aspects of their own performance.	Watch and describe performances accurately using technical vocabulary.
	Choose own ways to do things	Begin to discuss their performance relative to others (what was the same	Use appropriate vocabulary when giving feedback.	Think and make changes on how they can improve their own performance independently.	Modify part of a performance as a result of self-evaluation.	Learn from others how they can improve their skills.	Able to suggest reasons for different aspects of
	Check how well their activities are				Select and adapt appropriate actions to suit a task.	Comment on tactics and techniques to help	

<ul style="list-style-type: none"> • Communication (Y3/Y4/Y5/Y6) • Body language (Y3/Y4/Y5/Y6) • Find/found space (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Movement (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Ready positions (Y2/Y3/Y4/Y5/Y6) • Stance (Y3/Y4/Y5/Y6) • Positioning (Y4/Y5/Y6) • Close down (Y5/Y6) • Closer (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Further (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Pressure (Y5/Y6) • Awareness (Y4/Y5/Y6) • Small touches (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Power (Y3/Y4/Y5/Y6) • Weight of pass (Y5/Y6) • Direction of run/pass (Y5/Y6) • Movement on and off the ball (Y3/Y4/Y5/Y6) 	going, changing technique / strategy as instructed	what was different?)	Discuss their performance relative to others (what was the same what was different?) and suggest how they could improve.	Use simple but specific vocabulary to compare, improve and refine own or others' performances.	Use specific vocabulary to compare, improve and refine own or others' performances.	improve performances.	peers' performances.
	Review how well their approach worked	Check how well their activities are going, changing technique / strategy as needed	Check how well their activities are going, changing technique / strategy a little more independently	Select appropriate actions to suit a task.	Describe good athletic performance using correct vocabulary.	Make suggestions on how to improve their work, commenting on similarities and differences using technical and specific vocabulary.	Respond to feedback from peers and adapt/refine their performance accordingly.
						Record peers' performances, and evaluate these.	Effectively evaluate tactics and techniques to help improve performances.
					Make decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.	Modify work as a result of self and peer evaluation.	Use complex, technical vocabulary when evaluating own or others' performances.
						Use vocabulary to compare and improve own and others' performance.	
						Choose appropriate warm ups and cool downs. Analyse and explain why they have used specific skills or techniques.	Draw on what they know about strategy, tactics and composition when performing and evaluating.
						Modify use of skills or techniques to	

<ul style="list-style-type: none">Finding space (Y1/Y2/Y3/Y4/Y5/Y6) <p>Sentence stems:</p> <ul style="list-style-type: none">He/she showed this by..... (FS2/Y1/Y2/Y3/Y4/Y5/Y6)That was effective because.... (Y3/Y4/Y5/Y6)I think they showed good teamwork because..... (Y1/Y2/Y3/Y4/Y5/Y6)His/her positioning was good because.... (Y3/Y4/Y5/Y6)I think it could be improved by (Y1/Y2/Y3/Y4/Y5/Y6)The attacking tactics they showed were..... (Y3/Y4/Y5/Y6)The defensive tactics they showed were..... (Y3/Y4/Y5/Y6)I liked how he/she did that because (FS2/Y1/Y2/Y3/Y4/Y5/Y6)Their technique was good because..... (Y1/Y2/Y3/Y4/Y5/Y6)He/she did good because they..... (FS2/Y1/Y2)							improve their work as a result of self or peer evaluation.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
								Choose appropriate warm ups and cool downs for a range of activities, and explain the purpose and benefits.
								Create their own success criteria for evaluating.

Healthy Lifestyles Key vocabulary: <ul style="list-style-type: none"> • Health (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Safety (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Diet (Y1/Y2/Y3/Y4/Y5/Y6) • Food (FS2) • Fruit (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Vegetables (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Carbohydrates (Y3/Y4/Y5/Y6) • Proteins (Y3/Y4/Y5/Y6) • Fats (Y3/Y4/Y5/Y6) • Vitamins (Y5/Y6) • Water (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Fluid 	Eat a healthy range of foodstuffs and understands need for variety in food.	Know it is important to warm up before exercise	Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.	Begin to understand and explain the need for a warm up and its outcomes.	Explain why it is important to warm up and cool down using simple vocabulary.	Explain why it is important to warm up and cool down using complex vocabulary. Explain how the body reacts to different kinds of exercise.	Explain why it is important to warm up and cool down using complex vocabulary accurately.
	Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Be able to follow instructions/ rules to stay safe. Use basic equipment safely.	Know how to use basic equipment safely and effectively.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Choose appropriate warm ups and cool downs.	Explain why we need regular and safe exercise	Lead their own warm up, explaining their reasoning for each aspect.
	Shows understanding of the need for safety when tackling new challenges, and considers	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Understand about oxygen being provided for our muscles during exercise to allow us to use our muscles as efficiently as possible.	Choose appropriate warm ups and cool downs for a range of activities.	Explain how the body reacts to different kinds of exercise using scientific vocabulary accurately.
				Basic understanding of		Describe the changes as humans develop to old age.	
						Explain why we need regular and safe exercise using complex vocabulary.	
						Understand that during exercise the	Explain different aspects of exercise and a

(Y3/Y4/Y5/Y6) • Warm up (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Cool down (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Lactic acid (Y5/Y6) • Blood pooling (Y5/Y6) • Anaerobic system (Y5/Y6) • Aerobic system (Y5/Y6) • Carbon dioxide (Y5/Y6) • Muscles (FS2/Y1/Y2/Y3/Y4/Y5/Y6) • Muscle fibres (Y5/Y6) • Bones (Y3/Y4/Y5/Y6) • Stamina (Y2/Y3/Y4/Y5/Y6) • Endurance (Y3/Y4/Y5/Y6) • Strength (Y1/Y2/Y3/Y4/Y5/Y6) • Flexibility (Y3/Y4/Y5/Y6) • Lung capacity (Y5/Y6) • Heart (Y2/Y3/Y4/Y5/Y6) • Pumps (Y3/Y4/Y5/Y6)	and manages some risks.			the role of the heart in pumping blood around the body,		muscles need more oxygen in order to contract and they produce more carbon dioxide as a waste product.	healthy lifestyle and the importance of maintaining these.
	Practice some appropriate safety measures without direct supervision.		Understand that the heart beats faster during exercise.				Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
	Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.						Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

<ul style="list-style-type: none"> Blood (Y3/Y4/Y5/Y6) Oxygen (Y4/Y5/Y6) 							
GENERIC VOCABULARY	Catching, throwing, challenge, team, jumping, running, games, dance, patterns, up, down, spin, turn, move, grow	Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, feet, toes, fingers, ankle, thigh, hips, waist, chest, shoulders, back, hands, wrist, actions, push, rotate, right, left, pull, attack, defend, balance, skills, pass, shoot, bat, bowl, net	Communicate, agility, coordination, skeleton, blood, competing, bones, competitive, tactics, compare, speed, fitness, health, cooperative, fielding, striking, racket, water, food, air, breathing, survival, exercise, food types, fruit, vegetable, bread, rice, potato, pasta,	Strokes (swimming), breaststroke, glide, backstroke, front crawl, self-rescue, calf, oxygen, carbon dioxide, breathing, tricep, hamstring, lungs, groin, bicep, ribcage, evaluate, heart, muscle, diet, stretch, nutrition, nutrients, carbohydrates, protein, vitamins, minerals, fibre, skeleton, muscles, support, protection, movement, skull, ribs, spine, vertebrae, joints,	Pumping, personal best, improving, physical, control, strength, pressure, collaborate	sweat, stamina, squat, sequence, flexibility, technique, OOA, invasion	Lactic acid, static, dynamic, circulatory system, heart, blood, blood vessels, pumps, lungs, diet, exercise, drugs, lifestyle, veins, arteries, heart rate, circulation, valve, oxygenated, deoxygenated, respiration

			milk, dairy, fat, sugar, meat, fish, egg, beans, hygiene, clean, wash, healthy	sockets, bones, tendons, vertebrate, invertebrate			
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