



## Progression in Physical Education – The Mill Academy

Class	Autumn	Spring	Summer
Nursery	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>
	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>
Reception	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched.</li> <li>• Balance on small/large body parts &amp; understand stillness</li> <li>• Make large and small body shapes</li> <li>• Climb &amp; hang from apparatus</li> <li>• Perform basic travelling actions on various body parts</li> </ul> <p><b>Vocabulary:</b> Tense, relaxed, curled, stretched, balance, still, travel, climb, hang</p>	<p><b>Invasion games:</b></p> <ul style="list-style-type: none"> <li>• Send &amp; receive a ball by rolling from hand &amp; striking with foot</li> <li>• Aim &amp; throw object underarm</li> <li>• Catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</li> <li>• Move and stop safely in a specific area</li> <li>• Play a passing &amp; target game alone and with a partner</li> </ul> <p><b>Vocabulary:</b> Space, run, walk, balance, throw, catch, bounce, hit, jump, hop, carry, forwards, backwards</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of moving.</li> <li>• Practise running.</li> </ul> <p><b>Vocabulary:</b> Run, space, safely</p>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Move to music.</li> <li>• Copy dance moves.</li> <li>• Perform some dance moves.</li> <li>• Move around the space safely.</li> </ul> <p><b>Vocabulary:</b> Action, movement</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of moving.</li> <li>• Practise running.</li> </ul> <p><b>Vocabulary:</b> Run, space, safely</p>	<p><b>Striking &amp; Fielding:</b></p> <ul style="list-style-type: none"> <li>• Aim &amp; throw object underarm</li> <li>• Catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</li> <li>• Use hand to strike a bean bag or ball and move towards a scoring area</li> <li>• Begin to use a bat to hit a ball or bean bag</li> </ul> <p><b>Vocabulary:</b> Throw, catch, bounce, hit, move</p>

Year 1	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched, showing some tension.</li> <li>• Begin to work alone/with someone to make a sequence of shapes /travels</li> <li>• Climb safely, showing some shapes and balances when climbing.</li> <li>• Keep balance travelling in a range of ways along bench, spots, mat etc</li> <li>• Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</li> </ul> <p><b>Vocabulary:</b> Tension, sequence, points, flight, straight, barrel, tuck, pike, straddle, sequence, curl, stretch, control, travel, balance, copy</p>	<p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>• Throw underarm, bounce &amp; catch ball by self &amp; with partner</li> <li>• Kick/stop a ball using a confident foot while static</li> <li>• Run straight and on a curve and sidestep with correct technique</li> <li>• Begin to follow some simple rules</li> </ul> <p><b>Vocabulary:</b> Dodging, sprinting, balancing, momentum, forwards, backwards, tactics</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Use varying speeds when running.</li> <li>• Practise short distance running.</li> <li>• Explore footwork patterns.</li> <li>• Explore arm mobility.</li> <li>• Explore different methods of throwing.</li> </ul> <p><b>Vocabulary:</b> Speed, direction, teamwork, relay, baton, hurdles, javelin, shot put</p>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Copy dance moves.</li> <li>• Make up a short dance, after watching one.</li> <li>• Dance imaginatively.</li> <li>• Change rhythm, speed, level and direction.</li> <li>• Say something I like about a dance</li> </ul> <p><b>Vocabulary:</b> Travel, space, gesture, routine, rhythm, speed, levels, choreograph, swaying, floating, swirling, galloping, expression, direction</p>	<p><b>Striking and fielding:</b></p> <ul style="list-style-type: none"> <li>• Show some different ways of hitting, throwing and striking a ball</li> <li>• Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</li> <li>• Play as a fielder and get the ball back to a STOP ZONE</li> <li>• Begin to follow some simple rules (carrying the bat, not over taking someone)</li> </ul> <p><b>Vocabulary:</b> Striking, fielding, target, opponent, batter, bowler, pass, aiming, rules</p>	<p><b>Striking and fielding:</b></p> <ul style="list-style-type: none"> <li>• Show some different ways of hitting, throwing and striking a ball</li> <li>• Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</li> <li>• Play as a fielder and get the ball back to a STOP ZONE</li> <li>• Begin to follow some simple rules (carrying the bat, not over taking someone)</li> </ul> <p><b>Vocabulary:</b> Striking, fielding, target, opponent, batter, bowler, pass, aiming, rules</p>

Year 2	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched, in a range of movements.</li> <li>• Perform a sequence with changes in speed &amp; direction including 3 different actions (sometimes giving advice to others)</li> <li>• Be still on single/two + points of contact on floor/apparatus showing tension &amp; control</li> <li>• Link known shape/travel/roll/jump to a balance using floor &amp; on apparatus</li> <li>• Jump/land with control using different body shapes in flight</li> </ul> <p><b>Vocabulary:</b> Tension, sequence, points, flight, straight, barrel, tuck, pike, straddle, sequence, curl, stretch, control, travel, balance, copy</p>	<p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>• Perform some dribbling skills with hands and feet using space</li> <li>• Pass a ball accurately (hands &amp; feet) over longer distances to a team mate</li> <li>• Combine stopping, pick up/collect &amp; send a ball accurately to other players</li> <li>• Make simple decisions about when /where to move in game to receive a ball</li> </ul> <p><b>Vocabulary:</b> Dodging, sprinting, balancing, momentum, forwards, backwards, tactics</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Run with agility and confidence.</li> <li>• Run for distance.</li> <li>• Learn the best jumping techniques for distance.</li> <li>• Throw different objects in a variety of ways.</li> <li>• Hurdle an obstacle and maintain effective running style.</li> <li>• Complete an obstacle course with control and agility.</li> </ul> <p><b>Vocabulary:</b> Speed, direction, teamwork, relay, baton, hurdles, javelin, shot put</p>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction with consistency.</li> <li>• Dance with control and co-ordination.</li> <li>• Make a sequence by linking sections together.</li> <li>• Link some movement to show a mood or feeling.</li> </ul> <p>Say something I like and something that could be improved about a dance</p> <p><b>Vocabulary:</b> Travel, space, gesture, routine, rhythm, speed, levels, choreograph, swaying, floating, swirling, galloping, expression, direction</p>	<p><b>Striking and fielding:</b></p> <ul style="list-style-type: none"> <li>• Send a ball off a tee using a bat or a racket</li> <li>• Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</li> <li>• Stop moving when the 'bowler' has the ball</li> <li>• Play as a fielder and pass the ball back to the bowler to make the runner stop</li> <li>• Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</li> </ul> <p><b>Vocabulary:</b> Striking, fielding, target, opponent, batter, bowler, pass, aiming, rules</p>	<p><b>Striking and fielding:</b></p> <ul style="list-style-type: none"> <li>• Send a ball off a tee using a bat or a racket</li> <li>• Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</li> <li>• Stop moving when the 'bowler' has the ball</li> <li>• Play as a fielder and pass the ball back to the bowler to make the runner stop</li> <li>• Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</li> </ul> <p><b>Vocabulary:</b> Striking, fielding, target, opponent, batter, bowler , pass, aiming, rules</p>

<b>Year 3</b>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Use a greater number of own ideas for movement in response to a task.</li> <li>• Combine arm actions with skips/leaps/steps/jumps &amp; spins in travel</li> <li>• Travel while using various hand apparatus, (ribbon/hoop/rope/ball)</li> <li>• Know principles of balance and apply them on floor &amp; apparatus</li> </ul> <p><b>Vocabulary:</b> Mirror, matching, cannon, dynamics, levels, apparatus, extension, body tension, rotation, momentum, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation, strength, suppleness, performance, stamina</p>	<p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Make a series of passes to team mates moving towards a scoring area.</li> <li>• Show a target to indicate where I'd like to pass to.</li> <li>• Know where space is and try to move into it.</li> <li>• Mark another player and defend when needed.</li> <li>• Use a chest pass and shoulder pass to support team in scoring.</li> <li>• Make decisions regarding which is the best type of pass to use.</li> <li>• Begin to use a bounce pass, which only bounces once.</li> <li>• Identify space to move into and show a clear target to receive a pass.</li> <li>• Mark another player and begin to attempt interceptions.</li> <li>• Know where positions are allowed on a court.</li> </ul> <p><b>Vocabulary:</b> Dodging, sprinting, balancing, momentum, agility, determination, stability, flexibility</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Run in different directions and at different speeds, using a good technique.</li> <li>• Choose and understand appropriate running techniques.</li> <li>• Improve throwing technique.</li> <li>• Reinforce jumping techniques.</li> <li>• Understand the relay and passing the baton.</li> </ul> <p><b>Vocabulary:</b> Sprint, relay, combination, transition, long jump, overarm, throwing, technique, distance, accuracy, personal best</p>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Perform pair/group dance involving canon &amp; unison, meet &amp; part</li> <li>• Respond to music in time &amp; rhythm to show like/unlike actions</li> <li>• Respond to music to express a variety of moods &amp; feelings</li> <li>• Respond imaginatively to stimuli related to character/music/story</li> <li>• Make up a dance routine with a small group</li> <li>• Give and respond to peer feedback to improve</li> </ul> <p><b>Vocabulary:</b> Formation, upstage, downstage, wings, canon, matching, unison, mirroring, isolation, parallel, jete, plier, legato, pirouette, stimulus, dynamics, formations, canon, unison</p>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Dribble with small touches into space.</li> <li>• Send a football to someone on the team, using different parts of foot.</li> <li>• Keep a ball under control when receiving a range of passes from team.</li> <li>• Understand where the space is and can move into it.</li> <li>• Mark another player and begin to attempt interceptions.</li> </ul> <p><b>Vocabulary:</b> Target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track</p>	<p><b>Tennis / Badminton:</b></p> <ul style="list-style-type: none"> <li>• Tap the ball back and forth to a partner over a small space</li> <li>• Begin to tap a ball over a net allowing for a bounce, hit technique</li> <li>• Move from a ready position into a forehand position/backhand position quickly</li> <li>• Bring racquet to meet the ball for a forehand and backhand hit</li> <li>• Know to use two hands for an effective backhand</li> <li>• Move racquet in a low to high swing for an effective tap</li> <li>• Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</li> </ul> <p><b>Vocabulary:</b> Tactics, continuously, target, opponent, forehand, backhand</p>

<b>Year 4</b>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Share ideas and give positive criticism/advice to self &amp; others.</li> <li>• Create &amp; perform matching/mirroring sequences explaining how it could be improved</li> <li>• Perform at least 3 different rolls (shoulder, forward, back) with some control</li> <li>• Link a roll with travel and balance using floor and apparatus with good body control</li> </ul> <p><b>Vocabulary:</b> Mirror, matching, cannon, dynamics, levels, apparatus, extension, body tension, rotation, momentum, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation, strength, suppleness, performance, stamina</p>	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>• Begin to show how to hold a hockey stick and which side to use.</li> <li>• Dribble the ball keeping it close to me using the correct side of stick.</li> <li>• Show some signs of an approaching a player to tackle and cause pressure.</li> <li>• Sometimes change direction of travel by rotating and turning stick to support this.</li> <li>• Use a push pass to make a direct pass.</li> <li>• Begin to use a slap pass (bringing stick back and causing more power).</li> <li>• Use speed to dribble the ball into space.</li> <li>• Maintain defence and keep the pressure until possession is gained.</li> <li>• Attempt to score inside a designated scoring area.</li> </ul> <p><b>Vocabulary:</b> Dodging, defence, attack, possession, space, marking, tracking, <b>Interception, possession, opposition, defender, attacker, reverse, puck</b></p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Select and maintain a running pace for different distances.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Practise throwing with power and accuracy.</li> <li>• Throw safely and with understanding.</li> <li>• Explore different footwork patterns</li> <li>• Understand which technique is most effective when jumping for distance.</li> </ul> <p><b>Vocabulary:</b> Sprint, relay, combination, transition, long jump, overarm, throwing, technique, distance, accuracy, personal best</p>
	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Understands basic pool safety</li> <li>• Confident in water</li> <li>• Show breath control</li> <li>• Confidently and safely enter and exit water</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 m</li> <li>• Use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke)</li> <li>• Float (e.g. on back, mushroom) and submerge</li> <li>• Tread water</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul> <p><b>Vocabulary:</b> Swim, unaided, stroke, movements, coordinated breathing, surface, freestyle, backstroke, front crawl, safety, distance</p>	<p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>• Know where to score a try and how to position the ball to score a try</li> <li>• Move with speed (and change of) with the ball and without</li> <li>• Use speed and space to avoid defenders</li> <li>• Pass backwards and in both directions and sometimes on the move</li> <li>• Tag the person who has the ball, but can mark a player who doesn't have the ball</li> <li>• Begin to make a high pop pass to avoid a defender</li> </ul> <p><b>Vocabulary:</b> Interception, opponent, defend, attack, consecutive, possession, dodge, try</p>	<p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Be able to play simple rounders games</li> <li>• Apply some rules to games</li> <li>• Develop the range of rounders skills that can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in isolation and in a game context</li> <li>• Identify different positions in rounders and the roles of those positions</li> </ul> <p><b>Vocabulary:</b> Fielders, batters, bowler, striking, bowling, target, opponents, retrieving, overarm, underarm, backstop, half-rounder, rounder, no-ball, out, posts</p>

Year 5	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Show/fluency/control in chosen dances in response to stimuli</li> <li>• Perform fluent dances with characteristics of different styles/eras</li> <li>• Adapt &amp; refine (in pair/group), dances that vary direction, space &amp; rhythm</li> <li>• Give peer feedback to improve with suitable dance terminology</li> </ul> <p><b>Vocabulary:</b> Alignment, accumulation, counterpoint, improvisation, motif, stimulus, dynamics, formations, choreograph</p>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Dribble making small touches into space with speed, to beat defenders.</li> <li>• Make decisions regarding how and when to send a football to someone in team.</li> <li>• Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</li> <li>• Know how space changes within a game and when and how to move into changing spaces.</li> <li>• Draw defender away to create space.</li> <li>• Position body to defend effectively, making successful interceptions.</li> </ul> <p><b>Vocabulary:</b> Press, hold, maintain, foul, handball, penalty, tactics, goal-kick</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Use correct technique to run at speed.</li> <li>• Develop the ability to run for distance.</li> <li>• Throw with accuracy and power.</li> <li>• Identify and apply techniques of relay running.</li> <li>• Explore different footwork patterns.</li> <li>• Understand which technique is most effective when jumping for distance.</li> <li>• Learn how to use skills to improve the distance of a pull throw.</li> </ul> <p><b>Vocabulary:</b> Pace, accuracy, communication, sprint, control, accuracy, technique, combine, distance, compete, stamina</p>
	<p><b>Orienteering:</b></p> <ul style="list-style-type: none"> <li>• Draw maps and plans and set trails for others to follow</li> <li>• Use the eight points of the compass to orientate</li> <li>• Plan an orienteering challenge</li> <li>• Plan and share roles within the group based on each other's strengths</li> <li>• Understand individuals' roles and responsibilities.</li> <li>• Adapt roles or ideas if they are not working</li> <li>• Recognise and talk about the dangers of tasks</li> <li>• Recognise how to keep themselves and others safe</li> <li>• Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>• Implement and refine strategies</li> </ul> <p><b>Vocabulary:</b> Communication, obstacle, reflect, planning, navigate, orienteering, bearing, checkpoint, contour, location, compass, overcome problems, plan, route, safety, danger, leadership</p>	<p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Use all three passes (chest, shoulder &amp; bounce) correctly.</li> <li>• Use a range of speeds within a game to support a team in scoring.</li> <li>• Begin to use square (across the court) &amp; straight (up &amp; down the court) passes to achieve pace.</li> <li>• Lose a defender to receive a pass.</li> <li>• Defend a player and make some successful interceptions (snatch &amp; catch) when playing as a team.</li> </ul> <p><b>Vocabulary:</b> Pivoting, footwork rule, switch, press, retreat, obstruction, etiquette</p>	<p><b>Cricket:</b></p> <ul style="list-style-type: none"> <li>• Link together a range of skills and use in combination</li> <li>• Collaborate as a team to choose, use and adapt rules in games</li> <li>• Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</li> <li>• Apply with consistency standard cricket rules in a variety of different styles of games</li> <li>• Attempt a small range of recognised shots in isolation and in competitive scenarios</li> <li>• Use a range of tactics for attacking and defending in role of bowler, batter and fielder</li> </ul> <p><b>Vocabulary:</b> Fielders, continuous, striking, tracking, bowling, spin, pace, seam, drive, defence, innings</p>

Year 6	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Select a suitable routine to perform to different audiences, bearing in mind <b>who</b> the audience is.</li> <li>Transfer sequence above onto suitably arranged apparatus &amp; floor</li> <li>Perform 6-8 part floor sequence as individual, pair &amp; small group to a piece of music</li> <li>Demonstrate 3 paired balances in sequence using various skills/actions</li> </ul> <p><b>Vocabulary:</b> Mirror, matching, cannon, dynamics, levels, apparatus, extension, body tension, rotation, momentum, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation, strength, suppleness, performance, stamina</p>	<p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>Be able to evade and tag opponents.</li> <li>Be able to pass and receive a pass at speed in a game situation.</li> <li>Refine attacking and defending skills.</li> <li>Develop tactics as a team.</li> <li>Apply learned skills in a game of tag rugby.</li> <li>Running at speed, changing direction at speed.</li> <li>Score points against opposition</li> <li>Support player with the ball</li> </ul> <p><b>Vocabulary:</b> Press, tracking, hold, possession, maintain, tactics, try</p>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Investigate running styles and changes of speed.</li> <li>Practise throwing with power and accuracy.</li> <li>Explore different footwork patterns. Understand which technique is most effective when jumping for distance.</li> </ul> <p><b>Vocabulary:</b> Pace, accuracy, communication, sprint, control, accuracy, technique, combine, distance, compete, stamina</p>
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Create &amp; perform dances in a variety of styles consistently</li> <li>Be aware of &amp; use musical structure, rhythm &amp; mood &amp; can dance accordingly</li> <li>Use appropriate criteria &amp; terminology to evaluate performances</li> </ul> <p><b>Vocabulary:</b> Alignment, accumulation, counterpoint, improvisation, motif, stimulus, dynamics, formations, choreograph</p>	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>Choose between the two passes (push/slap) and explain simply why.</li> <li>Make a direct pass while dribbling.</li> <li>Begin to use stick to mark a player from the side line causing them difficulty.</li> <li>Use speed, changing of direction and Indian dribbling to advance towards team's goal.</li> <li>Use a range of passes knowing which one depending on the distance of the pass.</li> <li>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</li> <li>Know when to defend and what defence skills could be used.</li> <li>Seize an opportunity to score, sometimes quite quickly.</li> </ul> <p><b>Vocabulary:</b> Formation, pivot, slalom, press, retreat, scoop</p>	<p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>Link together a range of skills and use in combination.</li> <li>Collaborate as a team to choose, use and adapt rules in games.</li> <li>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</li> <li>Throw and catch under pressure.</li> <li>Use fielding skills to stop the ball effectively.</li> <li>Learn batting control.</li> <li>Learn the role of backstop.</li> <li>Apply consistently rounders rules in conditioned games</li> <li>Play small sided games using standard rounders pitch layout</li> <li>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</li> </ul> <p><b>Vocabulary:</b> Pace, tactics, positions, shot selection, obstructions, batting square, bowling square</p>



