



Dance

Gymnastics

Fundamentals

Fitness

Athletics

Ball skills

Football

Net and wall
Games

Invasion
games

Handball.

Netball

Hockey

Basketball

Tennis

Badminton

Striking and
fielding

Rounders

Cricket

Team Building

OAA

Yoga

Dodgeball

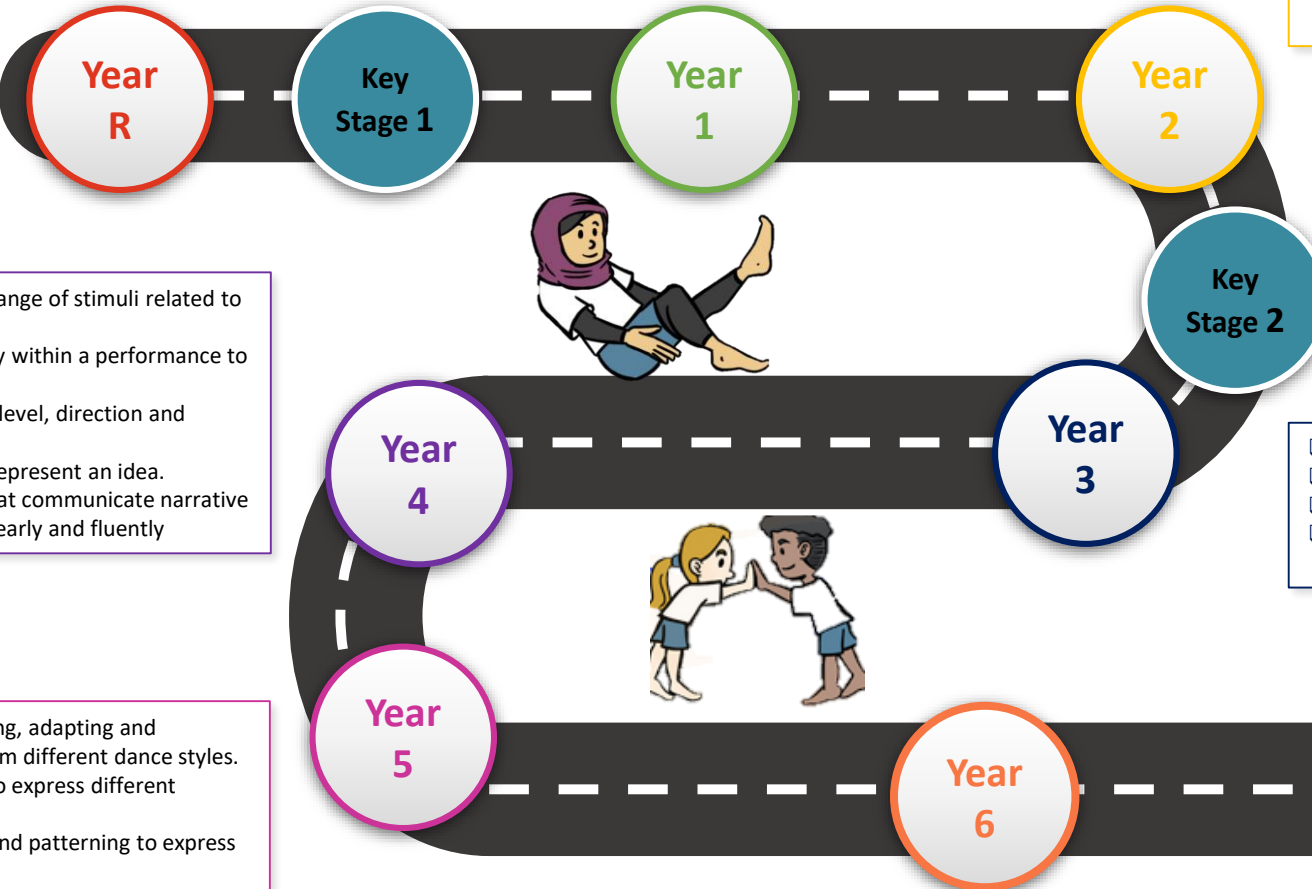


- I can explore how my body moves. Copy basic body actions and rhythms.
- I can explore actions in response to music and an idea.
- I can begin to explore pathways and the space around me and in relation to others.
- I can perform short phrases of movement in front of others.

The Planned Journey Starts

- I can copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.
- I can explore varying speeds to represent an idea.
- I can explore pathways within my performance.
- I can begin to explore actions and pathways with a partner.
- I can perform on my own and with others to an audience..

- I can accurately remember, repeat and link actions to express an idea.
- I can develop an understanding of dynamics.
- I can develop the use of pathways and travelling actions to include levels.
- I can explore working with a partner using unison, matching and mirroring.
- I can develop the use of facial expressions in my performance.



- I can respond imaginatively to a range of stimuli related to character and narrative.
- I can change dynamics confidently within a performance to express changes in character.
- I can : confidently use changes in level, direction and pathway.
- I can use action and reaction to represent an idea.
- I can perform complex dances that communicate narrative and character well, performing clearly and fluently

- I can use dynamics effectively to express an idea.
- I can use direction to transition between formations.
- I can develop an understanding of formations.
- I can perform short, self-choreographed phrases showing an awareness of timing

- I can choreograph dances by using, adapting and developing actions and steps from different dance styles.
- I can confidently use dynamics to express different dance styles.
- I can confidently use direction and patterning to express different dance styles.
- I can confidently use formations, canon and unison to express a dance idea.
- I can perform dances expressively, using a range of performance skills, showing accuracy and fluency.

- I can show controlled movements which express emotion and feeling.
- I can explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
- I can use a variety of compositional principles when creating my own dances.
- I can demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance..

End of KS2

Vocabulary

Dance



Get Set 4
Education



Vocabulary Pyramid

Dance



Y6

aesthetic	inspiration	rehearse
express	mood	stimulus
freeze frame	refine	style

Y5

choreograph	collaboratively	motif	quality
choreography	genre	posture	transition

Y4

action and reaction	order	phrase	represent	structure
flow	performance	relationship	rhythm	

Y3

canon	extend	formation
explore	feedback	interact

Y2

create	expression	mirroring	speed
dynamics	matching	perform	unison

Y1

balance	copy	level	pose
beat	fast	pathway	timing

EYFS

action	direction	high	move	shape	space	travel
counts	finish position	low	quickly	slowly	start position	

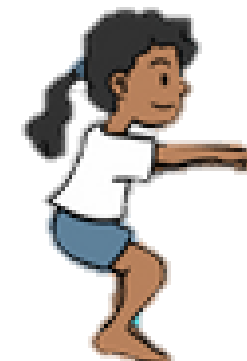
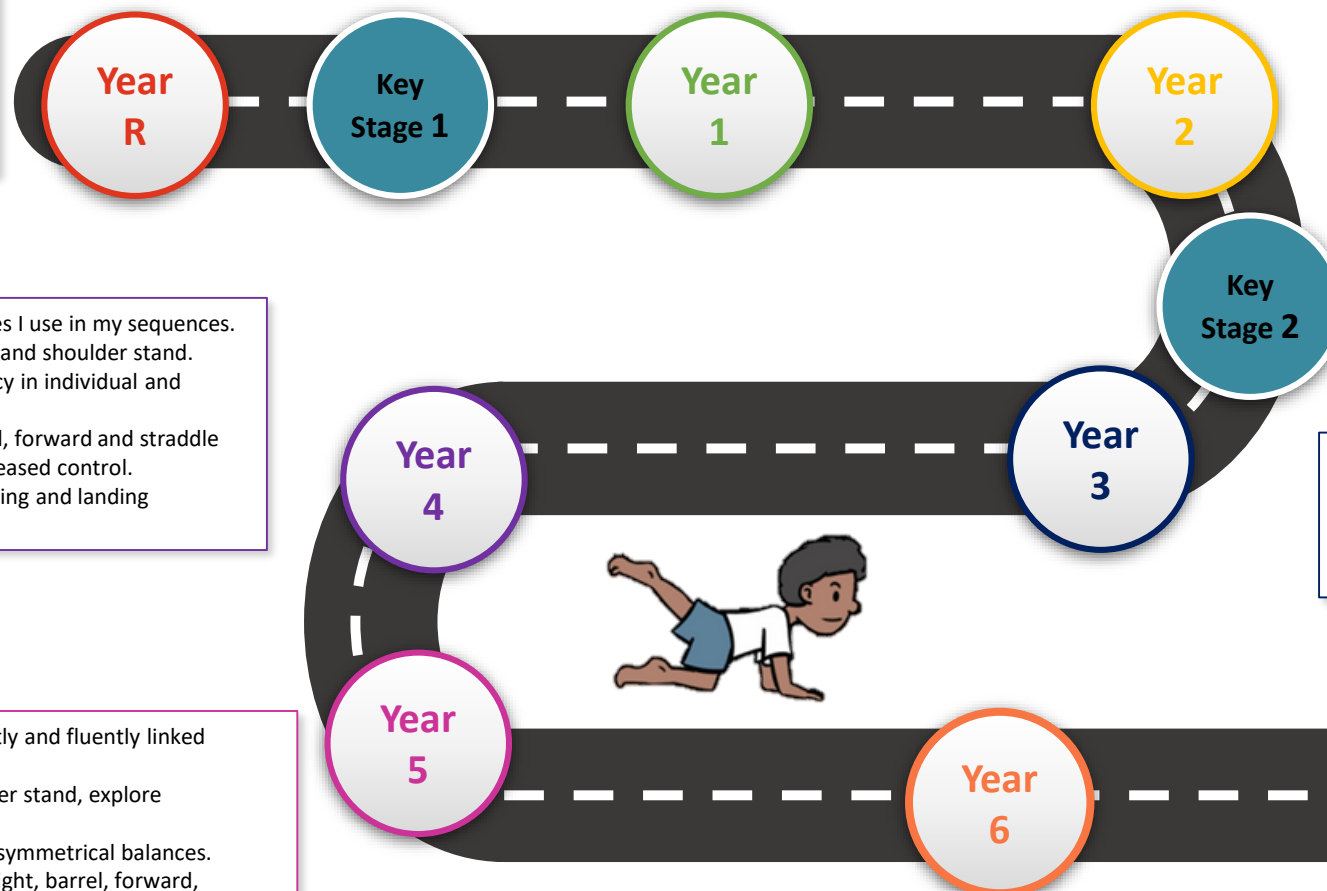


The Planned Journey Starts

- I can show contrasting shapes with my body including wide/narrow, straight/curved.
- I can explore shapes in stillness using different parts of my body.
- I can explore rocking and rolling.
- I can jump safely.

- I can explore basic shapes straight, tuck, straddle, pike.
- I can perform balances making my body tense, stretched and curled.
- I can explore barrel, straight and forward roll progressions.
- I can explore shape jumps, including jumping off low apparatus

- I can explore using shapes in different gymnastic balances.
- I can remember, repeat and link combinations of gymnastic balances.
- I can explore barrel, straight and forward roll and put into sequence work.
- I can explore shape jumps and take off combinations..



- I can explore matching and contrasting shapes.
- I can explore point and patch balances and transition smoothly into and out of them.
- I can develop the straight, barrel, and forward roll.
- I can develop stepping into shape jumps with control.

- I can combine and perform gymnastic shapes more fluently and effectively.
- I can develop control in progressions of a handstand, cartwheel, bridge and shoulder stand.
- I can explore counter balance and counter tension.
- I can develop fluency and consistency in the straddle, forward and backward roll.
- I can combine and perform a range of gymnastic jumps more fluently and effectively.

End of KS2

Vocabulary

Gymnastics

- I can develop the range of shapes I use in my sequences.
- I can develop strength in bridge and shoulder stand.
- I can develop control and fluency in individual and partner balances.
- I can develop the straight, barrel, forward and straddle roll and perform them with increased control.
- I can develop control in performing and landing rotation jumps.

- I can perform shapes consistently and fluently linked with other gymnastic actions.
- I can develop bridge and shoulder stand, explore progressions of a cartwheel.
- I can explore symmetrical and asymmetrical balances.
- I can develop control in the straight, barrel, forward, straddle and backward roll.
- I can select a range of jumps to include in sequence work.



Get Set 4
Education

Vocabulary Pyramid

Gymnastics



Y6

aesthetics
competent
contrasting
counter balance

counter tension
engage
execution
flight
formation

handstand
progression
refine
structure
vault

Y5

asymmetrical
canon
cartwheel
decide

extension
identify
mirroring

observe
performance
quality
stable

symmetrical
synchronisation
transition

Y4

bridge
fluidly

inverted
momentum

perform
rotation

shoulder stand
stability

wrist grip

Y3

body tension
contrast

extend
flow

landing position
match

patch
point

take off

Y2

link

pathway

pike

sequence

straddle

tuck

Y1

action

control

direction

level

speed

EYFS

around
balance
bend

copy
hold
jump

land
over
rock

roll
shape
squeeze

star
still
straight

through
travel



The Planned Journey Starts

- ❑ I can explore running and stopping. Explore changing direction safely.
- ❑ I can explore balancing whilst stationary and on the move.
- ❑ I can begin to explore take off and landing safely.
- ❑ I can explore hopping on both feet. I can explore skipping as a travelling action

- ❑ I can explore changing direction and dodging. Discover how the body moves at different speeds.
- ❑ I can move with some control and balance. Explore stability and landing safely.
- ❑ I can demonstrate control in take off and landing when jumping.
- ❑ I can begin to explore hopping in different directions.
- ❑ I can show co-ordination when turning a rope and use rhythm to jump continuously in a French rope.

- ❑ I can demonstrate balance when changing direction. Clearly show different speeds when running.
- ❑ I can demonstrate balance when performing movements.
- ❑ I can demonstrate jumping for distance, height and in different directions.
- ❑ I can demonstrate hopping for distance, height and in different directions.
- ❑ I can explore single and double bounce when jumping in a rope

Year
R

Key
Stage 1

Year
1

Year
2

Key
Stage 2

Year
3

Year
4

Year
5

Year
6



- ❑ I can change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.
- ❑ I can demonstrate good balance and control when performing other fundamental skills.
- ❑ I can link hopping and jumping actions with other fundamental skills.
- ❑ I can consistently skip in a rope

- ❑ I can change direction and show an increase and decrease in speed.
- ❑ I can demonstrate balance when performing other fundamental skills.
- ❑ I can link jumping and hopping actions.
- ❑ I can jump and turn a skipping rope

In all activities..

- ❑ I can demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.
- ❑ I can consistently demonstrate good balance when performing other fundamental skills. J
- ❑ I can demonstrate good technique and co-ordination when linking jumps.
- ❑ I can show a range of skills when skipping in a rope

In all activities...

- ❑ I can change direction with a fluent action. Transition smoothly between varying speeds.
- ❑ I can show fluency and control when travelling, landing, stopping and changing direction.
- ❑ I can demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.
- ❑ I can consistently show a range of skills when skipping in a rope.



End of KS2

Vocabulary

Fundamentals



Get Set 4
Education



Vocabulary Pyramid

Fundamentals



Y4

accelerate momentum stability
decelerate react

Y3

agility control technique
co-ordination rhythm

Y2

hurdle speed sprint take off weight

Y1

dodge jog ready position skip swing

EYFS

balance direction jump run slow travel
bend fast land safely space
crawl hop rules slide stop





- ☐ I can explore changing direction safely.
- ☐ I can explore balancing whilst stationary and on the move.
- ☐ I can explore moving different body parts together.
- ☐ I can explore moving and stopping with control.
- ☐ I can explore taking weight on different body parts.
- ☐ I can explore moving for extended periods of time.

The Planned Journey Starts

- ☐ I can change direction whilst running.
- ☐ I can : explore balancing in more challenging activities with some success.
- ☐ I can explore co-ordination when using equipment.
- ☐ I can explore running at different speeds.
- ☐ I can explore exercises using my own body weight.
- ☐ I can explore moving for longer periods of time and identify how it makes me feel.

- ☐ I can demonstrate improved technique when changing direction on the move.
- ☐ I can demonstrate increased balance whilst travelling along and over equipment.
- ☐ I can perform actions with increased control when co-ordinating my body with and without equipment. I can demonstrate running at different speeds.
- ☐ I can demonstrate increased control in body weight exercises.
- ☐ I can show an ability to work for longer periods of time.

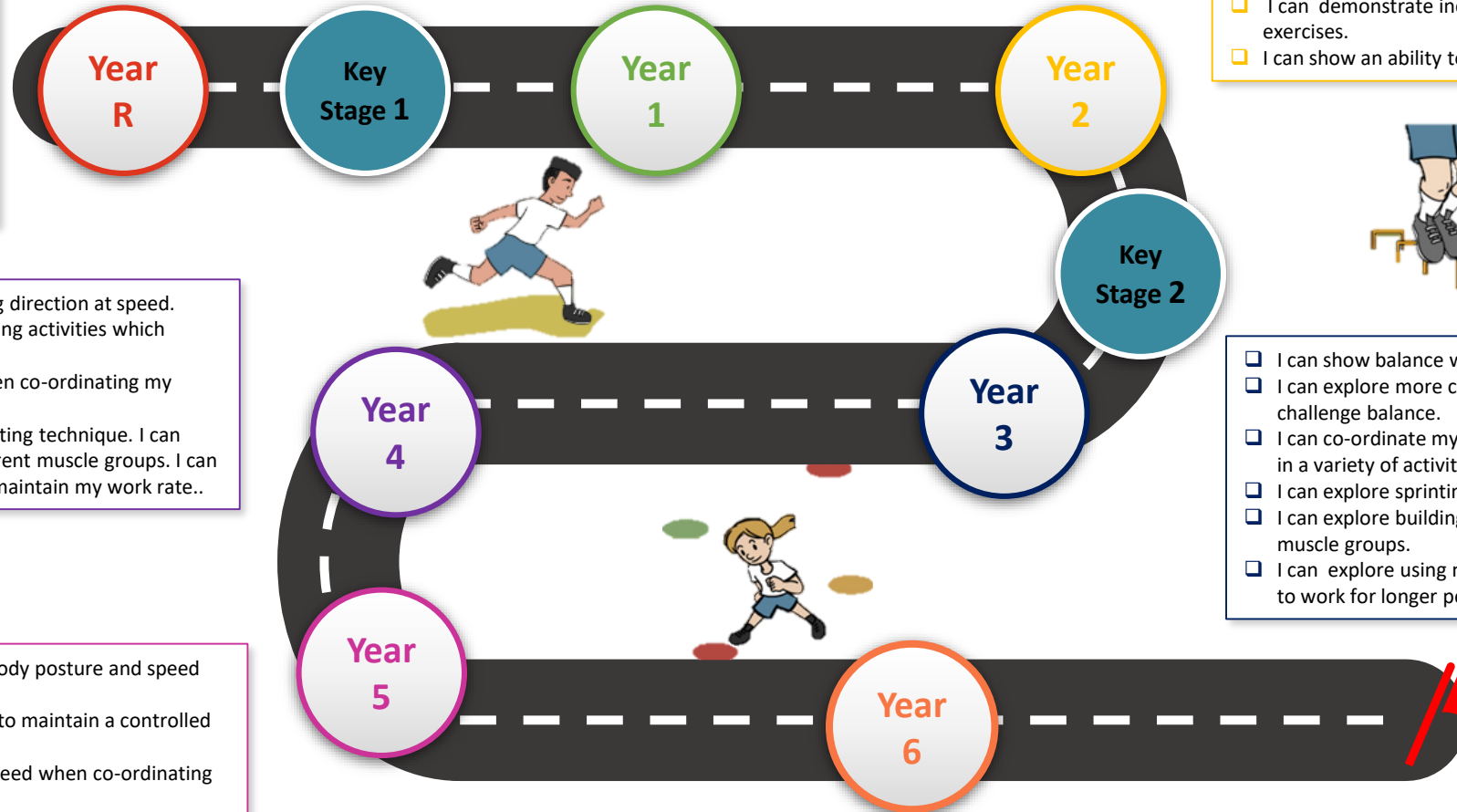


- ☐ I can show balance when changing direction.
- ☐ I can explore more complex activities which challenge balance.
- ☐ I can co-ordinate my body with increased consistency in a variety of activities.
- ☐ I can explore sprinting technique.
- ☐ I can explore building strength in different muscle groups.
- ☐ I can explore using my breath to increase my ability to work for longer periods of time.

- ☐ I can show balance when changing direction at speed.
- ☐ I can show control whilst completing activities which challenge balance.
- ☐ I can explore increased speed when co-ordinating my body.
- ☐ I can demonstrate improved sprinting technique. I can develop building strength in different muscle groups. I can demonstrate using my breath to maintain my work rate..

- ☐ I can demonstrate improved body posture and speed when changing direction.
- ☐ I can change my body position to maintain a controlled centre of gravity.
- ☐ I can demonstrate increased speed when co-ordinating my body.
- ☐ I can apply the best pace for a set distance or time. I can demonstrate application of explosive strength to other skills.
- ☐ I can use a steady pace to be able to move for sustained periods of time.

- ☐ I can change direction with a fluent action and transition smoothly between varying speeds.
- ☐ I can show fluency and control when travelling, landing, stopping and changing direction.
- ☐ I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
- ☐ I can adapt running technique to meet the needs of the distance.
- ☐ I can complete body weight exercises for increased repetitions with control and fluency.
- ☐ I can use my breath to increase my ability to move for sustained periods of time.



End of KS2

Vocabulary



Get Set 4
Education

Vocabulary Pyramid

Fitness



Y6

abdominals
analyse

calves
engage

quadriceps
rhythm

Y5

consistent
drive

measure
motivate

persevere
power

stable

Y4

accelerate

decelerate

dynamic

react

record

static

Y3

agility

co-ordination

control

progress

stamina

strength

technique

Y2

speed

sprint

steady

time

tired

Y1

active

bones
brain

breathing
calm

exercise
healthy

heart
memory

mood
muscles

quick
strong

EYFS

balance

bend
copy

fast

hold
hop

jump

land
run

safely

slow
space

squeeze

still
stop

travel

- Gymnastics
- Fundamentals



The Planned Journey Starts

- ☐ I can explore running and stopping safely.
- ☐ I can explore jumping and hopping safely.
- ☐ I can explore throwing to a target.



- ☐ I can develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.
- ☐ I can develop technique when jumping for distance.
- ☐ I can explore power and technique when throwing for distance in a pull and heave throw.

- ☐ I can apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.
- ☐ I can explore technique and rhythm in the triple jump.
- ☐ I can Develop technique and power in javelin and shot put



- ☐ I can explore running at different speeds.
- ☐ I can develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.
- ☐ I can explore throwing for distance and accuracy..

- ☐ I can develop the sprinting action.
- ☐ I can develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.
- ☐ I can develop overarm throwing for distance.



- ☐ I can develop the sprinting technique and apply it to relay events.
- ☐ I can develop technique when jumping for distance in a range of approaches and take off positions.
- ☐ I can explore the technique for a pull throw.

- ☐ I can demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
- ☐ I can develop power, control and technique in the triple jump.
- ☐ I can develop power, control and technique when throwing discus and shot put

End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Athletics



Y6

discus
explosive
fling
grip

maximum
meet
pattern
phase

release
rhythm
stance
strategy

Y5

approach
changeover
consistent

dominant
drive
field

force
javelin
momentum

shot put
track

Y4

heave
launch
measure

official
officiate

pace
record
stamina

stride
transfer of weight

Y3

accuracy
baton
event

personal best
power

relay
speed

strength
technique

Y2

aim
distance

far
height

landing
sprint

take off

Y1

control
further

leap
overarm

quickly
time

underarm
walk

EYFS

balance
bend
direction

fast
hop
jog

jump
land
rules

run
safe
safely

slow
space
stop

target
throw

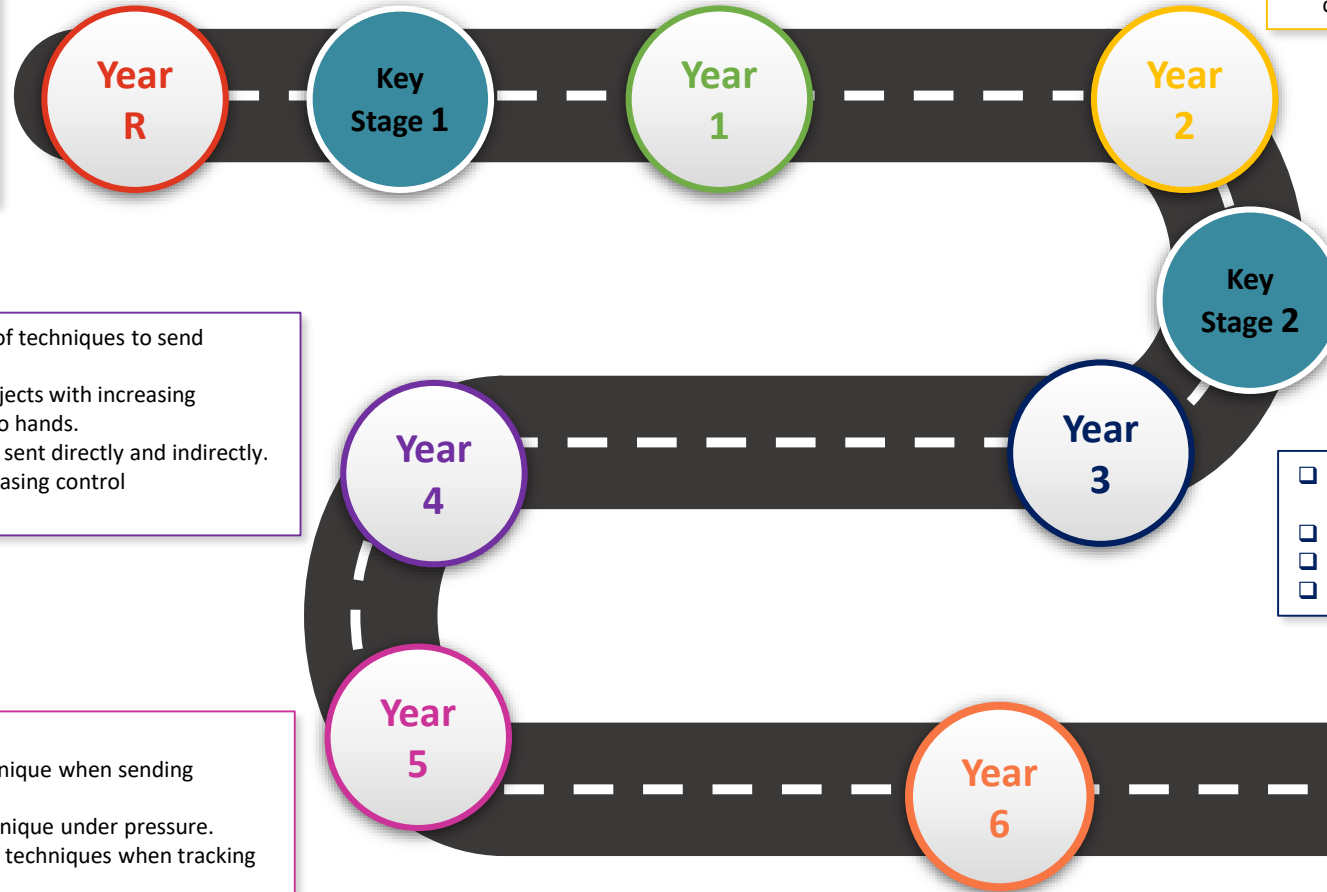
- Ball Skills
- Fundamentals
- Games



Ball Skills

- I can explore sending an object with hands and feet.
- I can explore catching to self and with a partner.
- I can explore stopping a ball with hands and feet.
- I can explore dropping and catching with two hands and moving a ball with feet.

The Planned Journey Starts



- I can roll and throw with some accuracy towards a target.
- I can begin to catch with two hands. Catch after a bounce.
- I can track a ball being sent directly. Dribbling: explore dribbling with hands and feet

- I can roll, throw and kick a ball to hit a target.
- I can develop catching a range of objects with two hands. Catch with and without a bounce.
- I can consistently track and collect a ball being sent directly.
- I can explore dribbling with hands and feet with increasing control on the move.



- I can accurately use a range of techniques to send a ball to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can consistently track a ball sent directly and indirectly.
- I can dribble a ball with increasing control and co-ordination.

- I can send a ball with accuracy and increasing consistency to a target.
- I can catch a range of objects with increasing consistency.
- I can track a ball not sent directly.
- I can dribble a ball with hands and feet with control.

In all Game units..

- I can demonstrate clear technique when sending a ball under pressure.
- I can demonstrate good technique under pressure.
- I can demonstrate a range of techniques when tracking and collecting a ball.
- I can dribble with some control under pressure.

In all Game units..

- I can show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
- I can demonstrate increasing consistency of catching under pressure in a variety of game situations.
- I can demonstrate a wider range of techniques when tracking a ball under pressure
- I can dribble consistently using a range of techniques with increasing control under pressure.



End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Ball Skills



Y4

cushion

momentum

react

decision

pressure

Y3

accurate

opponent

possession

technique

block

personal best

power

Y2

collect

prepare

receive

release

touch

Y1

control

ready
position

soft

swing

track

underarm

EYFS

ball

catch

hit

partner

ready

run

target

bounce

dribbling

kick

points

roll

score

throw

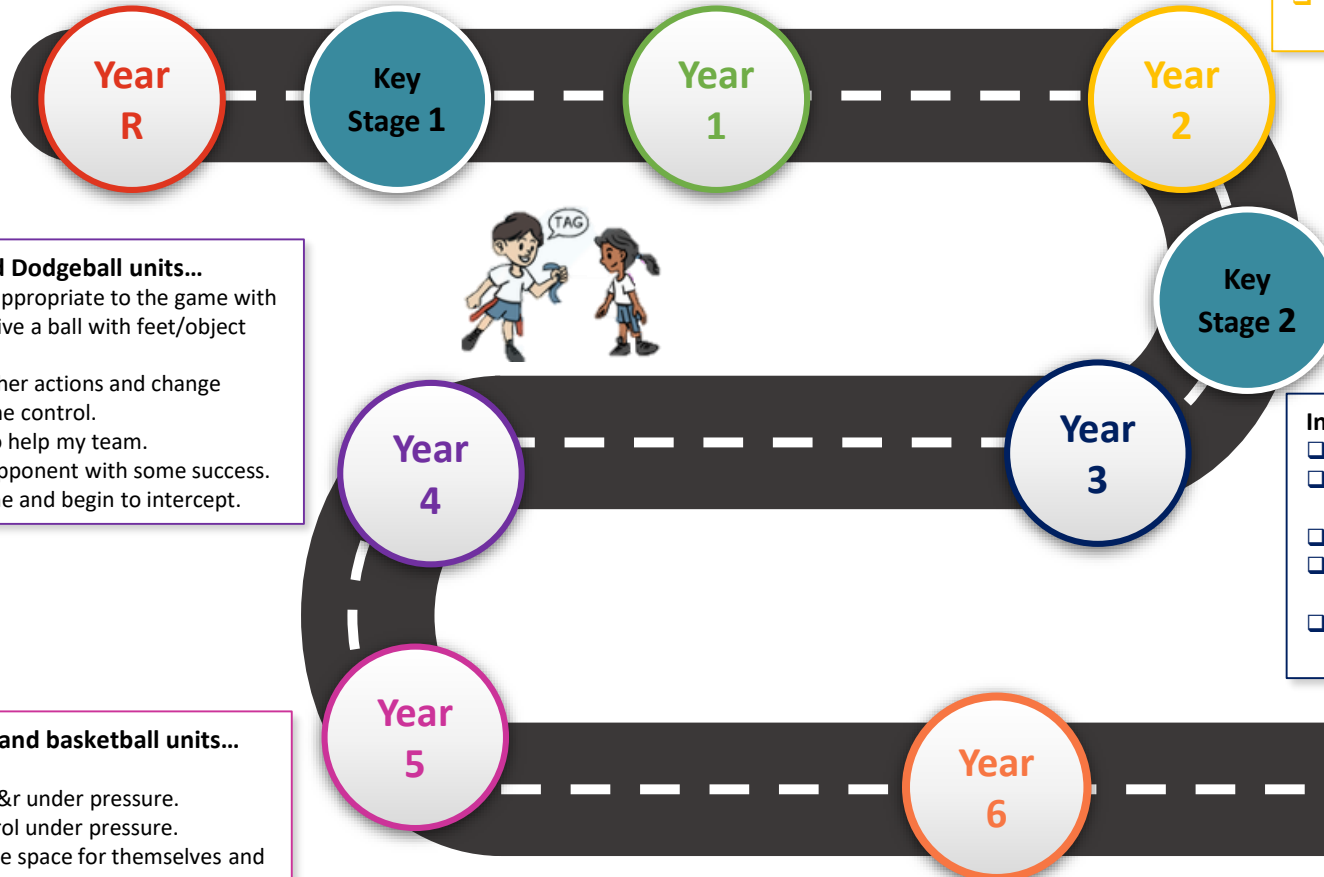


The Planned Journey Starts

- I can explore s&r with hands and feet using a variety of equipment.
- I can explore dropping and catching with two hands and moving a ball with their feet. I can recognise their own space.
- I can explore changing direction and tagging games.

- I can explore s&r with hands and feet to a partner.
- I can explore dribbling with hands and feet.
- I can recognise good space when playing games.
- I can explore changing direction to move away from a partner.
- I can explore tracking and moving to stay with a partner

- I can develop s&r with increased control.
- I can explore dribbling with hands and feet with increasing control on the move.
- I can explore moving into space away from others.
- I can developing moving into space away from defenders.
- I can explore staying close to other players to try and stop them getting the ball



In Ball skills, handball, hockey and Dodgeball units...

- I can develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.
- I can link dribbling the ball with other actions and change direction whilst dribbling with some control.
- I can develop moving into space to help my team.
- I can change direction to lose an opponent with some success.
- I can develop defending one on one and begin to intercept.

In handball, Netball, Hockey and basketball units...

- I can develop control when s&r under pressure.
- I can dribble with some control under pressure.
- I can explore moving to create space for themselves and others in their team.
- I can use a variety of techniques to lose an opponent e.g. change of direction or speed.
- I can develop tracking and marking with increased success. Explore intercepting a ball

In handball, Netball, Hockey, football and basketball units...

- I can s&r consistently using a range of techniques with increasing control under pressure.
- I can dribble consistently using a range of techniques with increasing control under pressure.
- I can move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
- I can confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception) in game situations.



In Ball skills and Dodgeball units...

- I can explore s&r abiding by the rules of the game.
- I can explore dribbling the ball abiding by the rules of the game under some pressure.
- I can develop using space as a team.
- I can develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.
- I can develop tracking opponents to limit their scoring opportunities.

End of KS2

Vocabulary

Invasion Games



Get Set 4
Education



Vocabulary Pyramid

Invasion Games



Y6

abide consecutive dictate
appropriate consistently draw transition
assess contest extend turnover
ball side definite react

Y5

angle close down drive situation stance
ball carrier create maintain sporting behaviour
barrier dominant rebound sportsmanship



Y4

accelerate delay limit offside pressure tackle
cushion deny momentum onside protect timing
decision gain obstruct option support

Y3

accurate court opposition referee tournament
communicate intercept pitch teamwork umpire
control invasion receiver technique



Y2

attack opponent send teammate
defend possession shoot
goalkeeper receive tactic

Sending and Receiving



Y1

attacker dodge mark
defender goal track

Sending and Receiving

EYFS

aim direction kick partner points safely stop win
bounce dribble land pass rules score team
catch jump lose path run space throw

- Ball Skills
- Fundamentals
- Games

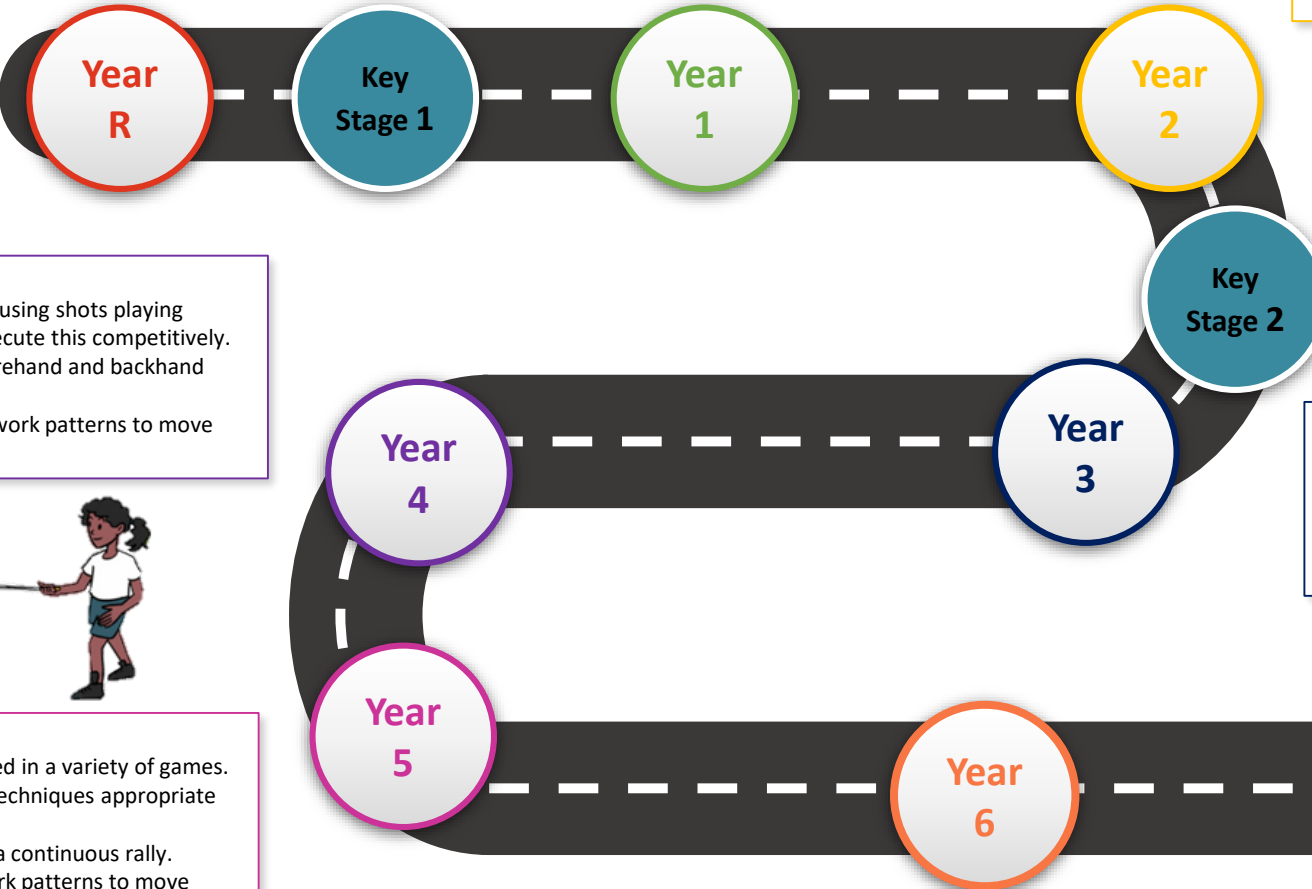


- ☐ I can explore hitting a ball with hands and pushing with a racket.
- ☐ I can explore sending and tracking a ball with a partner.
- ☐ I can explore changing direction, running and stopping.

The Planned Journey Starts

- ☐ I can explore hitting a dropped ball with a racket.
- ☐ I can throw a ball over a net to land into the court area.
- ☐ I can explore sending a ball with hands and a racket.
- ☐ I can use the ready position to move towards a ball.

- ☐ I can develop hitting a dropped ball over a net.
- ☐ I can accurately underarm throw over a net to a partner.
- ☐ I can explore underarm rallying with a partner catching after one bounce.
- ☐ I can consistently use the ready position to move towards a ball..



In the Tennis unit..

- ☐ I can demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.
- ☐ I can develop rallying using both forehand and backhand with increased technique.
- ☐ I can begin to use appropriate footwork patterns to move around the court.



In the Tennis unit..

- ☐ I can explore returning a ball using shots such as the forehand and backhand.
- ☐ I can explore rallying using a forehand.
- ☐ I can consistently use and return to the ready position in between shots.

In the Tennis and Badminton units...

- ☐ I can develop the range of shots used in a variety of games.
- ☐ I can develop the range of serving techniques appropriate to the game.
- ☐ I can use a variety of shots to keep a continuous rally.
- ☐ I can demonstrate effective footwork patterns to move around the court.

In the Tennis and Badminton units...

- ☐ I can demonstrate increased success and technique in a variety of shots.
- ☐ I can serve accurately and consistently.
- ☐ I can successfully apply a variety of shots to keep a continuous rally.
- ☐ I can demonstrate a variety of footwork patterns relevant to the game I am playing.

End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Net and Wall Games



Y6

abide
appropriate
direct
doubles

footwork
limit
opposing

placement
prepare
recover

service
stance
thrust

Y5

adjust
baseline
communicate
consecutive

create
cushion
dominant
grip

groundstroke
non-dominant
option
pressure

readjust
release
serve

situation
sportsmanship
technique

Y4

alternate
co-operative

compete
contact

continuous
deny

extend
receiver

reflect
swing

Y3

backhand
competition

control
co-operation

court
face

forehand
opponent

opposition
rally

react
tactic

Y2

defend
against

quickly

receive
return

trap

Sending and Receiving

Y1

net

racket

ready
position

track

underarm

Sending and Receiving

EYFS

aim
catch

direction
hit
lose

partner
points
rules

run
safely
score

space
stop
target

throw
win

- Ball Skills
- Fundamentals
- Games



The Planned Journey Starts

- ☐ I can explore sending a ball to a partner.
- ☐ I can explore tracking and stopping a rolling ball.
- ☐ I can explore rolling, throwing and catching using a variety of equipment.

- ☐ I can explore striking a ball with their hand and equipment.
- ☐ I can develop tracking and retrieving a ball.
- ☐ I can explore technique when throwing over and underarm.
- ☐ I can develop co-ordination and technique when catching.

- ☐ I can develop striking a ball with their hand and equipment with some consistency.
- ☐ I can develop tracking a ball and decision making with the ball.
- ☐ I can develop co-ordination and technique when throwing over and underarm.
- ☐ I can catch with two hands with some co-ordination and technique.

Year
R

Key
Stage 1

Year
1

Year
2

Key
Stage 2



In the Rounders unit...

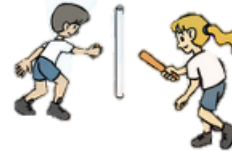
- ☐ I can develop batting technique with a range of equipment.
- ☐ I can develop bowling with some consistency, abiding by the rules of the game.
- ☐ I can use overarm and underarm throwing with increased consistency in game situations.
- ☐ I can begin to catch with one and two hands with some consistency in game situations..

In Rounders and Cricket units...

- ☐ I can explore defensive and driving hitting techniques and directional batting.
- ☐ I can develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.
- ☐ I can demonstrate good technique when using a variety of throws under pressure.
- ☐ I can explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Year
4

Year
3



Year
5

Year
6

In Rounders and Cricket units...

- ☐ I can strike a bowled ball with increasing accuracy and consistency.
- ☐ I can use a wider range of fielding skills with increasing control under pressure.
- ☐ consistently demonstrate good technique in throwing skills under pressure.
- ☐ I can consistently demonstrate good technique in catching skills under pressure.

End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Striking and Fielding Games



Y6

abide
appropriate
assess

collaborate
consecutive
consistently

Y5

backing up
close catch

deep catch
long barrier

situation
stance

Y4

compete
cushion

decision
limit

momentum
pressure

retrieve

Y3

accuracy
caught out

grip
no ball

run out
short barrier

strike
technique

tournament
umpire

wicket

Y2

backstop
collect

runs
stump

tactics
teammate

Sending and Receiving

Y1

batter
batting
bowl

bowler
fielder
fielding

hit
out
overarm

ready position
track
underarm

Sending and Receiving

EYFS

aim
catch
direction

jump
land
lose

partner
pass
points

rules
run
safely

score
space
stop

team
throw
win

- Ball Skills
- Fundamentals
- Games

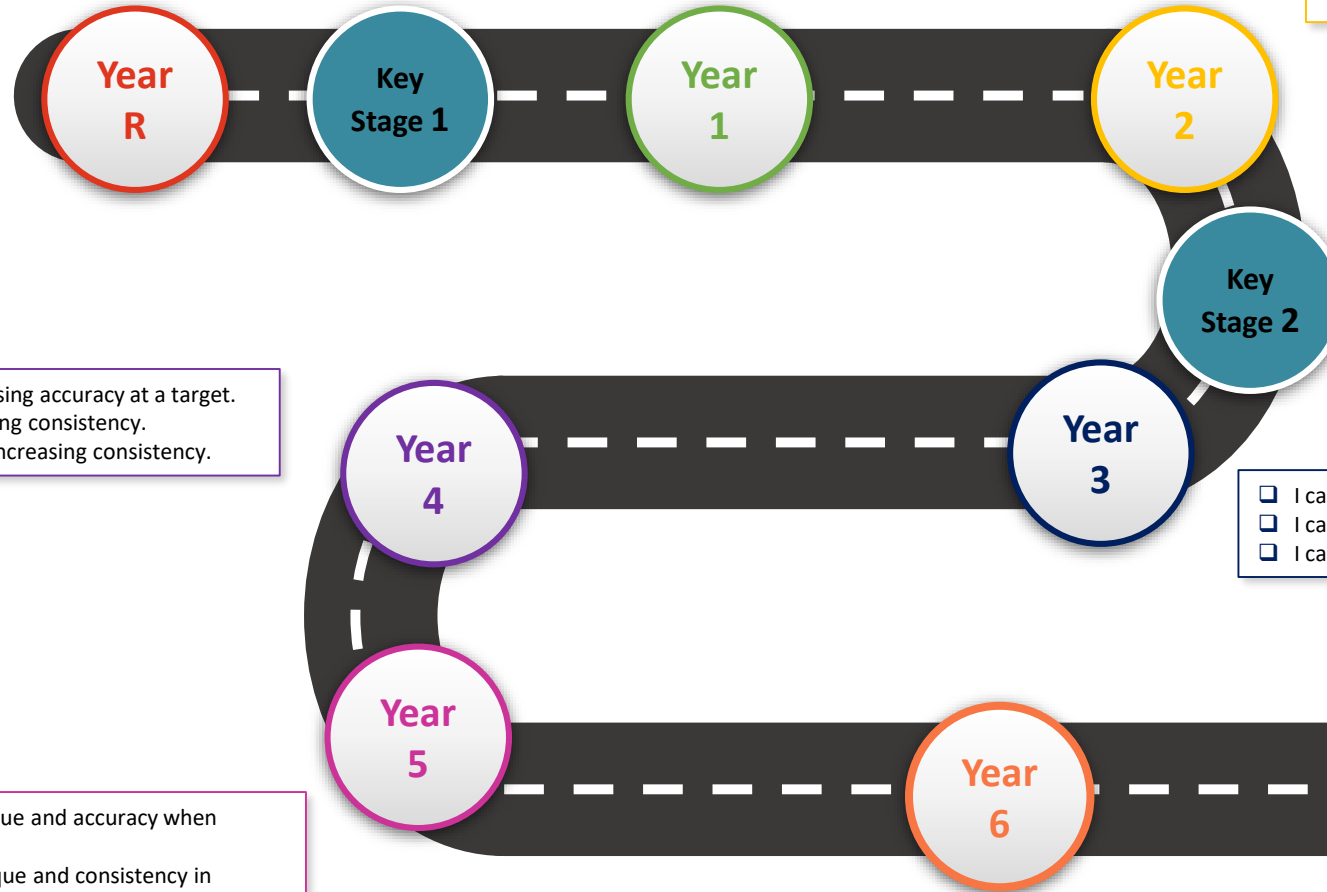




The Planned Journey Starts

- ☐ I can explore technique when throwing overarm towards a target.
- ☐ I can explore technique when throwing underarm towards a target.

- ☐ I can explore throwing using a variety of equipment.
- ☐ I can explore catching using a variety of equipment.



- ☐ I can develop co-ordination and technique when throwing overarm towards a target.
- ☐ I can develop co-ordination and technique when throwing underarm towards a target.
- ☐ I can develop striking a ball with equipment with some consistency.



- ☐ I can throw with increasing accuracy at a target.
- ☐ I can catch with increasing consistency.
- ☐ I can strike a ball with increasing consistency.

- ☐ I can explore throwing at a moving target.
- ☐ I can begin to catch whilst on the move.
- ☐ I can begin to strike a ball with accuracy and balance



- ☐ I can demonstrate clear technique and accuracy when throwing at a target.
- ☐ I can demonstrate good technique and consistency in catching skills.
- ☐ I can develop a wider range of striking techniques and begin to use them under pressure.

- ☐ I can throw with increasing control under pressure.
- ☐ I can catch with increasing control under pressure.
- ☐ I can use a variety of striking techniques with control and under pressure..

End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Target Games



Y6

abide appropriate collaborate
anticipate assess trajectory

Y5

align fake officiate situation
angle force par stance

Y4

adjust cushion relaxed
avoid decision support

Y3

agility chip drive hit out power tactic tournament
caught out communicate grip opposition putt technique

Y2

accurate opponent strike
ahead release teammate

Sending and Receiving

Y1

balance further swing
distance overarm underarm

Sending and Receiving

EYFS

aim catch hit lose ready run space team
ball caught jog partner roll safely stop throw
bounce dribble jump points rules score target win

- Ball Skills
- Fundamentals
- Games

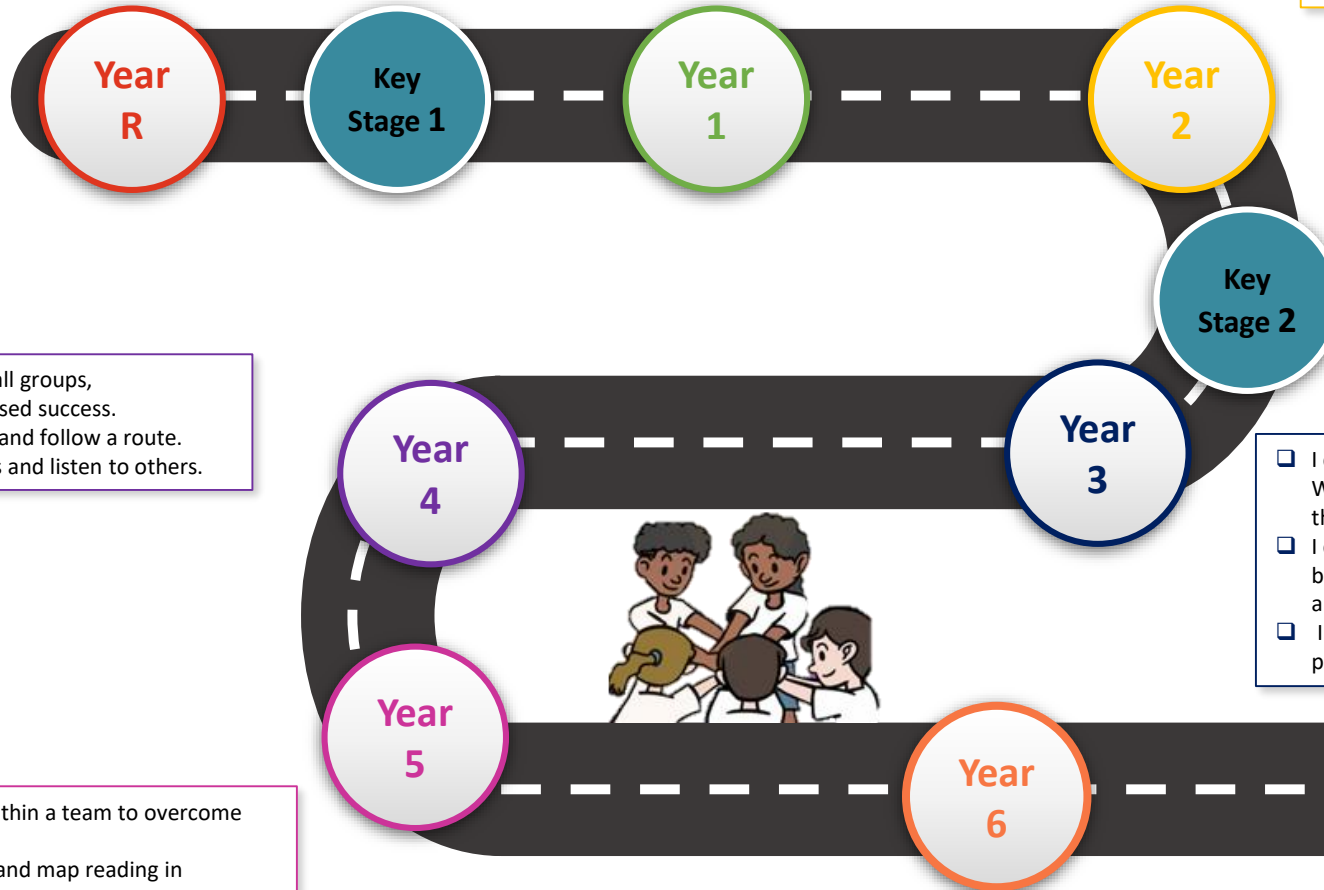


The Planned Journey Starts

- I can explore activities where I have to make my own decisions.
- I can explore moving in space and following a path.
- I can develop confidence in expressing myself.

- I can suggest ideas in response to a task.
- I can follow a path and lead others.
- I can communicate simple instructions and listen to others.

- I can begin to plan and apply strategies to overcome a challenge.
- I can follow and create a simple diagram/map.
- I can work co-operatively with a partner and a small group.



- I can plan independently and in small groups, implementing a strategy with increased success.
- I can identify key symbols on a map and follow a route.
- I can confidently communicate ideas and listen to others.



- I can discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.
- I can identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.
- I can follow and give instructions and accept other peoples' ideas.

- I can explore tactical planning within a team to overcome increasingly challenging tasks.
- I can develop navigational skills and map reading in increasingly challenging tasks.
- I can explore a variety of communication methods with increasing success.

- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can orientate a map efficiently to navigate around a course with multiple points.
- I can inclusively communicate with others, share job roles and lead when necessary.

End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

OAA



Y6

adhere contribute evaluate location
approach determine inclusive

Y5

cardinal points critical thinking strategy
compromise landmark verbal
concise negotiate visual

Y4

effectively leader orientate role
key navigate reflect

Y3

collaborate course honest route tactics trust
compass discuss interrupt symbol teamwork

Y2

communicate map successful
include solve support

Team Building

Y1

challenge instructions listen share
co-operate lead plan talk

Team Building

EYFS

backwards forwards path safely sideways stop
direction partner rules score space team

- Introduction to PE
- Games

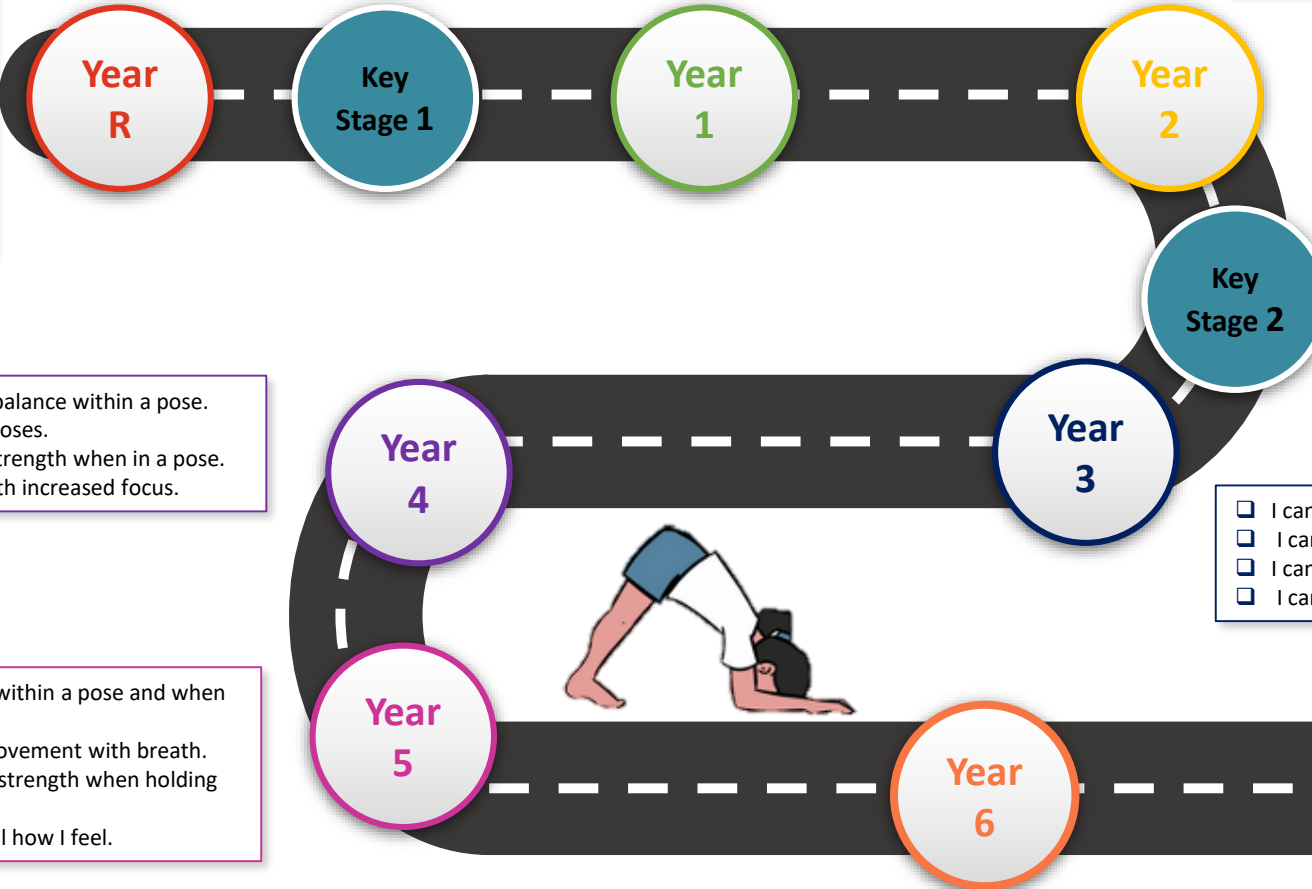


The Planned Journey Starts

- ☐ I can explore shapes in stillness using different parts of my body.
- ☐ I can explore shapes and actions to stretch my body.
- ☐ I can explore taking weight on different body parts.
- ☐ I can explore my own feelings in response to an activity or task.

- ☐ I can perform balances and poses making my body tense, stretched and curled.
- ☐ I can explore poses and movements that challenge my flexibility.
- ☐ I can explore strength whilst transitioning from one pose to another.
- ☐ I can recognise my own feelings in response to a task or activity

- ☐ I can remember, copy, and repeat sequences of linked poses.
- ☐ I can show increased awareness of extension in poses.
- ☐ I can demonstrate increased control in performing poses.
- ☐ I can explore controlling my focus and sense of calm.



- ☐ I can explore using my breath to maintain balance within a pose.
- ☐ I can demonstrate increased extension in poses.
- ☐ I can demonstrate increased control and strength when in a pose.
- ☐ I can engage with mindfulness activities with increased focus.

- ☐ I can demonstrate increased control when in poses.
- ☐ I can explore poses and movement in relation to my breath.
- ☐ I can explore balances showing some stability.
- ☐ I can develop my ability to stay still and keep my focus.

- ☐ I can use my breath to maintain balance within a pose and when transitioning from one pose to another.
- ☐ I can develop flexibility by connecting movement with breath.
- ☐ I can demonstrate increased control and strength when holding and transitioning between poses.
- ☐ I can explore methods I can use to control how I feel.

- ☐ I can link combinations of poses for balance with increased control in transition.
- ☐ I can confidently transition from one pose to another showing extension connected to breath.
- ☐ I can explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.
- ☐ I can explore methods to control how I feel with some success.



End of KS2

Vocabulary



Get Set 4
Education



Vocabulary Pyramid

Yoga



Y6

collaborate
engage

expand
fluidly

salutation

Y5

concentrate
connect

exhale
inhale

maintain
muscles

posture
quality

transition

Y4

gratitude

lengthen

notice

stable

wellbeing

Y3

base
contact

control
extend

hinge
link

mindfulness
relax

tilt

Y2

choose

create

flexibility

flow

perform

strength

Y1

breath

feel

focus

listen

pose

stretch

EYFS

balance
bend

copy
fast

hold
safely

shape
slow

space
squeeze

still
stop

straight

- Fundamentals
- Gymnastics