

PE Progression Guidance

This progression document:

- Fully aligns with statutory National Curriculum aims: competence, confidence, and health through physical activity.
- Incorporates updated guidance from *Teach the Future* (TTF) which enhances:
 - Outdoor activity for wellbeing.
 - Personal reflection and character education.
 - Links to sustainability and SDG goals (especially SDG 3 and 4).
- Links physical development with emotional wellbeing and social awareness, supporting whole-child education
- Supports Ofsted's curriculum intent focus by explicitly building in long-term progression and cross-curricular links (science, geography, PSHE).

Our PE curriculum is designed to develop physical competence, confidence, and a lifelong love of movement. We ensure all pupils experience success across a wide range of physical activities, from gymnastics to outdoor adventurous challenges, while fostering teamwork, resilience, and environmental awareness. The progression guidance draws from the National Curriculum and Teach the Future PE adaptations to provide an inclusive and future-focused PE experience.

Each year group includes 5–6 'I can' statements which define age-appropriate expectations. Teachers use these to assess during lessons, identifying pupils who may need further support or challenge.

Vocabulary in PE: Explicit Teaching and Progression

We place a strong emphasis on the development of subject-specific vocabulary in PE to support pupils' understanding, communication, and reflection on physical activity. Vocabulary is **explicitly taught**, modelled, and revisited across all strands through:

- **Tiered vocabulary instruction** – introducing Tier 1 (everyday), Tier 2 (general subject), and Tier 3 (technical) words appropriate to each year group and activity
- **Direct teaching** of new terms at the start of lessons using visual prompts, equipment labels, and demonstration
- **Use in context** – encouraging children to describe what they are doing, explain tactics, reflect on performance, and give/receive feedback using key terminology
- **Displays, word banks, and PE vocabulary mats** that reinforce language over time
- **Cross-curricular links** – especially with science (e.g., muscles, body systems), geography (e.g., map reading), and PSHE (e.g., resilience, teamwork)

This structured vocabulary approach ensures that all pupils, including those with SEND or EAL, can access and articulate their learning confidently in PE. It also supports cognitive engagement, helps pupils evaluate performance, and strengthens transition into KS3 PE.

Cross Curricular Links:

Teachers should use this table to identify meaningful opportunities to reinforce learning from other subjects during PE lessons, helping pupils make connections across the curriculum, deepen understanding, and apply knowledge in real-world and physical contexts.

PE Strand	Cross-Curricular Subjects	Example Links and Opportunities
Athletics	Science, Maths, PSHE, Geography	Measuring and comparing distances (Maths); understanding muscles and effort (Science); setting personal goals (PSHE); outdoor running environments (Geography).
Striking and Fielding	Maths, PSHE, English	Scoring, tallying and averages (Maths); turn-taking and team strategy (PSHE); explaining game plans or tactics verbally (English).
Net and Wall	PSHE, Maths, English, Computing	Strategy and communication in pairs (PSHE); scoring and sequencing points (Maths); instructions and feedback (English); video analysis of movement (Computing).
Dance	Music, English, Art, RE, History	Responding to musical rhythm (Music); storytelling through movement (English); shape and expression (Art); spiritual and cultural dance forms (RE, History).
Gymnastics	Science, Maths, PSHE, Computing	Body movement and balance (Science); spatial awareness and shape (Maths); resilience and reflection (PSHE); performance review using video (Computing).
Invasion Games	PSHE, English, Maths, Geography	Team roles and emotional regulation (PSHE); explaining tactics (English); positions and scoring systems (Maths); understanding space and positioning (Geography).
Orienteering (OAA)	Geography, Maths, Science, PSHE, Citizenship/SDGs	Map reading and compass work (Geography); angles and scale (Maths); environmental awareness (Science); teamwork and safety (PSHE); caring for land (SDG 15).

Inclusion and Accessibility:

All lessons are inclusive by design, with adapted equipment, paired coaching, and progressive challenges to ensure every child, including those with SEND, can access success in PE.

Fundamental Skills Progression Guidance – EYFS to Year 2

Reception	Year 1	Year 2
<p>Movement & Travel</p> <ul style="list-style-type: none">Moving in a controlled and balanced wayExploring different ways of travelling (e.g. running, skipping, hopping, jumping, side-stepping)Changing direction and speed safelyNavigating space with spatial awareness <p>Balance & Stability</p> <ul style="list-style-type: none">Demonstrating stable body positions (natural gait, knees slightly bent)Performing static and dynamic balances using different body parts (e.g. one foot, hands, tummy)Holding balances for a set time (e.g. 3 seconds)Linking movements with balances <p>Coordination & Control</p> <ul style="list-style-type: none">Controlling body movements while travelling and balancingUsing equipment (beanbags, balls, hoops) safely and with controlThrowing and catching with accuracy (underarm throw, aiming at targets)Adjusting power and aim based on distance <p>Teamwork & Communication</p> <ul style="list-style-type: none">Working in pairs or small groupsSharing equipment and spaceGiving and receiving feedback <p>Key Vocabulary Introduced:</p> <ul style="list-style-type: none">Balance – stable position, holding still, using different body partsControl – moving safely and accuratelyTravel – moving in different ways (run, hop, skip, etc.)Pathways – the route taken when moving (straight, curved, zigzag)Space – awareness of surroundings, avoiding othersTarget – aiming and throwing towards a specific pointGear – different speeds of movement (e.g. 1st gear = tiptoe, 4th gear = jog)Feedback – giving helpful comments to a partnerPoints and Patches – types of balances using small or large body parts	<p>Travelling & Movement</p> <ul style="list-style-type: none">Moving in different directions (forwards, backwards, sideways)Varying speed (slow, fast, jogging, skipping)Using different pathways (straight, curved, zigzag)Navigating space with awareness and control <p>Balance & Body Control</p> <ul style="list-style-type: none">Performing balances using small and large body partsHolding balances for a set time (e.g. 3 seconds)Linking movements with balancesBalancing while moving or using equipment <p>Object Control</p> <ul style="list-style-type: none">Throwing and catching (underarm technique)Aiming at targets with accuracyAdjusting power and direction based on distanceRolling, pushing, bouncing, and kicking equipment <p>Equipment Use</p> <ul style="list-style-type: none">Exploring different ways to use equipment (beanbags, hoops, balls, ropes)Travelling with, over, around, or while balancing equipmentUsing equipment safely and sharing with others <p>Teamwork & Feedback</p> <ul style="list-style-type: none">Working in pairs or small groupsGiving and receiving feedbackParticipating in simple team games and challenges <p>Key Vocabulary Introduced:</p> <ul style="list-style-type: none">Balance – staying still and steady using different body partsControl – moving or using equipment carefully and accuratelyTravel – moving in different ways and directionsPathway – the route taken when moving (e.g. straight, curved)Target – something to aim at when throwingUnderarm Throw – a throwing technique using an upward swing of the armGear – levels of speed (e.g. 1st gear = slow, 4th gear = fast)Feedback – helpful advice or comments to improve performanceSafe Space – an area where you can move without bumping into othersPoints & Patches – types of balances using small (points) or large (patches) body parts	<p>Movement & Travel</p> <ul style="list-style-type: none">Travelling in different directions (forwards, backwards, sideways)Varying speed and levels (tiptoe, jog, skip, hop, jump)Using different pathways (straight, curved, zigzag)Navigating space with spatial awareness and control <p>Balance & Stability</p> <ul style="list-style-type: none">Performing a variety of balances using small and large body partsHolding balances for a set time (e.g. 3 seconds)Linking movements and balances into sequencesBalancing while moving or using equipment <p>Object Control</p> <ul style="list-style-type: none">Throwing and catching with accuracy (underarm technique)Aiming at targets and adjusting power based on distanceRolling, pushing, bouncing, and kicking equipmentUsing equipment in creative ways (e.g. skipping, hopping over) <p>Equipment Use</p> <ul style="list-style-type: none">Exploring and manipulating a variety of equipment (beanbags, hoops, balls, ropes)Travelling with, over, around, or while balancing equipmentCreating obstacle courses and movement trailsUsing equipment safely and with control <p>Teamwork & Communication</p> <ul style="list-style-type: none">Working in pairs or small groupsParticipating in team games and challengesGiving and receiving constructive feedbackDescribing how to improve performance <p>Key Vocabulary Introduced</p> <ul style="list-style-type: none">Balance – holding a steady position using different body partsControl – moving or using equipment carefully and accuratelyTravel – moving in various ways and directionsPathway – the route taken when moving (e.g. straight, curved, zigzag)Target – an object or area to aim at when throwingUnderarm Throw – a throwing technique using an upward swing of the armGear – levels of speed (e.g. 1st gear = tiptoe, 4th gear = jog)Feedback – giving helpful advice to a partnerSafe Space – moving without bumping into othersPoints & Patches – types of balances using small (points) or large (patches) body partsBullseye – aiming for the centre of a target

Reception Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p><i>Development Matters: Physical Development (gross motor); Expressive Arts (coordination, rhythm)</i> <i>TTF: focus on spatial awareness, reaction, and turn-taking.</i></p> <ul style="list-style-type: none">I can hit a balloon or beanbag with my hand to keep it in the air.I can track a ball or object moving towards me.I can take turns with a partner in a simple bat and ball game.I can stay in my space and play safely with others.I can say how moving and playing with others makes me feel. <i>(TTF: SDG 3 – Movement and wellbeing)</i> <p>Vocabulary: <i>Focus: movement, ball control, and taking turns</i></p> <ul style="list-style-type: none">BallBatHitCatchThrowTapBounceRollTurnFriend <p><i>Supports communication, early movement control, and cooperative play.</i></p>	<p><i>Development Matters: Physical Development (gross motor), Expressive Arts & Design</i> <i>TTF: Movement as a form of creative and emotional expression in connection with self, others, and nature.</i></p> <ul style="list-style-type: none">I can move to music with different speeds and actions (e.g. fast/slow, big/small).I can copy and repeat simple dance moves.I can explore movement using different parts of my body.I can join in with a group dance and stay in my space.I can say how dancing makes me feel. <i>(TTF: SDG 3 – Wellbeing; expressive movement)</i> <p>Vocabulary: <i>Focus: Exploring movement, rhythm, and imaginative responses</i></p> <ul style="list-style-type: none">MoveDanceWiggleShakeStopFastSlowSpinJumpMusic <p><i>Supports early physical confidence, rhythm awareness, and expressive movement through play and storytelling.</i></p>	<p><i>Development Matters: Physical Development – gross motor skills; Expressive Arts and Design</i> <i>TTF: Begin using body awareness to move confidently and safely.</i></p> <ul style="list-style-type: none">I can make my body into different shapes (e.g. wide, narrow, tall, curled).I can balance on one foot or on hands and feet.I can roll, crawl, or slither across a mat.I can jump and land safely from low equipment.I can say how I feel after doing gymnastics. <i>(TTF: SDG 3 – Physical confidence and wellbeing)</i> <p>Jumps:</p> <ul style="list-style-type: none">Bunny hopTwo feet to two feet (on spot or off low block)Two feet to one foot (basic hop) <p>Rolls:</p> <ul style="list-style-type: none">Log roll (on side, straight body)Egg roll (curled shape) <p>Balances:</p> <ul style="list-style-type: none">One foot balanceTuck sit and dish holdWide/narrow/tall body shapes <p>Vocabulary:</p> <p><i>Focus: body awareness, movement variety, and copying shapes</i></p> <ul style="list-style-type: none">MoveStopHighLowBigSmallRollJumpStretchBalance <p><i>Language supports understanding of space, body parts, and movement types.</i></p>	<p><i>Development Matters: Physical Development (gross motor); Personal, Social and Emotional Development (turn-taking, teamwork)</i> <i>TTF: foundational skills for cooperation, turn-taking, and purposeful movement.</i></p> <ul style="list-style-type: none">I can move safely around space without bumping into others.I can roll and chase a ball in different directions.I can stop a ball using my feet or hands.I can work with a partner in a simple ball game.I can take turns and share equipment with others. <i>(TTF: SDG 3 – Wellbeing and cooperation)</i> <p>Kicks</p> <ul style="list-style-type: none">Gentle push kick using the instepTap and stop (dribbling around cones or into space) <p>Throws</p> <ul style="list-style-type: none">Underarm roll (to a target or partner)Two-handed chest push (using a beanbag or light ball) <p>Passes</p> <ul style="list-style-type: none">Sharing equipment in play (passing a ball or object to a peer)Rolling to a partner in a simple circle or line game <p>Vocabulary:</p> <p><i>Focus: movement, cooperation, and ball control</i></p> <ul style="list-style-type: none">BallKickThrowCatchRunStopTurnTeamSpaceFriend <p>Supports early physical development, social play, and understanding of shared activity.</p>	<p><i>Development Matters: Physical Development (gross motor focus)</i> <i>TTF: physical play that builds confidence and teamwork outdoors.</i></p> <ul style="list-style-type: none">I can roll a ball to a partner.I can stop a moving ball using my hands or body.I can swing a bat to hit a stationary ball.I can throw a beanbag or ball towards a large target.I can play with others and take turns in a simple game. <i>(TTF: SDG 3 – Wellbeing & social cooperation)</i> <p>Tactics:</p> <ul style="list-style-type: none">Basic anticipation: chasing after a ball that has been hit.Simple direction change: aiming to hit/roll the ball away from a partner.Awareness of space: beginning to avoid others when running.Taking turns: waiting for their go as a batter or fielder. <p>Vocabulary:</p> <p><i>Focus: exploring equipment and taking turns</i></p> <ul style="list-style-type: none">BallBatHitCatchThrowRollRunStopTurnFriend <p><i>Supports physical development, object control, and early teamwork through play.</i></p>	<p><i>Development Matters reference: Physical Development – Moving and Handling (gross motor focus)</i> <i>TTF emphasis: Encourage connection with the natural world through physical play and movement exploration.</i></p> <ul style="list-style-type: none">I can run safely and stop with control.I can jump off a surface and land on two feet.I can throw a beanbag or ball underarm.I can move with confidence, showing balance and coordination.I can explain why exercise helps keep me healthy. <i>(TTF: SDG 3 – Good Health and Wellbeing)</i> <p>Vocabulary:</p> <p><i>Focus: exploring fundamental movement and simple competition</i></p> <ul style="list-style-type: none">RunStopFastSlowJumpThrowCatchRaceTurnWin / Try again <p><i>Supports physical development, control, and basic confidence with simple athletic activities.</i></p>

Year 1 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS1: throw, catch, strike with basic control; develop coordination and awareness TTF: playful competition and simple rule-following.</p> <ul style="list-style-type: none">I can tap a ball with a racket or bat in a controlled way.I can bounce a ball on the floor or racket.I can return a beanbag or soft ball to my partner.I can follow simple rules like ‘one bounce then hit’.I can try again if I miss – I don’t give up! (TTF: SDG 4 – Growth mindset) <p>Vocabulary:</p> <p>Focus: control, direction, and spatial awareness</p> <ul style="list-style-type: none">TapHitThrowCatchBounceAimTargetNetSideSpace <p>Introduces basic game elements (target, space) and object control language.</p>	<p>NC KS1: perform dances using simple movement patterns TTF: joyful movement, cultural dance exposure, outdoor/nature themes</p> <ul style="list-style-type: none">I can create simple movement patterns to music.I can move with control and coordination.I can use different actions (e.g., jump, turn, stretch) in a short sequence.I can perform my dance with others at the same time.I can describe a dance I enjoyed and say why. (TTF: SDG 3/10 – Wellbeing and celebrating difference) <p>Vocabulary:</p> <p>Focus: Responding to music and copying basic movement patterns</p> <ul style="list-style-type: none">CopyRepeatHighLowClapTravelStillBeatShapeRhythm <p>Introduces movement control, spatial awareness, and the idea of performing for others.</p>	<p>NC KS1: develop balance, agility and coordination; perform basic movements and sequences. TTF: focus on playful challenge, body confidence and creative movement.</p> <ul style="list-style-type: none">I can copy and link simple gymnastic shapes.I can travel in different ways (crawl, jump, hop, step) across a mat.I can balance using different parts of my body.I can perform a simple sequence with a clear start and end.I can talk about what I like in a friend’s gymnastics sequence. (TTF: SDG 3 – Confidence and peer feedback) <p>Jumps:</p> <ul style="list-style-type: none">Star jumpStraight jumpHalf-turn jump <p>Rolls:</p> <ul style="list-style-type: none">Log roll (with arms extended)Egg roll (controlled direction)Begin rocking in tuck (toward forward roll) <p>Balances:</p> <ul style="list-style-type: none">Tuck, star, straight and arabesque shapesOn different body parts (e.g., 2 hands and 1 foot) <p>Vocabulary:</p> <p>Focus: body shapes, simple transitions, and travelling</p> <ul style="list-style-type: none">TravelJumpLandCurlStretchShapeBalanceStillnessControlSequence <p>Vocabulary introduces fundamental movement concepts in floor work and on apparatus.</p>	<p>NC KS1: master basic movements including running, jumping, throwing and catching; participate in team games; develop tactics TTF: encourage enjoyment of team play and self-confidence.</p> <ul style="list-style-type: none">I can throw and catch a ball with a partner.I can move into space to receive a ball.I can pass a ball using my hands or feet.I can follow simple rules in a team game.I can talk about why teamwork is important. (TTF: SDG 3 – Social connection in sport) <p>Kicks</p> <ul style="list-style-type: none">Instep push pass (short distance)Toe tap and stopBasic dribbling around obstacles <p>Throws</p> <ul style="list-style-type: none">Underarm throw to a partnerTwo-handed chest passLight overhead throw (e.g. in netball or basketball warm-ups) <p>Passes</p> <ul style="list-style-type: none">Catch and return using a beanbag or soft ballPass to a partner while stationary <p>Vocabulary:</p> <p>Focus: fundamental movement and beginning gameplay</p> <ul style="list-style-type: none">DribblePassCatchKickSpaceGoalTeamChaseThrowScore <p>Introduces basic movement vocabulary and concepts of shared objectives.</p>	<p>NC KS1: master basic movements; throw and catch; participate in team games. TTF: begin to enjoy playing outdoors as a team.</p> <ul style="list-style-type: none">I can throw a ball underarm and catch with two hands.I can hit a ball that is placed on a tee or cone.I can chase, stop and return a ball to a partner.I can follow the rules of a simple striking game.I can talk about how playing outside makes me feel. (TTF: SDG 3) <p>Tactics:</p> <ul style="list-style-type: none">Aim into space: try to hit the ball away from fielders.Chase and stop: run after and retrieve the ball quickly.Simple decisions: run or stay based on whether fielders are near.Calling out: learning to communicate (“mine!”, “run!”). <p>Vocabulary:</p> <p>Focus: basic sending and receiving skills, aiming, and early gameplay</p> <ul style="list-style-type: none">HitThrowCatchUnderarmRollAimRunBaseTeamSpace <p>Children begin to understand basic roles of batter and fielder in simplified games.</p>	<p>Aligned to KS1 PE NC: master basic movements (running, jumping, throwing, catching), agility, balance, coordination TTF adds: reflection on benefits of outdoor activity for wellbeing</p> <ul style="list-style-type: none">I can run in a straight line and change direction with control.I can jump forwards and land safely.I can throw an object underarm with increasing accuracy.I can balance on one foot for a short time.I can say how being active outdoors helps me feel good. (TTF: SDG 3 – Wellbeing & outdoor connection) <p>Vocabulary:</p> <p>Focus: developing control, coordination, and spatial awareness</p> <ul style="list-style-type: none">SprintJogStartFinishBalanceUnderarmHopLandingSpaceEffort <p>Children begin using language to describe different speeds, effort levels, and movement types.</p>

Year 2 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS1: participate in co-operative and competitive physical activities; extend control and coordination</p> <p>TTF: resilience and spatial awareness.</p> <ul style="list-style-type: none">I can hit a ball over a low net into a space.I can stand in a ready position to receive the ball.I can rally the ball with a partner using a racket or bat.I can keep a score and play fairly.I can talk about how being active helps my body and brain. (TTF: SDG 3 – Physical and mental health) <p>Vocabulary:</p> <p>Focus: striking/returning, starting to rally and score</p> <ul style="list-style-type: none">ServeReturnRallyPartnerControlDirectionReady positionScorePointTeamwork <p>Children begin using words linked to structured play and scoring.</p>	<p>NC KS1: perform simple dance phrases and patterns; begin to express ideas through movement</p> <p>TTF: include themes like animals, weather, and sustainability to inspire dance.</p> <ul style="list-style-type: none">I can respond to a theme or story through movement.I can link actions together to create a short dance phrase.I can use levels, direction and speed in my dance.I can perform a short dance to an audience with confidence.I can talk about how dance helps me stay healthy and express emotions. (TTF: SDG 3 – Expression and mental wellbeing) <p>Vocabulary:</p> <p>Focus: Creating short sequences and working with a partner</p> <ul style="list-style-type: none">SequenceMirrorMatchMoodActionPathwayTempoPartnerFreezeContrast <p>Encourages creativity, sequencing of movement, and collaborative physical expression.</p>	<p>NC KS1: apply fundamental movements in a range of activities; co-operative performance.</p> <p>TTF: include natural movement patterns and imaginative shapes (e.g. trees, bridges, waves).</p> <ul style="list-style-type: none">I can create a short sequence with at least 3 linked actions.I can jump, roll and balance with control.I can hold still shapes for 3–5 seconds.I can perform a sequence with a partner (e.g. mirror or match shapes).I can say how gymnastics helps me stay strong and focused. (TTF: SDG 3 – Wellbeing; SDG 4 – Focus and discipline) <p>Jumps:</p> <ul style="list-style-type: none">Jump and quarter turnJump from low height (e.g. bench) with safe landingTuck jump <p>Rolls:</p> <ul style="list-style-type: none">Rocking into seated positionForward roll from knees (with support if needed)Log and egg roll with direction change <p>Balances:</p> <ul style="list-style-type: none">Point and patch balances (e.g. hands/knees, elbow/foot)Partner mirroring balances <p>Vocabulary:</p> <p>Focus: linking actions, rolling, and balance development</p> <ul style="list-style-type: none">RollLog rollEgg rollPoint and patch balancePathwayDirectionBody tensionControlFlowLink <p>Children learn to describe combinations and flow between actions.</p>	<p>NC KS1: develop balance, agility and coordination; simple attacking and defending tactics</p> <p>TTF: build empathy and respect in team play.</p> <ul style="list-style-type: none">I can pass a ball with control to a teammate.I can move to intercept or stop a ball.I can show basic defending and attacking positions.I can explain when to pass or move in a game.I can help others and play fairly. (TTF: SDG 16 – Fairness and inclusion) <p>Kicks</p> <ul style="list-style-type: none">Instep pass while movingSide-foot pass for accuracyDribbling into space and turning <p>Throws</p> <ul style="list-style-type: none">Chest pass with power and controlBounce pass (basketball or playground ball)Overhead pass for distance (rugby-style or netball-style) <p>Passes</p> <ul style="list-style-type: none">Simple passing triangles or in pairsBegin to pass while movingLearn when to pass vs. keep possession <p>Vocabulary:</p> <p>Focus: control, direction, and starting to use tactics</p> <ul style="list-style-type: none">InterceptOpponentTeamworkDefendAttackDirectionMoveMarkRuleSafe zone <p>Develops understanding of roles, fairness, and cooperation in small-sided games.</p>	<p>NC KS1: develop tactics for attacking and defending; improve agility, balance, and coordination.</p> <p>TTF: begin reflecting on teamwork and resilience.</p> <ul style="list-style-type: none">I can throw a ball overarm and catch using soft hands.I can hit a moving ball using a bat or racket.I can run to a marker after striking the ball.I can play a small team game with basic rules (e.g. bat and run).I can describe how I helped my team. (TTF: SDG 3 – Wellbeing and belonging) <p>Tactics:</p> <ul style="list-style-type: none">Hit away from fielders: choosing direction deliberately.Decide when to run: recognising when it’s safe to reach a base.Back up teammates: moving to support other fielders.Quick return: aiming throws towards the bowler/stump to stop play. <p>Vocabulary:</p> <p>Focus: improving control, aiming into space, and simple rules</p> <ul style="list-style-type: none">StrikeFielderBatterThrowCatchBaseTargetChaseStopTeamwork <p>Vocabulary introduces team roles, movement into space, and simple tactics.</p>	<p>NC KS1: extend agility, balance, coordination; participate in competitive and cooperative activities</p> <p>TTF adds: begin reflecting on performance and enjoy varied activities</p> <ul style="list-style-type: none">I can run at different speeds, including sprinting.I can jump in different ways (e.g. two feet to two feet, two feet to one).I can throw overarm and underarm towards a target.I can show good balance while moving.I can say what I enjoy about being active and how it helps my body and mind. (TTF: SDG 3) <p>Vocabulary:</p> <p>Focus: applying skills and understanding performance</p> <ul style="list-style-type: none">SprintingJumpingAimingOverarmTargetPowerDistanceSpeedPersonal bestTry again <p>Vocabulary supports concepts of performance, measurement, and self-improvement.</p>

Year 3 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS2: use skills in combination; begin to apply tactics; enjoy competing and collaborating</p> <p>TTF: explore strategy, teamwork, and reflecting on improvement.</p>	<p>NC KS2: perform dances using a range of movement patterns; communicate mood and feeling</p> <p>TTF: embrace movement from diverse cultures, connect with natural patterns (e.g., rain, trees, animals).</p>	<p>NC KS2: develop flexibility, control and strength through gymnastics; perform sequences.</p> <p>TTF: express emotion and story through movement; connect gymnastics to real-world themes.</p>	<p>NC KS2: apply and develop skills in competitive games; use tactics in attack and defence</p> <p>TTF: develop resilience, creative movement, and strategic thinking.</p>	<p>NC KS2: use catching and throwing in combination; play competitive games; apply attacking/defending principles.</p> <p>TTF: link physical skills to personal improvement.</p>	<p>NC KS2: apply a broader range of skills (running, jumping, throwing, catching in isolation and combination)</p> <p>TTF includes: recognise personal improvement and success</p>
<ul style="list-style-type: none">I can use forehand strokes to return a ball into a court area.I can position myself to receive and return the ball.I can move to cover the court and play cooperatively in a rally.I can describe what I did well and how to improve.I can work with a partner and encourage them. (TTF: SDG 16 – Respect and cooperation in sport)	<ul style="list-style-type: none">I can use contrasting actions and dynamics to show a mood or theme.I can choreograph a short dance sequence with a partner.I can perform dances from different cultures and say what I’ve learned.I can include stillness, travel, and gesture in my dance.I can explain how my dance shows a feeling or idea. (TTF: SDG 4/10 – Cultural inclusion and global learning)	<ul style="list-style-type: none">I can perform shapes, balances and rolls with good body tension.I can link moves smoothly into a short routine (floor or apparatus).I can mirror, match or contrast with a partner.I can use levels (high, medium, low) and direction in a sequence.I can explain how gymnastics helps my strength and balance. (TTF: SDG 3 – Healthy body/mind)	<ul style="list-style-type: none">I can dribble, pass and receive a ball with increasing control.I can find space and support my teammates.I can mark an opponent and track movement.I can choose when to pass, shoot or move.I can describe how teamwork helps my performance. (TTF: SDG 4 – Strategy and communication)	<ul style="list-style-type: none">I can throw accurately to a teammate over different distances.I can strike a bowled ball using a range of bats.I can stop and return a ball with control.I can understand basic fielding positions and their purpose.I can work with my team to plan how to get someone out. (TTF: SDG 3 – Teamwork and strategy)	<ul style="list-style-type: none">I can run with control over short and long distances.I can jump for distance and height using correct technique.I can throw for distance using the correct grip and stance.I can begin to time myself and try to beat my own score.I can explain how practice helps me improve. (TTF: Reflect on self-improvement – SDG 4)
<p>Vocabulary:</p> <p>Focus: developing technique and spatial decisions</p> <ul style="list-style-type: none">ForehandBackhandShotCourtBoundaryPlacementFootworkSpin (intro)OpponentRally <p>Vocabulary helps pupils refine technique and understand playing space.</p>	<p>Vocabulary:</p> <p>Focus: Developing expression, timing, and use of space</p> <ul style="list-style-type: none">PhraseExpressionFlowUnisonCanonLevelDirectionPatternGestureControl <p>Deepens understanding of performance elements and structured routines, using expressive movement vocabulary.</p>	<p>Jumps:</p> <ul style="list-style-type: none">Straight jump with full turnTuck and star jumps from low apparatusJump into balance <p>Rolls:</p> <ul style="list-style-type: none">Forward roll from standingTeddy bear rollLog and egg rolls with controlled start/stop <p>Balances:</p> <ul style="list-style-type: none">Paired balances (symmetrical/asymmetrical)Low-level partner balances using weight transfer <p>Vocabulary:</p> <p>Focus: developing fluency, control, and sequence structure</p> <ul style="list-style-type: none">ControlExtensionCanonUnisonTravelBalanceForward rollRhythmFluencyGesture <p>Vocabulary supports creation of flowing sequences and understanding of timing and structure.</p>	<p>Kicks</p> <ul style="list-style-type: none">Side-foot short pass with timingOutside-foot pass (intro)Passing and moving (e.g. 2-touch passing in football) <p>Throws</p> <ul style="list-style-type: none">Chest pass with accuracy while on the moveBounce pass in space (basketball)One-handed overhead pass (rugby-style spiral introduced) <p>Passes</p> <ul style="list-style-type: none">Pass-and-move in trianglesUse of space: leading the teammate with a passBegin to “read” defenders and avoid interception <p>Vocabulary:</p> <p>Focus: basic tactics, movement into space, and ball handling</p> <ul style="list-style-type: none">DodgeTackleControlSupportMovementPressureMarkingTurnoverStrategyPosition <p>Vocabulary supports development of simple team strategy and spatial thinking.</p>	<p>Tactics:</p> <ul style="list-style-type: none">Place the ball: aiming for gaps in the field.Positioning: fielders spread out and cover different areas.Cut-off play: fielders stop the ball before it reaches the boundary.Running tactically: judging when to take one or two bases/runs. <p>Vocabulary:</p> <p>Focus: developing accuracy and applying tactics</p> <ul style="list-style-type: none">BowlStrikeOverarmRetrieveReturnPositionShotRun scorerAnticipateDirection <p>Children begin to make decisions about when and where to hit or throw based on space and opponents.</p>	<p>Vocabulary:</p> <p>Focus: improving technique and control in athletic events</p> <ul style="list-style-type: none">AccelerationRhythmRelayBatonTake-offLanding positionPush (for throws)Release pointConsistencyPace <p>Pupils develop understanding of form, effort, and timing in running, jumping and throwing.</p>

Year 4 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS2: develop flexibility, technique, control, and balance; compare and improve performance TTF: build perseverance and ownership of technique.</p> <ul style="list-style-type: none">I can vary the speed and height of the ball to make it harder for my opponent.I can return balls consistently using forehand and sometimes backhand.I can keep a short rally going using rules (e.g. 1 bounce).I can explain when to play a shot into space.I can give supportive feedback to my partner or team. (TTF: SDG 4 – Reflective learning and empathy) <p>Vocabulary:</p> <p>Focus: shot variety, positioning, and reactions</p> <ul style="list-style-type: none">OverarmUnderarmServeNet heightSet-upReactionTimingGripArea of playCommunication <p>Language supports transitions to competitive and cooperative doubles games.</p>	<p>NC KS2: develop technique, control, expression; perform to others TTF: reflect on the emotional impact of movement and collaborate creatively.</p> <ul style="list-style-type: none">I can use rhythm and timing to stay in sync with my group.I can choose movements that match a chosen stimulus (e.g. poem, image, soundscape).I can give feedback to others to help improve our dance.I can develop a longer dance sequence with clear sections.I can describe how movement can express care for the Earth or others. (TTF: SDG 13/15 – Climate action and life on land through expressive dance themes) <p>Vocabulary:</p> <p>Focus: Communicating ideas through structured motifs and repetition</p> <ul style="list-style-type: none">MotifRepeatVaryStimulusDynamicsSynchroniseEnergyClarityRehearseEvaluate <p>Builds ability to compose, refine and perform meaningful dance phrases using choreography vocabulary.</p>	<p>NC KS2: control and balance; more complex sequences; partner work. TTF: build confidence through risk, reflection, and refining routines.</p> <ul style="list-style-type: none">I can link 4–5 actions including a jump, roll and balance.I can use flight and travel safely over apparatus.I can create and perform a mirrored sequence with a partner.I can adapt my sequence based on feedback.I can describe how gymnastic movement can show strength and calm. (TTF: SDG 3 – Mental focus and resilience) <p>Jumps:</p> <ul style="list-style-type: none">Cat springTuck/star jumps off medium apparatus (e.g. table or box top)Series of linked jumps (e.g. jump, roll, jump) <p>Rolls:</p> <ul style="list-style-type: none">Forward roll to standTeddy bear roll with leg position controlIntroduction to shoulder roll (from crouch to side) <p>Balances:</p> <ul style="list-style-type: none">Matching/mirroring on apparatusTransition balances in sequencesTrio balances (low level) <p>Vocabulary:</p> <p>Focus: variety of actions and peer work</p> <ul style="list-style-type: none">CounterbalanceCounter-tensionPartner workApparatusRotationSequenceStrengthFlexibilityAlignmentRefinement <p>Language allows pupils to reflect on quality of movement and create routines with others.</p>	<p>NC KS2: play competitive games and apply attacking/defending principles TTF: develop communication, decision-making and enjoyment of challenge.</p> <ul style="list-style-type: none">I can pass accurately under pressure using feet or hands.I can use dodging, shielding or marking to help my team.I can work as part of a team using basic tactics.I can support and communicate with teammates during a game.I can describe how physical activity builds confidence and resilience. (TTF: SDG 3 – Mental and emotional wellbeing) <p>Kicks</p> <ul style="list-style-type: none">Weighted passes (short vs. long)Crossing the ball from the wingFirst-touch control into space <p>Throws</p> <ul style="list-style-type: none">Rugby-style lateral passNetball shoulder pass (longer throws)Use of feinting or dummy throws <p>Passes</p> <ul style="list-style-type: none">Fast breaks and passing under pressureSwitching direction of playCombining passes in small groups <p>Vocabulary:</p> <p>Focus: decision-making and communication in competitive games</p> <ul style="list-style-type: none">FormationCreate spaceRetain possessionTransitionTimingCommunicationInterceptionReboundTrackingCover <p>Language supports increased tactical awareness and fluid gameplay.</p>	<p>NC KS2: develop flexibility, technique, control and balance; understand how to improve. TTF: character-building through fair play and outdoor experiences.</p> <ul style="list-style-type: none">I can bowl a ball underarm and overarm with accuracy.I can strike a ball in different directions with control.I can judge where to run and when to stop safely.I can field effectively by stopping, catching and returning the ball.I can give and receive feedback to help my team improve. (TTF: Resilience and sportsmanship – SDG 3/4) <p>Tactics:</p> <ul style="list-style-type: none">Fielding roles: choosing who bowls, catches, or backs up.Marking strong batters: moving closer to strong hitters or further back.“One bounce” tactics: fielders intercept to reduce scoring.Running to pressure fielders: batters judge fielder accuracy. <p>Vocabulary:</p> <p>Focus: improved coordination, strategic fielding and team roles</p> <ul style="list-style-type: none">BoundaryBackstopDeep fielderPitch (as in ‘throw’ the ball)Long barrierCommunicationDecisionOverRetrieveReact <p>Vocabulary supports spatial awareness, throwing technique, and team strategy.</p>	<p>NC KS2: link actions and sequences, compare performance, achieve personal best TTF adds: enjoyment in challenge, learning from setbacks</p> <ul style="list-style-type: none">I can run efficiently and keep a steady pace over longer distances.I can improve my jumping technique for height and distance.I can throw a javelin, discus or similar implement with increasing control.I can measure and record my own performances.I can talk about what went well and what I could do better. (TTF: Resilience and self-reflection – SDG 3/4) <p>Vocabulary:</p> <p>Focus: improving accuracy and introducing tactical elements</p> <ul style="list-style-type: none">Reaction timeCoordinationRecoveryFlight phaseStrideTarget areaFoulSequenceImproveCompare <p>Vocabulary supports technique refinement, timing, and understanding fair play in competition.</p>

Year 5 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS2: play competitive games (e.g. tennis, volleyball); apply attacking and defending tactics</p> <p>TTF: inclusion, respect, and confidence through sport.</p>	<p>NC KS2: perform dances from different traditions using a range of movement patterns</p> <p>TTF: explore dances from global and indigenous communities; use dance to tell powerful stories.</p>	<p>NC KS2: develop control and fluency in more advanced movement patterns; evaluate and improve.</p> <p>TTF: connect movement to wider issues (e.g., balance in nature, inner calm, overcoming fear).</p>	<p>NC KS2: competitive games including netball, football, basketball, rugby; apply tactical awareness and reflect on performance</p> <p>TTF: promote fairness, inclusion and sports leadership.</p> <p>Football / Rugby / Basketball / Netball Specifics:</p>	<p>NC KS2: play competitive games (e.g., cricket, rounders); apply tactics for attacking/defending.</p> <p>TTF: appreciation of nature and wellbeing through sport.</p>	<p>NC KS2: develop strength, technique, control, balance (e.g., through athletics)</p> <p>TTF adds: self-motivation, awareness of others, and supporting peers</p>
<ul style="list-style-type: none">I can play forehand and backhand shots with control and purpose.I can serve the ball using underarm or drop serve techniques.I can position myself and anticipate where the ball will land.I can use simple tactics like playing into space or switching sides.I can model respectful behaviour during games and tournaments. (TTF: SDG 16 – Fair play and justice in sport)	<ul style="list-style-type: none">I can perform traditional and contemporary dances with clear style and intention.I can work as part of a group to create and refine a performance.I can explore a social, environmental or emotional theme through choreography.I can vary dynamics and levels to create impact in my dance.I can reflect on how cultural dance helps us understand other people’s lives. (TTF: SDG 10/16 – Diversity and empathy through dance)	<ul style="list-style-type: none">I can perform a fluent sequence with control, using levels and direction.I can incorporate flight, rotation and transitions smoothly.I can work as a pair or trio to create a synchronised routine.I can use feedback to refine strength, timing and clarity.I can explain how gymnastics helps me develop concentration and courage. (TTF: SDG 3/4 – Growth mindset and personal best)	<ul style="list-style-type: none">I can use different types of passes (e.g. chest, bounce, overhead, short/long kicks) depending on the game.I can create space by moving into wide positions or making runs.I can defend by tracking and marking players.I can communicate and support my teammates during attacking and defending.I can reflect on how I work with others to win fairly and respectfully. (TTF: SDG 16 – Fair play and respectful competition)	<ul style="list-style-type: none">I can bowl overarm using the correct technique for cricket or rounders.I can strike a bowled ball into space using control and accuracy.I can field effectively by anticipating the batter’s actions.I can choose tactics as a batter or fielder to help my team.I can describe how playing sport outdoors supports my physical and mental health. (TTF: SDG 3 – Health & wellbeing, outdoor engagement)	<ul style="list-style-type: none">I can adjust my running technique to sprint or sustain endurance.I can refine my jumping technique using the correct body position.I can use different throwing techniques depending on the object.I can set personal goals and work towards beating them.I can support others by encouraging and giving positive feedback. (TTF: SDG 4 – Quality Education & inclusion)
<p>Vocabulary:</p> <p>Focus: tactical awareness and skill selection</p> <ul style="list-style-type: none">SmashVolleyDrop shotFeintShot selectionConsistencySpin serveRotation (volleyball)Foot faultDeuce	<p>Vocabulary:</p> <p>Focus: Performing with precision, emotion, and group coordination</p> <ul style="list-style-type: none">FormationExtensionTransitionIntentionAccentsFocusCanon variationContrastStructureInterpretation	<p>Jumps:</p> <ul style="list-style-type: none">Straddle jumpPike jumpJump with controlled landing into roll or balance <p>Rolls:</p> <ul style="list-style-type: none">Forward roll to straddle sitBackward roll from crouch (with support or incline)Shoulder roll (fluid, curved body) <p>Balances:</p> <ul style="list-style-type: none">Advanced paired balancesCounterbalances with partnerLow group pyramids (3 pupils)	<p>Kicks (Football)</p> <ul style="list-style-type: none">Lofted pass and through-ballSwitch play using longer kickOutside-foot and chip passes <p>Throws (Basketball, Netball, Rugby)</p> <ul style="list-style-type: none">Overhead throw with spin (rugby)One-handed bounce pass (basketball)Fast, flat chest pass (netball) <p>Passes</p> <ul style="list-style-type: none">Interchangeable roles: attacker ↔ supportTactical passing (draw defenders, overload)Using passing combinations to break through opposition lines	<p>Tactics:</p> <ul style="list-style-type: none">Bowl with intent: varying delivery to challenge the batter (e.g., spin or placement).Batting order strategy: placing stronger batters later or earlier depending on score.Deliberate placement: playing shots behind fielders or avoiding skilled ones.Quick fielding and accurate returns: reducing runs by targeting the stumps/bases.Overthrow awareness: running on an error or bad throw.	<p>Vocabulary:</p> <p>Focus: performance strategy and applying specific techniques</p> <ul style="list-style-type: none">Sprint startHurdlesSprint finishStanding long jumpChest pass (for throwing)Shot putJavelinDiscusMomentumControl
<p>Pupils use sport-specific vocabulary to describe choices and reflect on play.</p>	<p>Prepares pupils to choreograph more complex group dances and reflect on aesthetic and cultural elements.</p>	<p>Focus: performance quality and developing choreography</p> <ul style="list-style-type: none">SynchroniseMotifExtensionPrecisionSequence structureEntry and exitPerformance spaceEvaluationConfidenceInterpretation	<p>Vocabulary:</p> <p>Focus: advanced team tactics (football, netball, rugby, basketball)</p> <ul style="list-style-type: none">OffsideChannelPressOverloadWidthSwitch playBack passSupport runDummyTarget player	<p>Vocabulary:</p> <p>Focus: sport-specific tactics in rounders and cricket</p> <ul style="list-style-type: none">Run outWicketStumpOverarm bowlPlacementTactical hitCoverSupport playShot selectionFielding unit	<p>Pupils begin learning event-specific terms and techniques while evaluating their own performance.</p>
		<p>Pupils use precise vocabulary to choreograph routines and critique performances.</p>	<p>Sport-specific vocabulary supports tactical understanding and reflective play.</p>	<p>Language supports planning plays, exploiting gaps, and analysing batting and fielding roles.</p>	

Year 6 Progression Guidance

Net and Wall	Dance	Gymnastics	Invasion Games	Striking and Fielding	Athletics
<p>NC KS2: demonstrate improvement and evaluate performance; apply principles of play TTF: performance leadership, sport as expression, and challenge.</p> <ul style="list-style-type: none">I can rally consistently and adapt my shots to win points.I can use volleys, smashes or lobs in different situations.I can play full-court games using proper scoring systems.I can analyse my performance and plan how to improve.I can lead warmups and encourage others to be positive and fair. (TTF: SDG 4/16 – Leadership and fair competition) <p>Vocabulary:</p> <p>Focus: strategy, leadership, reflection and game analysis</p> <ul style="list-style-type: none">LobSliceAdvantageStrategyAnticipationPressure shotCommunicationPeer feedbackEvaluateAdapt <p>Supports advanced decision-making, reflection, and communication in games.</p>	<p>NC KS2: compare performances, demonstrate improvement; choreograph and perform expressively TTF: celebrate voice and identity through dance; use movement to communicate values, hopes and change.</p> <ul style="list-style-type: none">I can choreograph a dance that communicates a message to an audience.I can lead and collaborate in rehearsing a group dance.I can adapt movement to suit mood, music and space.I can give constructive feedback using dance vocabulary.I can explain how dance connects people, expresses culture and inspires change. (TTF: SDG 4/10/16 – Dance as expression, justice, empathy and voice) <p>Vocabulary:</p> <p>Focus: Leading, refining and analysing performance to express themes or narratives</p> <ul style="list-style-type: none">ChoreographyPerformance spaceRefinementLeadershipStimuliNarrativeAudiencePeer feedbackArtistryInterpretation <p>Supports leadership in choreography, critical reflection, and preparation for secondary-level dance or performance work.</p>	<p>NC KS2: demonstrate improvement to achieve personal best; compare performances. TTF: leadership, performance, and expressive movement to inspire or communicate.</p> <ul style="list-style-type: none">I can choreograph a gymnastics routine using a theme (e.g. journey, nature, resilience).I can lead warm-ups and give constructive feedback to others.I can perform a complex sequence with fluency, creativity and control.I can explain how gymnastic movement can tell a story or express an idea.I can describe how I've improved through practice and self-belief. (TTF: SDG 4 – Empowerment; SDG 3 – Wellbeing) <p>Jumps:</p> <ul style="list-style-type: none">Sequence of linked jumps and turns (e.g. straight → half-turn → tuck)Jump over apparatus and land into balanceIncorporate flight (e.g. cat leap with travel) <p>Rolls:</p> <ul style="list-style-type: none">Backward roll to straddleForward roll into jump or balanceDive forward roll (advanced, only if safe and supported) <p>Balances:</p> <ul style="list-style-type: none">Paired counter-tension and counter-balance on apparatusSmall group balances (3–4 pupils) with changes in levelUse of canon/unison in group balance routines <p>Vocabulary: Focus: expression, leadership and refinement</p> <ul style="list-style-type: none">CompositionDynamicContrastFlowFocusLeadershipPeer feedbackAestheticsControl and fluencyPersonal best <p>Year 6 vocabulary supports higher-level thinking, leadership, and reflective practice in gymnastics.</p>	<p>NC KS2: improve to achieve personal best; compare and evaluate performances in competitive team sports TTF: leadership, performance reflection, and social values through sport.</p> <p>Football / Rugby / Basketball / Netball Specifics:</p> <ul style="list-style-type: none">I can combine dribbling, passing and movement to build attacks.I can anticipate opponents' moves and adjust my positioning.I can adapt tactics based on my role (e.g. winger, defender, centre).I can support others by giving encouragement and respectful feedback.I can lead warm-ups or team talks and model good sportsmanship. (TTF: SDG 4/16 – Leadership, inclusion, fairness) <p>Kicks (Football)</p> <ul style="list-style-type: none">Quick one-touch passingCross-field passes under pressureDecision-making: pass vs. dribble vs. shoot <p>Throws (Netball, Rugby, Basketball)</p> <ul style="list-style-type: none">Tactical fake and passNo-look and reverse passes (basketball)Spin pass with direction change (rugby) <p>Passes</p> <ul style="list-style-type: none">Combination plays (e.g. give-and-go, wall pass, triangle plays)Create overloads through passing sequencesAdjust timing and type of pass to suit opponent positioning <p>Vocabulary: Focus: leadership, analysis, and advanced strategy</p> <ul style="list-style-type: none">Phase of playDefensive shapeSet playCounter attackPossession playZonal markingMan-to-man markingAnticipationDecision-makingAdaptation <p>Pupils use precise vocabulary to plan, evaluate, and lead team performance.</p>	<p>NC KS2: compare performances, demonstrate improvement, achieve personal best. TTF: character education, fair play, decision-making in real-time.</p> <ul style="list-style-type: none">I can apply tactics in full rounders or cricket matches to outplay the opposition.I can bowl legally and vary speed and direction.I can catch high and low balls with confidence.I can make quick decisions in the game to support my team.I can reflect on my performance and set a goal for improvement. (TTF: SDG 3/4 – Growth mindset, inclusion, enjoyment of sport) <p>Tactics:</p> <ul style="list-style-type: none">Shot selection: choosing between power, placement, or defence based on fielders.Field placements: adjusting field positions for left/right-handers or known batters.Team signals: using hand gestures or code words for plans.Risk vs reward: deciding when to play safe or aggressively.Adapting under pressure: changing roles or tactics mid-game. <p>Vocabulary: Focus: advanced tactics, leadership, and performance analysis</p> <ul style="list-style-type: none">OverthrowBoundary shotTactical fieldingCut-offCommunication zoneRotationInningsDecision-makingAnticipationLeadership <p>Pupils use precise vocabulary for peer coaching, tactical planning, and reflecting on performance.</p>	<p>NC KS2: compare performance and demonstrate improvement to achieve personal best TTF adds: health impact of physical activity, connection with outdoors, and valuing sport for wellbeing</p> <ul style="list-style-type: none">I can run, jump and throw with precision, control and efficiency.I can analyse my performance and explain how to improve.I can plan and carry out a personal best challenge.I can choose the best technique for a given athletic event.I can explain how physical activity supports mental health and builds character. (TTF: SDG 3 – Health and Wellbeing) <p>Vocabulary: Focus: leadership, peer assessment, and competition readiness</p> <ul style="list-style-type: none">TrackField eventTransition (relay)ReactionSelf-assessRefineEvaluateAchieveEffort zonePerformance goal <p>Language supports self-reflection, goal setting, and accurate use of performance data.</p>

Orienteering Progression Guidance – Year 6

Aspect	Year 6 Combined Objective	Notes
Map Interpretation & Reading	I can confidently read and interpret orienteering maps, including symbols, scale, and contours, to navigate routes. (E)	Consolidates Y5 “simple maps” and Y6 “complex maps.”
Compass & Direction	I can set a map and follow a bearing using a compass and directional language to find control points. (E)	Merges basic and advanced direction skills.
Teamwork & Problem Solving	I can lead or support a team to solve navigation challenges, take turns, and make decisions about routes together.	Encourages collaborative working from both years.
Strategic Route Planning	I can plan efficient routes by comparing terrain and checkpoint options, and explain my reasoning.	Focuses on developing strategic thinking and map reasoning.
Outdoor Responsibility	I can explain how orienteering helps me connect with nature and why protecting local green spaces matters. (SDG 15)	Builds awareness of environmental stewardship.

Why These Statements Matter

- The essential (marked *E*) statements provide core competencies in navigation, safety, and teamwork, necessary for progression into KS3 outdoor and adventurous activities.
- The SDG-linked statements promote global citizenship and sustainability, aligning with TTF curriculum values and Eco Schools aims.
- Orienteering supports not only physical development but also critical thinking, environmental awareness, and resilience.

Cross-Curricular Progression Towards Year 6 Orienteering Skills

Year Group	Subject	Objective	Skill Contribution to Orienteering
Year 1	Maths	Describe position, direction and movement, including whole turns, half turns, quarter turns.	Foundation for using directional language and turning.
	Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Encourages spatial awareness and real-world map engagement.
	PE	Participate in team games, developing simple tactics for attacking and defending.	Introduces teamwork and basic strategic decision-making.
	Science	Observe closely, using simple equipment.	Lays groundwork for observing natural features in fieldwork.
Year 2	Maths	Use mathematical vocabulary to describe position, direction and movement including clockwise and anticlockwise.	Develops precision in describing and following directions.
	Geography	Use simple compass directions (N, S, E, W) and locational/directional language.	Direct link to compass and map reading.
	PE	Develop balance, agility and coordination.	Builds physical navigation skills for outdoor movement.
Year 3	Geography	Use maps, atlases and digital mapping to locate countries and describe features studied.	Introduces use of maps as abstract representations of space.
	Maths	Interpret and present data using bar charts, pictograms and tables.	Prepares for interpreting abstract symbols and data — like map keys.
	Science	Set up simple practical enquiries and comparative tests.	Begins to develop planning, predicting and evaluating — useful in route reflection.
Year 4	Geography	Use the eight points of a compass, four-figure grid references, symbols and keys.	Directly relevant to orienteering maps and directional navigation.
	Maths	Describe positions on a 2-D grid as coordinates in the first quadrant.	Underpins understanding of grid systems in map reading.
	PE	Develop teamwork and communication in problem-solving games.	Supports collaborative navigation and decision-making.
	Science	Make systematic and careful observations; draw conclusions.	Encourages careful observation in a natural environment — important in orienteering.
Year 5	Geography	Use maps and digital/computer mapping to locate features and describe landscapes.	Deepens map skills and terrain awareness.
	Maths	Identify, describe and represent the position of a shape following a reflection or translation.	Enhances understanding of spatial changes — useful in planning efficient routes.
	PE	Take part in outdoor and adventurous activity challenges both individually and within a team.	Provides foundational experience in basic orienteering and team leadership.
	Science	Plan different types of scientific enquiries to answer questions. Record data and report findings.	Develops skills for planning and evaluating performance — relevant in route analysis.

Vocabulary Tables

Net and Wall Vocabulary All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Net and Wall Vocabulary with Definitions)
Ball	Aim – To direct an object towards a target.	Forehand – A shot played on the same side as the player’s dominant hand using an open palm or racket face.
Bat	Control – The ability to strike, catch, or manipulate the ball with accuracy.	Backhand – A shot played across the body on the non-dominant side, with the back of the hand or racket facing the net.
Hit	Serve – The action that starts a rally, sending the ball or shuttle over the net into play.	Volley – A shot where the ball is hit before it touches the ground.
Throw	Return – Hitting or playing the ball back after receiving it.	Drop shot – A gentle shot that just clears the net and lands close to it, used to outwit the opponent.
Catch	Direction – The chosen path or angle of a shot or pass.	Lob – A high, arching shot that travels over an opponent and lands deep in their court.
Bounce	Target – A designated area or object a player aims to reach or hit.	Smash – A powerful downward shot used to finish a rally and score a point.
Tap	Partner – A person you play with in a cooperative or competitive game.	Spin serve – A serve with added spin to affect the bounce or trajectory of the ball.
Roll	Rally – A series of returns between players or teams before a point is scored or an error occurs.	Foot fault – A rule violation where a player steps over the boundary line while serving.
Side	Ready position – A balanced stance with bent knees, alert posture, and hands ready to act.	Rotation – In volleyball, the clockwise movement of players around the court after winning a point on the opponent's serve.
Net	Teamwork – Working together with others to achieve success in a game.	Advantage – A tennis scoring term indicating a player has won a point after deuce and needs one more to win the game.
Court	Communication – Using verbal or visual signals to support play with teammates.	Slice – A shot hit with a glancing motion, causing the ball to spin sideways or stay low.
Friend	Score – The number of points won by each player or team during a game.	Doubles – A game format with two players per team, usually used in tennis, badminton, and table tennis.
Play	Opposition – The team or player you are competing against.	Rally score – A scoring system where points are won on every rally, regardless of who served.
Game	Footwork – The movement and positioning of the feet to support accurate and agile play.	Set-up – In doubles or volleyball, a planned action where one player prepares the ball for a teammate to strike.
	Timing – The ability to act at the correct moment, particularly when striking or intercepting the ball.	Strategy – A plan of action designed to exploit strengths or take advantage of opponents’ weaknesses.
	Anticipation – Predicting where the ball will go or how the opponent will respond.	Pressure shot – A difficult shot made during a key moment in the match.
	Peer feedback – Comments given by teammates or classmates to help improve performance.	Evaluate – To judge the quality or effectiveness of a performance and suggest improvements.
	Adapt – To change technique or tactics in response to gameplay.	

Dance Vocabulary – All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Dance Vocabulary with Definitions)
Move	Beat – The basic unit of time in music or rhythm that dancers can move in time with.	Canon – A choreographic device where dancers perform the same movement phrase one after the other.
Dance	Rhythm – A pattern of sounds or movements with a regular or varied beat.	Unison – Dancers performing the same movement at the same time.
Spin	Travel – To move from one place to another across the space.	Motif – A sequence of movements that is repeated and developed throughout a dance.
Jump	Stillness – A pause or frozen shape within a sequence.	Formation – The arrangement of dancers in space (e.g., lines, circles, groups).
Clap	Copy – To repeat a movement after seeing it demonstrated.	Dynamics – The quality of movement: how it is performed (e.g., sharp, soft, heavy, light).
Shake	Contrast – Using opposing movements or qualities (e.g., fast vs slow, high vs low) to create interest.	Stimulus – An idea or object that inspires or starts the creation of a dance.
Wiggle	Mirror – To reflect another dancer’s movement as if in a mirror.	Phrase – A short sequence of movements that form a unit within a longer dance.
Turn	Sequence – A series of movements put together in a particular order.	Transition – A movement or link that joins two parts of a dance sequence smoothly.
Go	Level – The height at which a movement is performed (high, medium, or low).	Extension – The stretching or lengthening of limbs or body to enhance line and shape.
Stop	Direction – The path a dancer moves in (e.g., forwards, sideways, diagonally).	Interpretation – The way a dancer expresses or represents meaning through movement.
Jump high	Freeze – To stop movement completely and hold a shape or position.	Refinement – The process of improving a dance through repetition and feedback.
Fast	Energy – The effort used in movement (e.g., smooth, jerky, heavy, light).	Choreography – The art of creating and arranging dance movements and sequences.
Slow	Control – The ability to perform movements with precision, balance, and coordination.	Performance space – The area in which a dance is performed and how it is used by the dancer(s).
	Rehearse – To practise a performance to improve timing, accuracy, and confidence.	Artistry – The expressive and creative qualities a dancer brings to a performance.
	Evaluate – To reflect on and judge a performance in order to improve it.	Peer feedback – Constructive comments shared with classmates to support each other’s development.
	Focus – Where a dancer directs their eyes, energy, or attention during a movement or performance.	Narrative – A story told through movement and expression in dance.
	Clarity – The precision and cleanliness of movement execution.	

Gymnastics Vocabulary – All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Gymnastics Vocabulary with Definitions)
Move	Travel – Moving from one place to another using different body parts (e.g. walking, crawling, jumping).	Forward roll – A controlled roll over the head, shoulders, and back while tucking the body.
Stop	Balance – A position where the body is held still and steady using one or more body parts.	Counterbalance – A partner balance where body weight is shared equally and supports are applied in opposite directions.
Jump	Shape – The form or position the body makes, such as tuck, star, or straight.	Counter-tension – A partner movement in which two people pull against each other to maintain balance.
Stretch	Stillness – Holding a position without movement to demonstrate control.	Body tension – Tightening muscles to control movement and maintain strong shapes or balances.
Roll	Level – The height of the movement: high, medium or low.	Canon – A performance structure where individuals or groups perform the same movement phrase in succession.
Curl	Direction – The path or orientation of movement (e.g. forward, backward, sideways).	Unison – Performing the same movements at the same time as others.
Tall	Sequence – A planned series of linked movements that create a short performance.	Motif – A repeated movement phrase that is developed and varied throughout a routine.
Small	Control – The ability to perform a movement accurately and smoothly.	Extension – The straightening and lengthening of limbs to create a strong, clean line.
Wide	Pathway – The route or pattern followed when travelling across a space.	Alignment – Keeping the head, shoulders, hips and legs in line when balancing or moving.
Freeze	Flow – The smooth connection of movements without stopping or jerking.	Rotation – A movement where the body turns around an axis (e.g. turning, spinning, rolling).
Turn	Transition – A movement that links one shape or action to the next in a sequence.	Synchronise – Performing movements at exactly the same time as a partner or group.
Friend	Expression – Using body language and movement to show feelings or ideas in performance.	Composition – The process of planning and putting together a dance or gymnastic routine.
Play	Rhythm – The pattern of movement, often linked to music or internal timing.	Choreography – The creative process of designing sequences or routines, typically in dance or gymnastics.
Game	Precision – Performing movements with accuracy and exactness.	Aesthetics – The visual appeal of a performance – how beautiful or well-formed it looks.
	Confidence – Showing belief in one's ability to perform, take risks, or lead.	Evaluation – Assessing the strengths and areas for improvement in a performance.
	Entry and exit – The movements used to begin and end a sequence.	Leadership – The act of guiding or supporting others through modelling, coaching, or organising activities.
	Performance space – The area in which a routine or sequence is performed.	Personal best – The best performance an individual can achieve, focusing on self-improvement.
	Peer feedback – Supportive comments given by classmates to help improve performance.	Interpretation – How a performer chooses to express or communicate the theme or mood of a routine.
	Refinement – Making small improvements to technique, timing or flow after practising or receiving feedback.	Contrast – Using opposites (e.g. fast/slow, high/low, strong/soft) in a routine to create interest and impact.

Invasion Games Vocabulary – All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Sport-Specific Vocabulary with Definitions)
Ball	Pass – To send the ball to a teammate by kicking, throwing, or striking it.	Offside – A rule violation in some games (like football) where a player is too far ahead of the ball and defenders when receiving a pass.
Kick	Catch – To receive and hold a ball thrown or passed.	Zonal marking – A defensive strategy where each player guards a specific area of the pitch or court.
Throw	Dribble – To move the ball along the ground using repeated taps (foot in football, hands in basketball).	Man-to-man marking – A strategy where each defender is responsible for marking a specific opponent.
Catch	Score – To gain a point by sending the ball into the opposing goal or net.	Overload – Creating a numerical advantage in one area of the pitch to outnumber the opposition.
Run	Teamwork – Working together to achieve a common goal.	Press – Applying pressure to opponents to force an error or regain possession.
Stop	Opponent – The person or team you are playing against.	Switch play – Changing the direction of attack quickly by passing across the pitch.
Turn	Defend – To try to stop the opposing team from scoring.	Dummy – A deceptive move intended to mislead a defender.
Friend	Attack – To try to move towards the opponent’s goal to score.	Set play – A planned action taken after a stoppage (e.g., corner, free kick, centre pass).
Play	Mark – To stay close to an opposing player to limit their impact on the game.	Counter attack – A rapid move to transition from defence to attack, catching opponents off guard.
Game	Space – An open area on the field or court where a player can move or pass into.	Defensive shape – The arrangement of players when defending to cover key areas and limit space.
	Move – To change position to support teammates or find space.	Possession play – A strategy focused on keeping control of the ball through short passes and movement.
	Turnover – When possession of the ball changes from one team to another.	Target player – A designated player positioned to receive passes and create scoring chances.
	Support – Helping a teammate by being available for a pass or assisting in defence.	Phase of play – A segment of continuous play within a game (e.g., a build-up to an attack or defensive stand).
	Intercept – To stop a pass from reaching its intended target.	Zonal defence – A defensive system where players cover areas instead of marking individuals.
	Dodge – A quick movement to avoid a defender or create space.	Anticipation – Predicting and reacting to the opponent’s next move to gain an advantage.
	Chase – Running after a player or ball to regain possession.	Decision-making – Choosing the best action in a game situation, such as whether to pass, shoot, or dribble.
	Tackle – To try to take the ball from an opponent fairly.	Adaptation – The ability to change tactics or positioning during a game based on what's happening.
	Communication – Using speech or signals to work effectively with teammates.	

Striking and Fielding Vocabulary - All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Vocabulary with Definitions)
Ball	Hit – To strike a ball with a bat, hand, or another object to send it into play.	Bowler – The player who delivers the ball to the batter (e.g. in rounders or cricket).
Bat	Throw – To propel the ball through the air using an overarm or underarm action.	Backstop – A fielder positioned behind the batter to catch missed or deflected balls.
Run	Catch – To stop a moving ball and hold it securely in the hands.	Wicket – In cricket, the set of stumps that the bowler aims at and the batter protects.
Throw	Roll – To move the ball along the ground, typically to aim at a target or return it.	Stump – One of the three vertical posts that form the wicket in cricket.
Catch	Teamwork – Working together with others to achieve a shared goal, such as fielding efficiently.	Overarm bowl – A bowling technique in which the ball is delivered with a straight arm above the shoulder.
Stop	Base – A safe point on the field that a batter runs to after striking the ball.	Boundary – The outer edge of the playing area; hitting the ball here scores additional runs.
Turn	Fielder – A player who attempts to retrieve, stop or catch the ball once it is in play.	Long barrier – A fielding technique where the player uses their body and hands to stop a moving ball.
Friend	Batter – The player who strikes the ball to try to score runs.	Run out – When a batter is out because a fielder hits the stumps before the batter reaches a base.
Play	Direction – The path or angle in which the ball is hit or thrown.	Shot selection – Choosing the best type of hit based on the position of fielders and available space.
Game	Chase – To run after the ball after it has been struck.	Cut-off – A technique where one fielder intercepts the ball and throws it quickly to stop further scoring.
	Retrieve – To collect the ball and return it to the play area or a teammate.	Fielding unit – A coordinated group of players working together to defend and return the ball.
	Score – To earn points or runs by reaching a base or hitting into a boundary area.	Innings – A period of batting or fielding in which a team attempts to score as many runs as possible.
	React – To move or respond quickly to the ball being struck.	Rotation – When players switch roles or positions during a game (e.g. between batting and fielding).
	Communication – Using verbal or visual signals to coordinate play with teammates.	Overthrow – When a fielder throws the ball too far or inaccurately, allowing the batting team to score more.
	Decision – Choosing when to run, throw, or aim based on the situation.	Tactical fielding – Placing fielders in strategic positions to reduce scoring opportunities.
	Run scorer – The player who successfully reaches bases or scores through hitting into space.	Anticipation – Predicting the batter’s action and moving early to intercept the ball.

Tactical Concepts to Introduce Progressively:

Concept	Year to Introduce	Application
Hitting into space	Y1–Y2	Placement over power
Covering zones	Y2–Y3	Fielding positions and spacing
Quick return to stumps	Y3–Y4	Stopping runs
Judging risk	Y4–Y5	Run or stay, hit or defend
Supporting teammates	Y2–Y6	Backing up, communication
Planning batting order	Y5–Y6	Strengths/weaknesses in a team
Reading the batter	Y5–Y6	Adjusting fielding tactics
Real-time decision making	Y5–Y6	Adapting to game situations

Athletics Vocabulary – All Year Groups

Tier 1 (Everyday Language)	Tier 2 (General Subject Vocabulary with Definitions)	Tier 3 (Technical Athletics Vocabulary with Definitions)
Run	Fast – Moving quickly across a distance.	Sprint start – The crouched or standing position used to begin a sprint race.
Jump	Slow – Moving at a low speed.	Take-off – The moment an athlete leaves the ground in a jump.
Throw	Balance – A stable body position that helps with control during movement.	Flight phase – The part of a jump when the body is in the air.
Race	Power – Strength and speed combined to produce explosive movement.	Javelin – A throwing event where a spear-like object is thrown for distance using an overarm technique.
Stop	Control – The ability to move with purpose and stability.	Shot put – A throwing event where a heavy ball is pushed from the neck using proper form.
Turn	Target – A specific area or object the athlete aims to reach or hit.	Discus – A throwing event where a disc-shaped object is spun and thrown for distance.
Try again	Speed – How fast something or someone moves.	Relay – A team running event where athletes pass a baton to complete a race in parts.
Friend	Distance – The length an object is thrown or a person has run/jumped.	Baton – A lightweight stick passed between runners in a relay race.
Game	Effort – The amount of energy or determination used during an activity.	Stride – The distance covered in one step while running.
Run fast	Aiming – Directing a throw or movement toward a goal or target.	Momentum – The force or speed gained by a moving object, especially in jumps and throws.
Jump high	Try your best – Giving full effort to improve or succeed.	Pace – The consistent speed maintained during a longer distance event.
Go	Improve – To get better at a skill or performance.	Reaction time – How quickly an athlete responds to a starting signal.
Move	Compare – To look at two performances to see which was more effective.	Performance goal – A target set by the athlete to improve on a previous personal best.
Walk	Personal best – The best performance a person has achieved in a specific event.	Transition – The smooth handover between runners during a relay.
	Recovery – The act of regaining control or energy after effort.	Hurdles – A sprinting event that includes leaping over evenly spaced barriers at speed.
	Self-assess – Judging and reflecting on your own performance.	Refine – To make small improvements to a technique or action after feedback or self-reflection.
	Evaluate – To analyse performance and identify what went well and what could be improved.	Field event – An athletics event involving jumping or throwing, as opposed to running on the track.
		Track – The area where running races take place, typically marked in lanes around a looped circuit.

Orienteering Vocabulary – Year 6

Tier 1 (Everyday Language)	Tier 2 (Subject-Specific Vocabulary with Definitions)	Tier 3 (Technical Vocabulary with Definitions)
Map	Route – A path or course to travel from one point to another.	Control point – A marked location on the course that participants must find using their map and compass.
Walk	Checkpoint – A place to visit during the orienteering course to prove successful navigation.	Orientate (a map) – To align the map with the actual terrain using a compass or landscape features.
Run	Navigate – To find your way using a map or compass.	Bearing – A specific direction measured in degrees using a compass.
Turn	Direction – The line or path along which something moves or faces.	Scale – The ratio on a map that shows the relationship between map distance and real-world distance.
Path	Symbol – A picture or mark on a map that represents a real feature (e.g., tree, building).	Contour line – A line on a map showing areas of equal elevation, used to show hills or valleys.
Left	Key (legend) – The section of a map that explains what each symbol or colour means.	Punch card / electronic dibber – A device used to record that a participant has visited a control point.
Right	Route choice – The decision made about the best way to get from one point to another.	Attack point – A large, easily visible feature near the control point used to simplify navigation.
Up	Compass point – One of the four main directions: North, East, South, and West.	Thumb compass – A small compass worn on the thumb, used in orienteering for quick map alignment.
Down	Teamwork – Working with others to solve navigation problems and make joint decisions.	Re-entrant – A small valley or indentation in the terrain, often used as a navigation landmark.
Find	Estimate – To make an educated guess about distance or direction based on available information.	Relocation – The process of working out your position again after becoming disoriented or lost.
Look	Challenge – A task that requires problem-solving or physical effort to complete.	Route card – A plan showing the route, estimated times, and features to be passed, used for safety planning.
Go	Obstacle – Something that gets in the way of a route and needs to be avoided or negotiated.	Dead reckoning – Navigation by using direction and distance from a known point without clear landmarks.

Curriculum Objectives Reference Tables

Below is a set of reference tables for each main PE strand from our progression document. Each table shows:

- Relevant National Curriculum (NC) objectives
- Corresponding Teach the Future (TTF) adaptations
- A brief explanation showing how our progression guidance aligns to both

Athletics – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Run, jump, throw with increasing control, technique, and application in isolation and combination	Progression includes sprinting, pacing, relay transitions, jumps, throws, and personal best tracking
NC	Develop flexibility, strength, technique, control and balance	Introduced in Year 3–6 through form-based sprint starts, throwing techniques, and jumping phases
TTF	Develop personal challenge and sustained effort through tracking improvement	‘I can’ statements focus on self-improvement, goal setting, and performance reflection
TTF	Understand energy and the impact of physical activity on the body and the planet	Vocabulary and SDG links encourage climate-conscious attitudes toward performance and outdoor learning

Striking and Fielding – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Master striking and fielding skills and apply them in game situations	Progression outlines bat and ball skills from basic aim/strike to positional play in cricket/rounders
NC	Play competitive games and apply basic principles suitable for attacking and defending	Game formats from Year 3 onward include tactical decisions (e.g. cut-offs, placement, overarm throws)
TTF	Learn about fair play, rule adherence, and inclusive sport	Vocabulary includes decision, teamwork, strategy, and fielding roles to support inclusive gameplay
TTF	Reflect on movement choices, adapt tactics, and reduce wasted effort	Tactical vocabulary (e.g., rotation, communication, overthrow) supports strategic thinking

Net and Wall – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Use throwing and catching in combination with tactics in modified and competitive games	Skills like serve, return, rally, and shot placement taught from Year 3–6, with increasing accuracy
NC	Develop communication and cooperation in team or paired settings	Doubles games and call-and-response play build strategic cooperation
TTF	Learn to anticipate movement and space through positional awareness	Vocabulary includes prediction, space, and footwork
TTF	Promote resilience and self-regulation through challenge and feedback	'I can' statements promote evaluation and collaborative skill development

Dance – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Perform dances using simple movement patterns	Reception to Y2 focuses on rhythm, mood, contrast, and storytelling through body movement
NC	Develop flexibility, strength, technique, control and balance	Year 3–6 explore extension, unison, canon, motif development, formation and timing
TTF	Use dance to communicate themes, ideas, or social/environmental messages	Vocabulary includes narrative, stimuli, interpretation, artistry; SDG links possible at upper KS2
TTF	Encourage pupil-led choreography and expression	Progressive development of leadership, peer feedback, and choreography in Y5–6

Gymnastics – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Develop flexibility, strength, technique, control and balance through movement	Rolls, balances, travel, and jumps introduced from Reception and refined into sequences by Year 6
NC	Perform sequences with clear start, middle and end, including apparatus where appropriate	KS2 progression includes floor and apparatus work with transitions and performance evaluation
TTF	Use movement creatively to explore challenge, self-expression, and control	Vocabulary includes transition, pattern, sequence, and variation
TTF	Reflect on physical safety and care for others when using equipment	Emphasis on collaboration, spotting, mat safety and peer feedback

Invasion Games – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Use running, jumping, catching and throwing in combination	KS1 builds foundations; Y3–6 specialise in football, netball, basketball, and tag rugby skills
NC	Apply basic principles of attacking and defending	Focus on space, marking, intercepting, tactical roles (e.g. striker, wing) introduced progressively
TTF	Build understanding of movement, rules, and respect for others	Vocabulary and leadership roles support fair play, inclusivity and awareness of others
TTF	Use sport as a tool for conflict resolution, wellbeing, and belonging	Reflected in team roles, collaborative strategy, and evaluative discussion

Outdoor and Adventurous (Orienteering) – Reference Table

Framework	Objective	Alignment in Progression Guidance
NC	Take part in outdoor and adventurous activity challenges both individually and within a team	Year 6 progression includes map use, compass skills, collaboration, and personal challenge
TTF	Encourage connection with nature and understanding of the environment	Vocabulary and SDG 15 links support place-based learning and sustainability
TTF	Promote teamwork, navigation, safety and reflection in varied outdoor settings	‘I can’ statements build independence, communication, and responsibility for safe decision-making