

A graphic illustration for a Physical Education overview. It features two blue rectangular boxes with white text. The top box contains the words "Physical Education" and the bottom box contains the word "Overview". The background is filled with various sports equipment icons in black and white, including a tennis racket, a tennis ball, a baseball, a basketball, a football, a volleyball, and a baseball bat.

# Physical Education

## Overview

# Physical Education

## What does PE look like at Golcar J1&N School?

It is our intent at Golcar J1&N School to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, and develop an understanding of fairness and equity of play to embed life-long values. In EYFS, our children take part in PE lessons and outdoor provision activities to develop their moving and handling physical development, appropriate for their age. In K.S 1 and K.S 2, all children partake in two PE sessions in a week and over the year. Our curriculum is built around the principles of Dance, F.M.S (Fundamental Movement Skills), Body Management, Games and Outdoor and Adventurous Activities. These skills will be taught through: Dance; Gymnastics; Yoga; Athletics; Fundamentals; Fitness; OAA (Outdoor And Adventures); Team Sports; Ball Skills; Invasion and Target Games; and Striking and Fielding, covering a range of skills stated in our Golcar Goals for PE. Teacher assessment, through observations, photographs, and recordings, help identify children's progress.

PE is crucial for fostering holistic development and encompassing physical, mental and social well-being. We enhance learning by offering the children the opportunity to extend their learning and skillset through competitive performance. We celebrate achievements through our social media pages and assemblies. We have a sports award at the end of year 6 and nominate children for awards in endeavour, leadership and outstanding contributions to sport, in a sporting awards evening at the town hall. Here the children, parents and staff members are proud of each child's achievements. The evening also allows them the opportunity to listen to a professional athlete (guest speaker) who discusses their story of becoming a professional and what it takes to get to the very top. Many of our children go on to take part in extra curricular physical activity, either through competing or leadership roles. Our development of playleaders and running inclusion festivals and sports days at school really helps develop this love of working with others and becoming a leader. After primary school, some children even go onto receive scholarships (at home and abroad) to put them on the path to a future in this field.

# Physical Education

	Autumn Term		Spring Term		Summer Term	
Early Years	Introduction to PE	Fundamentals	Dance	Gymnastics	Games	Ball Skills
Year 1	Fundamentals Team Building	Ball Skills Sending and Retrieving	Yoga Gymnastics	Athletics Invasion Games	Striking and Fielding Net and Wall Games	Dance Target Games
Year 2	Dance Fundamentals	Athletics Target Games	Gymnastics Team Building	Ball Skills Sending and Receiving	Striking and Fielding Invasion Games	Yoga Fitness
Year 3	Fundamentals OAA	Ball Skills Fitness	Gymnastics Dance	Dodgeball Cricket	Hockey Football	Athletics Tennis

# Physical Education

	Autumn Term		Spring Term		Summer Term	
Year 4	Handball	Basketball	Fitness	Tag Rugby	Athletics	Rounders
	Gymnastics	OAA	Dance	Hockey	Tennis	Volleyball
Year 5	Athletics	Dance	Fitness	Badminton	Swimming	Cricket
	Gymnastics	Handball	OAA	Football	Netball	Golf
Year 6	Athletics	Netball	Fitness	Baseball	Golf	American Football
	OAA	Dance	Gymnastics	Tag Rugby	Tennis	Tchoukball

# Golcar Goals– Nursery

## Dance

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

## Body Management

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements (circles with arms etc)
- Match their developing physical skills to tasks and activities in the setting.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing

## Games

- Start taking part in some group activities which they make up for themselves, or in teams.

# Golcar Goals– EYFS

## Dance

- Progress towards a more fluent style of moving, with developing control and grace
- Combine different movements with ease and fluency.
- Show a limited awareness of others

## Body Management

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility by creating shapes, taking weight on different body parts and linking some actions.
- Run and stop when instructed

## Games

- Drop and catch with two hands
- Move a ball with feet
- Throw and roll a variety of balls
- Kick larger balls to space
- Stop a ball using hands
- Hit a ball with hands
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

# Golcar Goals – Year 1

## Dance

- Copy, remember and repeat actions
- Choose actions for an idea
- Use changes of direction, speed and levels with guidance
- Show some sense of dynamic and expressive qualities
- Begin to use counts

## F.M.S

- Attempt to run at different speeds showing an awareness of technique
- Begin to link running and jumping movements with some control
- Jump, leap and hop and choosing which allows them to jump the furthest
- Throw towards a target
- Show some control and balance when travelling at different speeds
- Begin to show balance and co-ordination when changing directions
- Use co-ordination with and without equipment

## Body Management

- Perform balances on different body parts with some control and balance
- Take body weight on different body parts, with and without apparatus
  - Show increased awareness of extension and flexibility in actions
- Copy, remember, repeat and plan lining simple actions with some control and technique

# Golcar Goals – Year 1

## Games

- Drop and catch a ball after one bounce on the move
- Move a ball using different parts of the foot
- Throw and roll towards a target with some varying techniques
- Kick towards a stationary target
- Catch a beanbag and a medium-sized ball
- Attempt to track balls and other equipment sent to them
- Strike a stationary ball using a racket
- Run, stop and change direction with some balance and control
- Recognise space in relation to others
- Begin to use simple tactics with guidance

## OAA/Team building

- Follow instructions.
- Begin to work with a partner and a small group.
- Understand the rules of the game and suggest ideas to solve simple tasks.
- Copy a simple diagram/map.
- Identify own and others' success.

## Social, Emotional and Thinking

- Encourage others to keep trying.
- Talk to a partner about their ideas and take turns to listen to each other.
- Work with a partner and small group to play games and solve challenges.
- Show determination to continue working over a longer period of time.
- Determined to complete the challenges and tasks set.
- Explore skills independently before asking for help.
- Confident to share ideas, contribute to class discussion and perform in front of others.
- Make decisions when presented with a simple challenge.
- Begin to select and apply skills to use in a variety of differing situations bottom on a wider piece of apparatus.
- Provide feedback beginning to use key words from the lesson

# Physical Education – Year 2

## Dance

- Copy, remember and repeat a series of actions.
- Select from a wider range of actions in relation to a stimulus.
- Use counts with help to stay in time with the music.
- Use pathways, levels, shapes, directions, speeds and timing with guidance.
- Use mirroring and unison when completing actions with a partner.
- Show a character through actions, dynamics and expression
- Use the counts with help to stay in time with the music

## F.M.S

- Show balance and co-ordination when running at different speeds
- Link running and jumping movements with some control and balance
- Show hopping and jumping movements with some balance and control
- Change technique to throw for distance
- Show control and balance when travelling at different speeds
- Demonstrates balance and co-ordination when changing direction
- Perform actions with increased control when co-ordinating their body with and without equipment.

## Games

- Dribble a ball with two hands on the move.
- Dibble a ball with some success, stopping it when required.
- Throw and roll towards a target using varying techniques with some success.
- Catch an object passed to them, with and without a bounce.
- Move to track a ball and stop it using feet with limited success.
- Strike a ball using a racket.
- Run, stop and change direction with balance and control.
- Move to space to help score goals or limit others scoring.
- Use simple tactics.

# Physical Education – Year 2

## Body Management

- Perform balances on different body parts with some control and balance.
- Take body weight on different body parts, with and without apparatus.
- Show increased awareness of extension and flexibility in actions.
- Copy, remember, repeat and plan linking simple actions with some control and technique.

## OAA/Team Building

- Follow instructions accurately
- Work co-operatively with a partner and a small group, taking turns and listening to each other.
- Try different ideas to solve a task.
- Follow and create a simple diagram/map.
- Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

## Social, Emotional and Thinking

- Encourage others to keep trying.
- Talk to a partner about their ideas and take turns to listen to each other.
- Work with a partner and small group to play games and solve challenges.
- Show determination to continue working over a longer period of time.
- Determined to complete the challenges and tasks set.
- Explore skills independently before asking for help.
- Confident to share ideas, contribute to class discussion and perform in front of others.
- Make decisions when presented with a simple challenge.
- Begin to select and apply skills to use in a variety of differing situations bottom on a wider piece of apparatus.
- Provide feedback beginning to use key words from the lesson

# Physical Education – Year 3

## Dance

- Copy remember and perform a dance phrase.
- Create short dance phrases that communicate an idea.
- Use canon, unison and formation to represent an idea.
- Match dynamic and expressive qualities to a range of ideas.
- Use counts to keep in time with a partner and group.

## F.M.S

- Show balance, coordination and technique when running at different speeds, stopping with control.
- Link running, hopping and jumping actions using different take offs and landing.
- Jump for distance and height with an awareness of technique.
- Throw a variety of objects, changing action for accuracy and distance.
- Demonstrate balance when performing other fundamental skills.
- Show balance when changing direction in combination with other skills.
- Can co-ordinate their bodies with increased consistency in a variety of activities.

## Body Management

- Complete balances with increasing stability, control and technique.
- Demonstrate some strength and control when taking weight on different body parts for longer periods of time.
- Demonstrate increased flexibility and extension in their actions.
- Choose actions that flow well into one another both on and off apparatus.

# Physical Education – Year 3

## Games

- Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations.
- Use a variety of throwing techniques in game situations.
- Kick towards a partner in game situations.
- Catch a ball passed to them using one and two hands with some success.
- Receive a ball sent to them using different parts of the foot.
- Strike a ball with varying techniques.
- Change direction with increasing speed in game situations.
- Use space with some success in game situations.
- Use simple tactics individually and within a team.

## OAA/Team Building

- Follow instructions from a peer and give simple instructions.
- Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
- Plan and attempt to apply strategies to solve problems.
- Orientate and follow a diagram/map.
- Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

## Social, Emotional and Thinking

- Encourage and motivate others to work to their personal best.
- Work with others to achieve a shared goal.
- Work with others to self manage games.
- Persevere when finding a challenge difficult.
- Understand what their best looks like and they work hard to achieve it.
- Begin to use rules showing awareness of fairness and honesty.
- Show an awareness of how other people feel.
- Pupils make quicker decisions when selecting and applying skills to a situation.
- Select and apply from a wider range of skills and actions in response to a task.
- Provide feedback using key terminology.

# Physical Education – Year 4

## Dance

- Copy, remember and adapt set choreography.
- Choreograph considering structure individually, with a partner and in a group.
- Use action and reaction to represent an idea.
- Change dynamics to express changes in character or narrative.
- Use counts when choreographing short phrases.

## F.M.S

- Demonstrate how and when to speed up and slow down when running.
- Link hopping and jumping actions with some control.
- Jump for distance and height showing balance and control.
- Throw with some accuracy and power towards a target area.
- Demonstrate good balance when performing other fundamental skills.
- Show balance when changing direction at speed in combination with other skills.
- Begin to co-ordinate their body at speed in response to a task.

## Body Management

- Use body tension to perform balances both individually and with a partner.
- Demonstrate increasing strength, control and technique when taking own and others weight.
- Demonstrate increased flexibility and extension in more challenging actions.
- Plan and perform sequences showing control and technique with and without a partner.

# Physical Education – Year 4

## Games

- Link dribbling the ball with other actions with increasing control.
- Change direction when dribbling with feet with some control in game situations.
- Use a variety of throwing techniques with increasing success in game situations.
- Kick with increasing success in game situations.
- Catch a ball passed to them using one and two hands with increasing success.
- Receive a ball using different parts of the foot under pressure.
- Strike a ball using varying techniques with increasing accuracy.
- Change direction to lose an opponent with some success.
- Create and use space with some success in game situations.
- Use simple tactics to help their team score or gain possession.

## OAA/Team Building

- Accurately follow instructions given by a peer and give clear and usable instructions to a peer.
- Confidently communicate ideas
- and listen to others before deciding on the best approach.
- Plan and apply strategies to solve problems.
- Identify key symbols on a map and use a key to help navigate around a grid.
- Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

## Social, Emotional and Thinking

- Encourage and motivate others to work to their personal best.
- Work with others to achieve a shared goal.
- Work with others to self manage games.
- Persevere when finding a challenge difficult.
- Understand what their best looks like and they work hard to achieve it.
- Begin to use rules showing awareness of fairness and honesty.
- Show an awareness of how other people feel.
- Pupils make quicker decisions when selecting and applying skills to a situation.
- Select and apply from a wider range of skills and actions in response to a task.
- Provide feedback using key terminology.

# Physical Education – Year 5

## Dance

- Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.
- Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.
- Confidently perform choosing appropriate dynamics to represent an idea.
- Use counts accurately when choreographing to perform in time with others and the music.

## F.M.S

- Run at the appropriate speed over longer distances or for longer periods of time.
- Show control at take-off and landing in more complex jumping activities.
- Perform a range of more complex jumps showing some technique.
- Show accuracy and power when throwing for distance.
- Demonstrate good balance and control when performing other fundamental skills.
- Demonstrate improved body posture and speed when changing direction.
- Can co-ordinate a range of body parts at increased speed.

## Body Management

- Show increasing control and balance when moving from one balance to another.
- Use strength to improve the quality of an action and the range of actions available.
- Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.
- Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

# Physical Education – Year 5

## Games

- Use dribbling to change the direction of play with some control under pressure.
- Dribble with feet with some control under increasing pressure.
- Use a variety of throwing techniques with some control under increasing pressure.
- Use a variety of kicking techniques with some control under increasing pressure.
- Catch and intercept a ball using one and two hands with some success in game situations.
- Receive a ball using different parts of the foot under pressure with increasing control.
- Strike a ball using a wider range of skills. Apply these with some success under pressure.
- Use a variety of techniques to change direction to lose an opponent.
- Create and use space for self and others with some success.
- Understand the need for tactics and can identify when to use them in different situations.

## OAA/Team Building

- Use clear communication when working in a group and taking on different roles.
- Begin to lead others, providing clear instructions.
- Plan and apply strategies with others to more complex challenges.
- Orientate a map confidently using it to navigate around a course.
- Explain why a particular strategy worked and alter methods to improve.

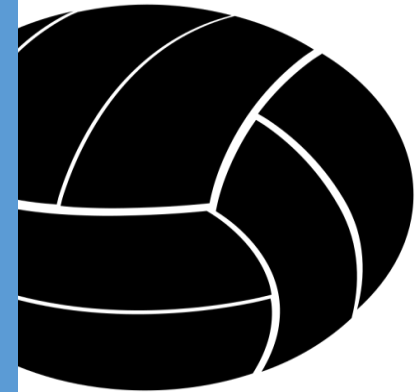
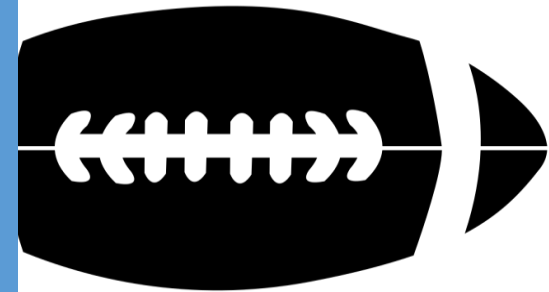
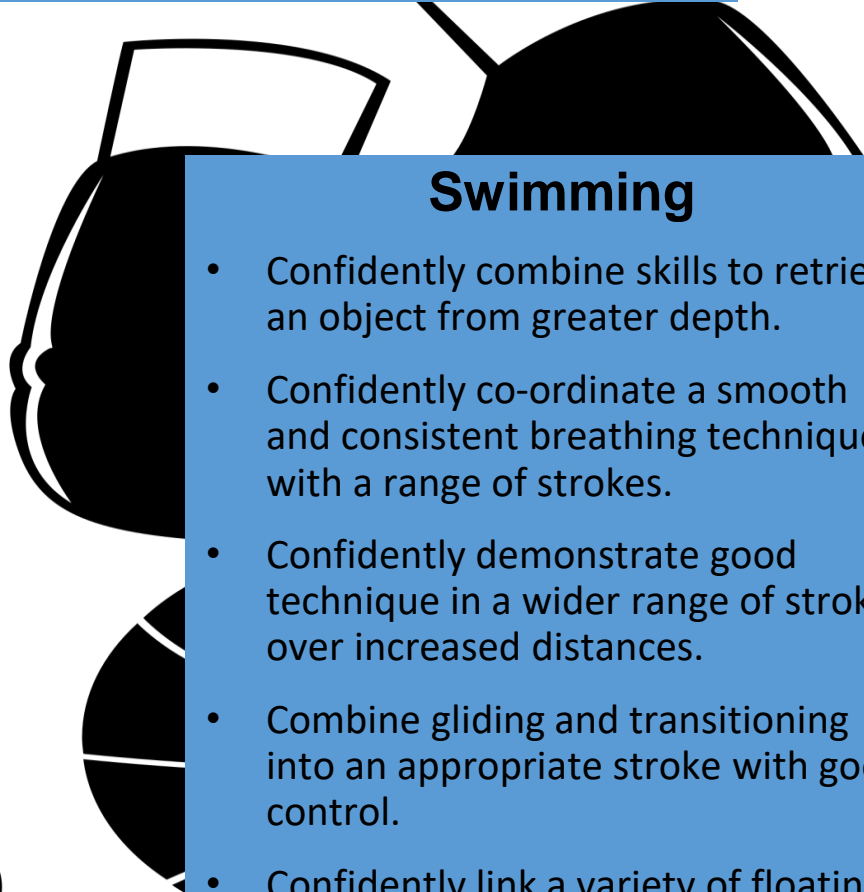
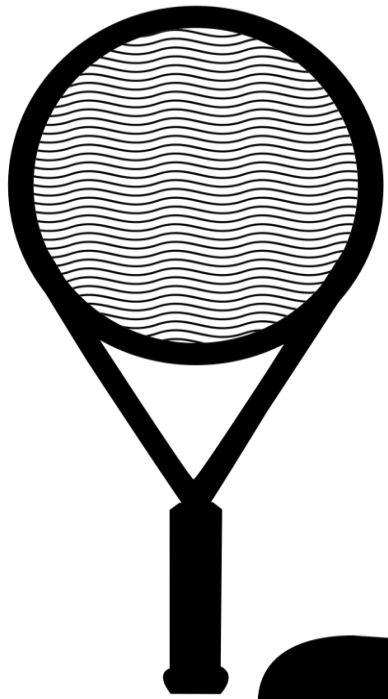
## Social, Emotional and Thinking

- Share ideas with others and work together to decide on the best approach to a task.
- Lead others and show consideration of including all within a group.
- Communicate with others clearly and effectively.
- Understand what maximum effort looks and feels like and show determination to achieve it.
- Use different strategies to persevere to achieve personal best.
- Compete within the rules showing fair play and honesty when playing independently.
- Confident to attempt tasks and challenges outside of their comfort zone.
- Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
- Recognise and explain their thought process when playing games or completing tasks.
- Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
- Select and apply appropriate skills for the situation when under pressure.

# Physical Education – Year 5

## Swimming

- Confidently combine skills to retrieve an object from greater depth.
- Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
- Confidently demonstrate good technique in a wider range of strokes over increased distances.
- Combine gliding and transitioning into an appropriate stroke with good control.
- Confidently link a variety of floating actions together demonstrating good technique and control.
- Select and apply the appropriate survival technique to the situation.



# Physical Education – Year 6

## Dance

- Perform dances confidently and fluently with accuracy and good timing.
- Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
- Improvise and combine dynamics demonstrating an awareness of the impact on performance.
- Use counts when choreographing and performing to improve the quality of work.

## F.M.S

- Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- Link running, jumping and hopping actions with greater control and co-ordination.
- Perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Show fluency and control when travelling, landing, stopping and changing direction.
- Change direction with a fluent action and can transition smoothly between varying speeds.
- Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

## Body Management

- Combine and perform more complex balances with control, technique and fluency.
- Demonstrate more complex actions with a good level of strength and technique.
- Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
- Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

# Physical Education – Year 6

## Games

- Use dribbling to change the direction of play with control under pressure.
- Use a variety of dribbling techniques to maintain possession under pressure.
- Use a variety of throwing techniques including fake passes to outwit an opponent.
- Select and apply the appropriate kicking technique with control.
- Catch and intercept a ball using one and two hands with increasing success in game situations.
- Receive a ball with consideration to the next move.
- Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
- Confidently change direction to successfully outwit an opponent.
- Effectively create and use space for self and others to outwit an opponent.
- Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

## OAA/Team Building

- Communicate with others clearly and effectively when under pressure.
- Confident to lead others and show consideration of including all within a group.
- Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
- Confidently and efficiently orientate a map, identifying key features to navigate around a course.
- Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

## Social, Emotional and Thinking

- Share ideas with others and work together to decide on the best approach to a task.
- Lead others and show consideration of including all within a group.
- Communicate with others clearly and effectively.
- Understand what maximum effort looks and feels like and show determination to achieve it.
- Use different strategies to persevere to achieve personal best.
- Compete within the rules showing fair play and honesty when playing independently.
- Confident to attempt tasks and challenges outside of their comfort zone.
- Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
- Recognise and explain their thought process when playing games or completing tasks.
- Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
- Select and apply appropriate skills for the situation when under pressure.

# Vocabulary Progression

**These vocabulary pyramids illustrate language progression throughout our PE curriculum.**

**While we regularly revisit language to reinforce understanding, the pyramids highlight where key vocabulary is first introduced and where children are encouraged to use it within the given context.**



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	



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



Get Set 4  
Education

# Vocabulary Pyramid

## Fitness



Y6

abdonimals  
analyse

calves  
engage

quadriceps  
rhythm

Y5

consistent  
drive

measure  
motivate

persevere  
power

stable

Y4

accelerate

dynamic

record

decelerate

react

static

Y3

agility

control

stamina

technique

co-ordination

progress

strength

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



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      stop  
crawl      hop      rules      slide





Geb Set 4  
Education

# Vocabulary Pyramid

## Gymnastics



Y6

aesthetics	counter tension	handstand
competent	engage	progression
contrasting	execution	refine
counter balance	flight	structure
	formation	vault

Y5

asymmetrical	extension	observe	symmetrical
canon	identify	performance	synchronisation
cartwheel	mirroring	quality	transition
decide		stable	



Y4

bridge	inverted	perform	shoulder stand	
fludily	momentum	rotation	stability	wrist grip

Y3

body tension	extend	landing position	patch	
contrast	flow	match	point	take off



Y2

link	pathway	pike	sequence	straddle	tuck
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Y1

action	control	direction	level	speed
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EYFS

around	copy	land	roll	star	
balance	hold	over	shape	still	through
bend	jump	rock	squeeze	straight	travel



Get Set 4  
Education

# Vocabulary Pyramid

## Yoga



Y6

collaborate expand  
engage fluidly salutation

Y5

concentrate exhale maintain posture  
connect inhale muscles quality transition

Y4

gratitude notice wellbeing  
lengthen stable

Y3

base control hinge mindfulness  
contact extend link relax tilt

Y2

choose create flexibility flow perform strength

Y1

breath feel focus listen pose stretch

EYFS

balance copy hold shape space still straight  
bend fast safely slow squeeze stop

- Fundamentals
- Gymnastics



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





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  
caught out      communicate      grip      opposition      putt      technique      tournament

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



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	tactic
goalkeeper	receive		

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



Get Set 4 Education

# Vocabulary Pyramid

## Net and Wall Games



Y6

abide	footwork	placement	service
appropriate	limit	prepare	stance
direct	opposing	recover	thrust
doubles			

Y5

adjust	create	groundstroke	readjust	situation
baseline	cushion	non-dominant	release	sportsmanship
communicate	dominant	option	serve	technique
consecutive	grip	pressure		

Y4

alternate	compete	continuous	extend	reflect
co-operative	contact	deny	receiver	swing

Y3

backhand	control	court	forehand	opposition	react
competition	co-operation	face	opponent	rally	tactic

Y2

defend	receive	trap
against	quickly	return

Sending and Receiving

Y1

net	racket	ready position	track	underarm
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Sending and Receiving

EYFS

aim	direction	partner	run	space	throw
catch	hit	points	safely	stop	win
	lose	rules	score	target	

- Ball Skills
- Fundamentals
- Games





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



Geti Seti 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

# Impact Measure

We know learning has been successful in this subject area because:

- There is a significant rise in the number of pupils participating in PE and extracurricular activities, contributing to a culture of active living within our school.
- Regular monitoring indicates that pupils are experiencing enhancements in their physical fitness levels and overall well-being.
- Through teamwork and collaboration in sports, pupils are developing vital social skills, including communication, empathy, and leadership.
- Pupils demonstrate increased confidence and resilience, exhibiting a positive attitude towards challenges both within and beyond the realm of physical education.
- We observe that pupils who actively participate in PE show improved concentration and performance in other academic areas, illustrating the intrinsic link between physical activity and cognitive function.

In conclusion, Golcar JIN is committed to delivering an outstanding Physical Education programme that not only meets but exceeds the expectations set out by Ofsted, fostering a thriving environment where every pupil's physical, social, and emotional development is supported and celebrated.