



# Indoor and Teacher-led PE Vocabulary Map

Year Group	Autumn	Spring	Summer			
<b>EYFS</b>	<p>In the Early Years, PE is taught through Physical Development which is broken down into two strands; Moving and Handling and Health and Self Care. Children develop fine and gross motor skills from a range of activities both indoors and out. Children have opportunities to climb, swing, run, hop, jump, use bicycles and push and pull toys. Children are also encouraged to join in with dancing, moving their bodies to music. Fine motor skills are developed through a range of activities such as filling and pouring sand/water, completing a puzzle or using tweezers. These skills develop children's muscles so that they can use a pencil to write. Adults promote independence and encourage children to be responsible for their own hygiene and personal needs. Starting from Pre-School, the children are taught how to put their coats and shoes on and how to play with equipment safely. Snack is available daily which promotes discussion around healthy and unhealthy choices and how food can affect our bodies.</p>					
<b>Pre-School</b>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>Run</li> <li>Stop</li> <li>Fast</li> <li>Slow</li> <li>Dodge</li> <li>Freeze</li> <li>Tag</li> </ul>	<p><b>Balance work</b></p> <ul style="list-style-type: none"> <li>Balance</li> <li>tip toes</li> <li>squat</li> <li>big steps</li> <li>small steps</li> </ul>	<p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>Climb</li> <li>Reach up</li> <li>Pull up</li> <li>Arms</li> <li>Legs</li> </ul>	<p><b>Kicking a ball</b></p> <ul style="list-style-type: none"> <li>Kick</li> <li>Foot</li> <li>Hard</li> <li>Soft</li> <li>Far</li> <li>Near</li> <li>Partner</li> </ul>	<p><b>Sports Day activities</b></p> <ul style="list-style-type: none"> <li>Egg and spoon</li> <li>Bean bag</li> <li>Pick up</li> <li>Throw</li> <li>jump</li> </ul>	<p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>Control</li> <li>Coordination</li> <li>Tall</li> <li>Crouch</li> <li>Bend</li> <li>Balance</li> <li>Straight, up, down</li> <li>Curvy, soft</li> <li>Zigzag</li> <li>Flow</li> <li>Loop the loop</li> </ul>
<b>Nursery</b>	<p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>As preschool</li> <li>strong</li> <li>firm</li> <li>gentle</li> <li>heavy</li> <li>stretch</li> <li>reach</li> <li>tense</li> <li>floppy</li> <li>gallop</li> <li>slither</li> <li>follow</li> <li>lead</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>As preschool</li> <li>Avoid</li> <li>Obstacle</li> <li>Speed</li> <li>Around</li> <li>In and out</li> </ul>	<p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>As preschool</li> <li>Different arms/legs</li> <li>Balance</li> <li>Over</li> <li>Under</li> <li>Through</li> <li>Hang</li> <li>Hold on</li> <li>forwards</li> <li>backwards</li> </ul>	<p><b>Throwing and catching</b></p> <ul style="list-style-type: none"> <li>Catch</li> <li>Throw</li> <li>Aim</li> <li>Partner</li> <li>Look at target</li> <li>Target</li> <li>ball</li> </ul>	<p><b>Sports Day activities</b></p> <ul style="list-style-type: none"> <li>As preschool and:</li> <li>Race</li> <li>Win</li> <li>Far</li> <li>fastest</li> </ul>	<p><b>Creative movement</b></p> <ul style="list-style-type: none"> <li>slithering</li> <li>shuffling</li> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>running</li> <li>skipping</li> <li>sliding</li> <li>hopping</li> </ul>



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<b>Reception</b>	<p style="text-align: center;">copy</p> <p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>Gross Motor skills</b>  <b>"Drawing Lines and Circles"</b></p> <p style="text-align: center;"><b>Mark Making Through Movement</b>          As Nursery and:          straight up and down/          side to side          soft          curved          -circular          -Looped          -arched</p>	<p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>Gross Motor skills</b>  <b>"Drawing Lines and Circles"</b></p> <p style="text-align: center;"><b>Mark Making Through Movement</b>  <b>(Continuation from Aut1)</b></p>	<p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>"Gymnastics: Over, Under, Through"</b></p> <p style="text-align: center;"><b>Travelling</b>          Hop          Skip          Jump          Over          Under          Through</p>	<p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>"Gymnastics: Over, Under, Through"</b></p> <p style="text-align: center;"><b>Balance</b>          See Spring 1</p>	<p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>Dance: Dance a story: 'Jungle Book'</b>          See Spring 1</p>	<p style="text-align: center;"><b>Indoor:</b></p> <p style="text-align: center;"><b>Dance: Dance a song</b>          spring          turn          spin          freeze          statue          space          near          far          the spot          beginning, middle, end          fast          strong          gentle          quick</p>
<b>1</b>	<p style="text-align: center;"><b>Teacher: Gymnastics</b>  <b>'Travelling'</b>          land          rock          step          spring          crawl          slide          speed          stop          still          Shapes          tall          long          wide          narrow          Levels          down          along          around</p>	<p style="text-align: center;"><b>Teacher</b></p> <p style="text-align: center;"><b>Dance: Winter festivals: Diwali</b>          See Autumn 1</p>	<p style="text-align: center;"><b>Teacher:</b></p> <p style="text-align: center;"><b>Gymnastics - taking weight on different body parts</b>          See Autumn 1          Load          Balance          Kean          Counterbalance          Trust          Bodyweight          Pivot          Movement          Transition          Transfer</p>	<p style="text-align: center;"><b>Teacher: Dance</b>          See Autumn 1 and 2</p>	<p style="text-align: center;"><b>Teacher: Gymnastics: transferring weight from one body part to another</b>          See spring 1          Direction          Describe          Adapt          Improvise</p>	<p style="text-align: center;"><b>Teacher: year 1 dance</b>          See Autumn 1 &amp; 2</p>



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<b>2</b>	<p><b>Teacher: Gymnastics</b></p> <p>'Balance'</p> <p>Contrasting</p> <p>Stillness</p> <p>Balance</p> <p>body tension</p> <p>star balance</p> <p>one foot balance</p> <p>arabesque balance</p> <p>Shape</p> <p>twisted</p> <p>curled</p> <p>wide</p> <p>narrow</p> <p>tucked</p>	<p><b>Teacher: Dance:</b></p> <p><b>Communicating different moods, feelings and ideas through</b></p> <p>Relationships</p> <p>communication</p> <p>meeting/parting</p> <p>advancing/retreating</p> <p>leading/following</p> <p>mirroring/matching</p>	<p><b>Teacher: Gymnastics - Parts</b></p> <p>High and low</p> <p>See Autumn 1 and 2</p>	<p><b>Teacher: Dance</b></p> <p>Using dynamics to develop the dance - machines</p> <p>spatial awareness</p> <p>dynamic movement</p> <p>rhythmic movement</p> <p>strong movement</p> <p>partner</p> <p>levels</p> <p>speed</p> <p>accelerate</p> <p>soft</p> <p>flowing</p> <p>controlled</p> <p>steady</p>	<p><b>Teacher: Gymnastics: Jumping and Landing</b></p> <p>Build on previous</p> <p>Tuck</p> <p>Pike</p> <p>Half turn</p> <p>Quarter turn</p> <p>Star</p> <p>Landing</p> <p>Linking</p> <p>Precision</p> <p>Sequence</p>	<p><b>Teacher: Learning and Performing a style of dance - Salsa</b></p> <p>Salsa</p> <p>Poise</p> <p>Posture</p> <p>pivot</p> <p>turn</p> <p>Beats</p> <p>Pulse</p> <p>Rhythm</p> <p>Exaggeration</p> <p>Choreography</p> <p>Synchronised</p> <p>Simultaneous</p>
<b>3</b>	<p><b>Teacher: Travelling with a change of direction.</b></p> <p>Inverted</p> <p>Contrasting</p> <p>Extension</p> <p>Flow</p> <p>Combinations</p> <p>Half turn</p> <p>Sustained</p> <p>Explosive</p>	<p><b>Teacher: Dance: Unit 1 Linking dance actions - Outer Space</b></p> <p>group formations</p> <p>line partner</p> <p>follow</p> <p>lead</p> <p>unison</p> <p>canon</p> <p>repeat</p> <p>structure</p> <p>theme</p> <p>dance phrase</p> <p>improvisation</p> <p>explore</p>	<p><b>Teacher: Gymnastics: Stretching and curling.</b></p> <p>Contrasting</p> <p>Flow</p> <p>Half turn</p> <p>Stretched</p> <p>Curled</p> <p>Explosive</p>	<p><b>Teacher: Dance Unit 2 - Exploring cultural dance.</b></p> <p>Rhythmic chants</p> <p>Dynamics</p> <p>Body shape</p> <p>high, low</p> <p>sequence</p> <p>movement phrase</p> <p>counts, beats, pattern</p> <p>stomping, clapping, heavy, sinking</p> <p>energetic</p> <p>movements</p> <p>Narrative</p>	<p><b>Teacher: Dance: Myths and legends - Jason and the Argonauts.</b></p> <p>See Autumn 2</p>	<p><b>Teacher: Athletics:</b></p> <p>Sports Day</p> <p>Sideways</p> <p>Forwards/ backwards</p> <p>Aim</p> <p>Drop</p> <p>Bounce</p>



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<b>4</b>	<p><b>Teacher: Gymnastics</b>  <b>'Balance'</b>            rotation, 90°, 180°, 270°            spinning            axis            strength,            suppleness,            stamina            combine            approaching,            leaving            height            inversion            similar and contrasting</p>	<p><b>Teacher: Dance</b>  <b>'Dance - Characters</b>  <b>History Focus'</b>            analyse            interpret            evaluate            Communication            Gesture            unison            canon            repetition            action and reaction</p>	<p><b>Teacher: Gymnastics</b>  <b>'Receiving body weight'</b>            See Autumn 1</p>	<p><b>Teacher: Dance</b>  <b>Dance - Characters</b>  <b>Literacy Focus</b>            See Autumn 2</p>	<p><b>Teacher: Dance</b>  <b>CHARACTERS - RE</b>  <b>FOCUS</b>  <b>Indian Gods</b>            incorporating the core            task            See Autumn 2</p>	<p><b>Teacher: Athletics</b>  <b>Sports Day</b>            Sprint            jog            Pace            Throwing action            Stamina            Speed            Safety            Relay            Time            Measure            Record</p>
<b>5</b>	<p><b>Teacher: Gymnastics Flight</b>            Asymmetry            Symmetry            Display            Matching            Flight            Feet apart            feet together            Crouch            Inclined</p>	<p><b>Teacher: Dance</b>  <b>Formations in</b>  <b>historical dance.</b>            Compose            Perform            Traditional            Contemporary            Technique            Poise            precision            Formation            Processional            Gesture            slip step            pivot</p>	<p><b>Teacher: Gymnastics</b>  <b>Bridges</b>            See Autumn 1</p>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>6</b>	<p><b>Teacher: Gymnastics</b>  <b>Mirroring and Matching</b>            Match,            mirror            Tension            Obstacle,            Straddle over</p>	<p><b>Teacher: Dance:</b>  <b>Visual media</b>            Dynamics:            Unison,            Canon,            stillness,            Interpret,            Explore</p>	<p><b>Teacher: Gymnastics</b>  <b>Counter balance -</b>  <b>counter tension</b>            See Autumn 1            Counter balance            Counter tension            Obstacle</p>	<p><b>Teacher: Dance</b>  <b>Putting on a</b>  <b>performance.</b>            See Autumn 2            Motif            Artistic intention</p>	<p><b>Teacher: Invasion</b>  <b>games (Hockey)</b>            Possession            repossession            Attackers            defenders            Marking            Covering</p>	<p><b>Teacher: Athletics</b>  <b>(Sports Day)</b>            Run-up            Position of feet on last            stride            Pacing            stamina            Relay take-over area</p>

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	Aesthetic Levels Directions Pathways angular		Straddle over Aesthetic Judgement		Supporting Team play team positions	Record Set targets
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