

Subject specific vocabulary

Dance

Year 1 and Year 2
Travel Stillness Direction Space Body parts Levels Speed
Year 3 and Year 4
+ Space Repetition Action and reaction Pattern
Year 5 and Year 6
+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction

Gymnastics

Year 1 and 2
Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow
Year 3 and 4
stretch push pull

step
spring
crawl
still
slowly
tall
long
forwards
high
low
roll
copy
jump
land
balance

Year 5 and 6

Muscles
Joints
Symmetrical/asymmetrical
Rotation
Turn
Shape
Landing
Take-off
Flight
Performance/evaluation

Games

Year 1 and Year 2

Striking
Catching
Own space
Team
Speed
Direction
Passing
Controlling
Shooting
Scoring

Year 3 and Year 4

Keep possession
Scoring goals
Keeping score
Making space

Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting
Year 5 and Year 6
Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand

Physical Education key vocabulary

Vocab for lessons

Jumping	to spring clear of the ground or other support by a sudden muscular effort; leap:
Running	to go quickly by moving the legs more rapidly than at a walk and in such a manner that for an instant in each step all or both feet are off the ground.
Walking	to advance or travel on foot at a moderate speed or pace; proceed by steps; move by advancing the feet alternately so that there is always one foot on the ground in bipedal locomotion and two or more feet on the ground in quadrupedal locomotion.
Leaping	to spring through the air from one point or position to another; jump:

Hopping	to make a short, bouncing leap; move by leaping with all feet off the ground. to spring or leap on one foot.
Tiptoeing	to move or go on tiptoe, as with caution or stealth
Star jumps	physical exercise in which you stand with your feet together and arms down, <i>jump</i> up and spread your arms and legs far apart, then land with your feet together and arms down again
Skipping	to move in a light, springy manner by bounding forward with alternate hops on each foot.
Pencil rolls	A sideways roll is also known as a log roll, barrel roll, pencil roll, or sausage roll. This can be started by lying down on the back or front with the body outstretched. The gymnast then rolls onto their side and does a complete rotation of the body, remaining parallel to the performing surface.
Pencil jumps	In a pencil dive, you strive to make your body as slim and straight as a pencil. Jump feet first with your arms held tightly to your sides and your feet pressed together and pointed downward. This minimizes the surface area that strikes the water, reducing the force of impact.
Forward rolls	The forward roll (colloquially called a roly poly) is one of the most basic elements in gymnastics and one of the first learnt. The forward roll is started from a standing position and then the gymnast crouches down, places their hands shoulder wide apart and hands facing forward.
Tucked jumps	Immediately rise up, extending your hips, knees, and ankles (come up onto your toes) and swinging your arms forward and up to jump as high as you can into the air. As you rise, pull your knees upward with you, tucking them under your chest.
Big steps	The motion brought about by raising the foot and setting it down again after a large movement and space covered. They must be spaced far away from each other.
Small steps	The motion brought about by raising the foot and setting it down again very close together.
Throwing	to propel or cast in any way, especially to project or propel from the hand by a sudden forward motion or straightening of the arm and wrist
Catching	The act of seizing an object that is thrown.
Balance	a state of equilibrium or equipoise; equal distribution of weight, amount,
Agility	the power of moving quickly and easily; nimbleness:
Coordination	the act or state of different elements working together effectively
Team games	a number of persons forming one of the sides in a game or contest, to join together in a team.
Tactics	any mode of procedure for gaining advantage or success.
Attacking	the action of attacking or engaging an opposing team with the objective of scoring points or goals
Defending	In many team sports, defence or defense is the action of preventing an opponent from scoring. The term may also refer to the tactics

	involved in defense, or a sub-team whose primary responsibility is defense.
Perform	to carry out; execute; do:
Target	an object, usually marked with concentric circles, to be aimed at in shooting practice or contests.
Footwork	the use of the feet, as in tennis, boxing, or dancing.
Formation	the formation describes how the players in a team generally position themselves on the pitch.
Fluency	an attractive, smooth or quality way in which someone or something moves.
Accurate	free from error or defect; consistent with a standard, rule, or model; precise; exact. careful or meticulous:
Collaboration	the situation of two or more people together to create or achieve the same thing:
Teamwork	the ability of a group of people to work well together:
Skill	competent excellence in performance; expertness; dexterity:
Centre	the middle point or part
Warm-up	to prepare yourself for a physical activity by doing some gentle exercises and stretches
Cool-down	to continue to exercise to prevent injury after you have done more difficult exercises
Fitness	the condition of being strong and healthy
Control	Control, the third of the 4 Cs of sport psychology, refers to emotional control, or composure. An athlete's ability to maintain control of their emotions in the face of adversity and remain positive is essential to winning.
Decision making	the action or process of making important decisions.
Speed	how fast something moves
Excellence	the quality of being excellent (extremely good)
Fielding	to catch or pick up the ball after it has been hit in a game such as cricket or baseball, and to try to prevent the other team from scoring:
Striking	
Power	the ability to exert maximum muscular contraction instantly in an explosive burst of movements. The two components of power are strength and speed.
Analyse	to study or examine something in detail, in order to discover more about it:
Rule	an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do

Basic vocabulary

Confident	To be certain about something or feeling sure of oneself and one's abilities. To promote confidence pupils should be appropriately challenged and praised for working to the best of their ability and making progress. In turn, this should motivate and encourage them to have a go and try new things. It is also important pupils feel confident in their teacher's knowledge and ability to support their learning.
Ability	Inherited, stable traits that determine an individual's potential to learn or acquire a skill.
Acceleration	The rate of change of speed
Level playing field	The same for all competitors.
Adaptability	The potential to change with ease.
Balance	The maintenance of the centre of mass over the base of support. Reference can be made to whilst static (still) or dynamic (whilst moving).
Co-ordination	The ability to use different (two or more) parts of the body together, smoothly and efficiently. e.g. catching a ball (ball, hand and eye co-ordination).
Challenge	Something that by its nature or character requires special effort, is demanding http://dictionary.reference.com/browse/challenge Intellectual challenge – Where the demand relates to thinking in an intelligent way and understanding, especially difficult or complicated concepts or ideas. Intellectual challenge is provided by outdoor education within the NC. This should be viewed in the context of setting pupils mental challenges in which they have to overcome and solve problems.
Competitive sport	Competition refers to a contest for some prize, honour or advantage
Applying –	To put into action. Pupils should be given opportunities to practise and apply their learning in different activities. This provides an opportunity to revisit previous as well as further develop learning. Links between activities should also be made to highlight and enable pupils' transference of skills.

Cooperative physical activities	<p>Cooperation is a behaviour demonstrated by individuals working together toward shared goals.</p> <p>In many activities in physical education, pupils must learn to work cooperatively as well as have a desire to defeat opponents. Generally, co-operation requires a greater degree of maturation and intellectual development than competition.</p> <p>Cooperative physical activities can involve many different types of group interaction. Co-operative Games, for example, enable pupils to work together in a caring and co-operative way as a social unit, to be inclusive, and to develop coordination, motor and problem solving skills.</p>
Deep breathing	Slow, deep breaths whilst relaxed.
Effectiveness	Adequate to accomplish a purpose; producing the intended or expected result.
Excel	Deriving from the word excellent, to do very well or be exceptionally good at or proficient in an activity
Expert	<p>Noun – A person who has special skill or knowledge; a person who is a specialist authority in some particular field.</p> <p>Adjective – Possessing specialist skill or knowledge; skillful or skilled.</p>
Fairness and respect –	Fairness and respect within physical education can be demonstrated and developed as follows, by:
Fairness	<ul style="list-style-type: none"> • Taking turns • Sharing equipment and apparatus • Following rules and making up rules for games • Recognising and accommodating the different abilities of their peers • Sharing ideas and knowledge • Accepting anyone can take part regardless of their race, religion, gender or sex.
Feedback	<p>Information a performer receives about their performance. Feedback can be given during and/or after performance.</p> <ul style="list-style-type: none"> •
Health	A state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity (as per the World Health Organisation- WHO). Ill health refers to being in a state of poor physical, mental and/or social wellbeing
Guidance	<p>A method to convey information to a performer. Guidance methods:</p> <ul style="list-style-type: none"> • visual (seeing) • verbal (hearing) • manual (assist movement – physical)

	<ul style="list-style-type: none"> • mechanical (use of objects/aids).
Heartrate	The number of times the heart beats (usually measured per minute).
Skill	A learned action/learned behaviour with the intention of bringing about predetermined results, with maximum certainty and minimum outlay of time and energy.
Recovery	Time required to repair the damage to the body caused by training or competition
Strength	The ability of a <u>muscle</u> or muscle group to overcome a resistance. At KS1 and KS2, pupils can develop strength through taking their own body weight, balancing, climbing, hanging, swinging, jumping, skipping, running, or swimming etc.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible. Calculated by: distance ÷ time
Well-being	Involves physical, mental and social well-being. The dynamic process that gives people a sense of being comfortable, healthy or happy.
Training	A well-planned programme which uses scientific principles to improve performance, skill, game ability, motor and physical fitness.
Sportsmanship	Conforming to the rules, spirit and etiquette of a sport.
Fitness	The ability to meet/cope with the demands of the environment.
Physical health and well-being	All body systems working well, free from illness and injury. Ability to carry out everyday tasks. It works in conjunction with social and mental health.

Advanced Vocabulary

Agility –	<p>Agility is the ability to change the direction of the body in an efficient and effective manner.</p> <p>Pupils can be encouraged to develop their agility through travelling in large and small spaces in gymnastics and dance and in taking part in team games, fitness and other activities involving directional changes. The ability to move and change direction quickly (at speed) whilst maintaining control.</p>
Analyse –	To examine in detail in order to discover meaning and/or essential features; to break down into components. to examine the nature or

	<p>structure of something, especially by separating it into its parts, in order to understand or explain it.</p> <p>Pupils should be able to use a variety of methods to analyse their own and others' performances in a range of different activities.</p>
Static Balance –	The ability to retain the centre of mass above the base of support in a stationary position.
Dynamic Balance –	The ability to maintain balance with body movement. Pupils should be able to balance on two feet before attempting to balance on one foot, on other parts of the body or inverted.
Broad Range of Opportunities	<p>Not limited or narrow; of extensive range or scope: a broad range of interests; of broad appeal.</p> <p>Pupils should be offered a variety of age appropriate differentiated physical activities to develop and extend their agility, balance, coordination, fitness and motor skills, and to accommodate their different strengths, interests and needs.</p>
Physical challenge	Where the demand relates to physical performance, for example, performing a difficult or complex skill or task. A physical challenge might involve endurance-related tasks.
Competent	<p>Having suitable or sufficient skill, knowledge and experience.</p> <p>Within physical education, terms such as fluent, controlled, aesthetically pleasing or with very few errors could be used to describe what a competent performance looks like.</p>
Competence	<p>The ability to do something successfully or efficiently.</p> <p>Pupils should develop competence in the fundamental movement skills to enable them to develop competence across the range of activities within the physical education curriculum.</p>
Complex	<p>So complicated or intricate as to be hard to understand or deal with; or in the physical education context, to be hard to perform.</p> <p>Tactics, strategies or techniques and skills might be complex and KS 4 pupils should be encouraged to develop these to a more advanced level across a variety of physical activities.</p>
Core movement	<p>The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>There are a number of different types of skills:</p> <ul style="list-style-type: none"> • Cognitive – or intellectual skills that require thought processes • Perceptual – involving interpretation of presented information • Motor – involving movement and muscle control • Perceptual motor – involving the thought, interpretation and movement skills

	Pupils will be at different levels in their development of core movement skills. Opportunities to develop and assess pupils' core movement skills should be the foundation to physical education.
Fitness	There are two main types of fitness, health-related and skill-related. In the NCPE, the term is used to refer to health-related fitness. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Personal fitness – Personal fitness is the composite level of these five components that an individual possesses at any point in time.
Movement patterns in dance –	Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern.
Physically demanding activities	Physical activities that challenge an individual to move on from their own baseline level of performance to the next step. For some pupils this could be holding a simple balance and for others it may be improving their stamina, co-ordination, speed or agility.
Sustained	To keep up or keep going; as an action or process; in the physical education context to keep up/maintain the behaviour of physical activity. Ofsted (2013) suggests 'Teachers should improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high intensity vigorous activity for sustained periods of time.' It should be noted though that, despite high intensity, vigorous activity having benefits, it may not be appropriate for all pupils and sustained physical activity of any intensity is still beneficial.
Strategy	The intended or chosen plan to achieve a particular purpose; for example, in the physical education context, the plan to overcome an opponent in a game or to solve a problem in outdoor education.
Axis	Imaginary line through the body around which it rotates. Includes: longitudinal (sometimes referred to as vertical – head to toe) transverse (through the hips) sagittal (through the belly button).
Oxygen deficit	The difference between the oxygen required during exercise and the oxygen supplied and utilised. Occurs at the onset of exercise.
Amateur	This term defines someone who: <ul style="list-style-type: none"> • takes part in an activity as a hobby, rather than for financial gain • has another main job outside of sport • takes part for fun

	<ul style="list-style-type: none"> • could be at a lower level
Carbohydrate	The body's preferred energy source.
Calorie	A unit which measures heat or energy production in the body, normally expressed as Kcal.
Adrenaline	Natural hormone released to speed heart rate up.
Goal setting (SMART goals)	<p>A method to increase motivation and reduce anxiety. Goals should be SMART:</p> <ul style="list-style-type: none"> • specific – specific to the demands of the sport/muscles used/movements used • measureable – it must be possible to measure whether they have been met • accepted – they must be accepted by the performer and others involved, eg coach • realistic – they are actually possible to complete • time bound – over a set period of time
Gamesmanship	Attempting to gain an advantage by stretching the rules to their limit, eg time wasting.
Fine movement (skill classification)	Small and precise movement, showing high levels of accuracy and coordination. It involves the use of a small group of muscles.
Fatigue	Either physical or mental, fatigue is a feeling of extreme or severe tiredness due to a build-up of lactic acid or working for long periods of time.
Etiquette	A convention or unwritten rule in an activity. It is not an enforceable rule but it is usually observed.
Hydration	Having enough water to enable normal functioning of the body
Dehydration	Excessive loss of body water interrupting the function of the body.
Rehydration	Consuming water to restore hydration.
Closed skill	A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time
Circuit training	A series of exercise stations whereby periods of work are interspersed with periods of rest.
Reaction time	The time taken to initiate a response to a stimulus, ie the time from the initiation of the stimulus (eg starting gun in 100 m) to starting to initiate a response (eg starting to move out of the blocks in 100 m).

Open skill	A skill which is performed in a certain way to deal with a changing or unstable environment, eg to outwit an opponent.
Obese	A term used to describe people with a large fat content, caused by an imbalance of calories consumed to energy expenditure. A body mass index (BMI) of over 30 or over 20% above standard weight for height ratio.