



PE - Glossary and Topic Vocabulary Document

General Glossary of Terms in Physical Education

Please find below a bank of general terms with their associated definitions, use this to ensure you have accurate understanding of the terms that are commonly used when teaching the subject of PE – these terms have been selected as they will be commonly used in all year groups across the school.

Key Term	Definition
Agility	The ability to change the direction of the body in an efficient and effective manner. 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.
Analyse	To examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. Pupils should be able to use a variety of methods to analyse their own and others' performances in a range of different activities.
Balance	The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints). 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.
Competitive sport	Competition refers to a contest for some prize, honour or advantage. Although pupils at KS1 and KS2 enjoy a competitive element in activities, the extent and type of competition needs to be age appropriate. KS1 pupils can take part in activities where they compete against their personal bests, which may be rewarded with positive feedback and praise. Pupils can also take part in simple games in groups of 2-4, where attitude and motivation as well as performance are acknowledged. Pupils at KS2 can also compete against their personal bests. KS2 pupils should also take part in differentiated partner and small group or modified games and activities. KS2 pupils may begin to take part in some of the mini versions of sports i.e. Quick Cricket, Red tennis etc. Pupils should also be encouraged to use competition as a way of peer and self-assessment.
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.
Control	To exercise restraint or direction over; dominate; command.

	Pupils from a young age should be encouraged to focus on controlling their movements. When travelling in a space pupils' attention should be drawn to spatial awareness and moving with control. When performing a sequence or balance, good control through sound body tension should be an expectation and when stopping, pupils should be taught to hold still.
Co-ordination	The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination).
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 <p>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.</p>
Fairness and respect	<p>Fairness and respect within physical education can be demonstrated and developed as follows, by:</p> <p>Fairness</p> <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. <p>Respect</p> <ul style="list-style-type: none"> • Caring for equipment and apparatus • Keeping themselves and others safe i.e. when travelling in a space, moving equipment • Celebrating others' successes, including of opponents • Listening to teachers' instructions • Listening and responding to others' ideas • Understanding everyone has a right to take part regardless of ability • Recognising others' contributions.
Fitness	<p>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).</p> <p>Personal fitness – Personal fitness is the composite level of these five components that an individual possesses at any point in time.</p>
Flexibility	Flexibility, <u>mobility</u> and suppleness all refer to the range of limb movement around joints.

	In activities such as gymnastics and athletics pupils can draw on and develop their flexibility using the full range of movement in controlled, focused as well as in dynamic ways. Where possible, skills and positions demanding flexibility are best practised and refined statically (i.e. still) first, before being performed dynamically (i.e. moving).
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.
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.
Tactic	The particular method used or selected to achieve something.
Technique	A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of: Their personal preference – which <u>technique</u> suits their level of <u>skill</u> or confidence The effectiveness of the technique – which technique gives them the most success The situation – which technique is best at a given time and place, and is within the rules.

Relevant Topic Vocabulary

Please find below lists of PE terms relevant to the topics being studied by Year Groups 1-6, the definitions for each of the word

Year 1

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term – Multi-skills, Bootcamp, Story Time Dance and Mighty Movers (Running)		Spring Term – Groovy Gymnastics, Skip to the Beat, Brilliant Ball Skills and Gymfit Circuits		Summer Term - Throwing and Catching, Cool Core (strength), Active Athletics, Fitness Frenzy	
Accuracy	To hit a goal/target exactly. Free from mistakes.	Sequence	A pattern where one thing follows another.	Strike	To hit an object.
Target	An object/mark that you aim something at.	Posture	The way you hold your body.	Core	The muscles around the middle of your body
Heart rate	How often your heart beats in a time period. (1min)	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.	Mobility	How easy it is to move around.
Beat	The rhythm of music	Travelling	Moving around an area.		

Year 2

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term - Multi-skills, Bootcamp, Ugly Bug Ball Dance and Mighty Movers (Running)		Spring Term - Groovy <i>Gymnastics</i> , Skip to the Beat, Brilliant Ball Skills and <i>Gymfit Circuits</i>		Summer Term - Throwing and Catching, Cool Core (strength), Active Athletics, Fitness Frenzy	
Accuracy	To hit a goal/target exactly. Free from mistakes.	Sequence	A pattern where one thing follows another.	Strike	To hit an object.
Target	An object/mark that you aim something at.	Posture	The way you hold your body.	Core	The muscles around the middle of your body
Heart rate	How often your heart beats in a time period. (1min)	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.	Mobility	How easy it is to move around.
Beat	The rhythm of music	Travelling	Moving around an area.		

Year 3

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term – Multi-skills, Bootcamp, African Dance and Mighty Movers (Running)		Spring Term – Groovy <i>Gymnastics</i> , Skip to the Beat, Brilliant Ball Skills and <i>Gymfit Circuits</i>		Summer Term - Throwing and Catching, Cool Core (strength), Active Athletics, Fitness Frenzy	
Dribble	To move along in repeated bounces, kicks or pushes.	Travelling	Moving around an area	Accuracy	To hit a goal/target exactly. Free from mistakes.
Circuit	A series of exercises, moving round from one to the other.	Timing	Being able to adjust your pace to create the most useful result	Direction	The way in which you travel.
Tempo	The speed at which music/an activity takes place	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.		
Stamina	Being able to keep effort going for a long time	Aerobic	The work of the heart and lungs to use oxygen effectively		

Year 4

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term – Invaders, Boot Camp, Dynamic Dance and Mighty Movers (Boxercise)		Spring Term – Gym Sequences, Step to the Beat, Striking and Fielding and Gymfit Circuits		Summer Term - Nimble Nets, Cool Core (Pilates), Young Olympians and Fitness Frenzy	
Dribble	To move along in repeated bounces, kicks or pushes.	Symmetry	When both sides of something are balanced in form, size, etc	Forehand/backhand	To strike an object with the palm facing forwards or backwards
Mobility	How easy it is to move around.	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.	Rally	To repeatedly hit an object between two or more people.
Heart rate	How often your heart beats in a time period. (1min)	Core strength	Strong muscles at the centre of your body, keep you stable.	Pace	The rate of movement
Rhythm	Movement marked by the repetition of sound.	Stamina	Being able to keep effort going for a long time		
Improvise	To perform without planning or practice				

Year 5

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term – Invaders, Boot Camp, Dynamic Dance and Mighty Movers (Boxercise)		Spring Term – Gym Sequences, Step to the Beat, Striking and Fielding and Gymfit Circuits		Summer Term - Nimble Nets, Cool Core (Pilates), Young Olympians and Fitness Frenzy	
Dribble	To move along in repeated bounces, kicks or pushes.	Symmetry	When both sides of something are balanced in form, size, etc	Forehand/backhand	To strike an object with the palm facing forwards or backwards
Mobility	How easy it is to move around.	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.	Rally	To repeatedly hit an object between two or more people.
Heart rate	How often your heart beats in a time period. (1min)	Core strength	Strong muscles at the centre of your body, keep you stable.	Pace	The rate of movement

Rhythm	Movement marked by the repetition of sound.	Stamina	Being able to keep effort going for a long time		
Improvise	To perform without planning or practice				

Year 6

*Please note that the words displayed below are additional to those displayed in the glossary, relevant key terms from the glossary will be used throughout these topics.

Autumn Term – Invaders, Boot Camp, Dynamic Dance and Mighty Movers (Boxercise)		Spring Term – Gym Sequences, Step to the Beat, Striking and Fielding and Gymfit Circuits		Summer Term - Nimble Nets, Cool Core (Pilates), Young Olympians and Fitness Frenzy	
Dribble	To move along in repeated bounces, kicks or pushes.	Symmetry	When both sides of something are balanced in form, size, etc	Forehand/backhand	To strike an object with the palm facing forwards or backwards
Mobility	How easy it is to move around.	Underarm/Overarm	Throwing an object under the shoulder or over the shoulder.	Rally	To repeatedly hit an object between two or more people.
Heart rate	How often your heart beats in a time period. (1min)	Core strength	Strong muscles at the centre of your body, keep you stable.	Pace	The rate of movement
Rhythm	Movement marked by the repetition of sound.	Stamina	Being able to keep effort going for a long time		
Improvise	To perform without planning or practice				