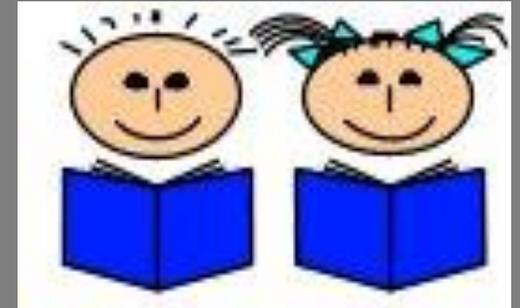


WHITWELL PRIMARY SCHOOL
CURRICULUM DOCUMENT:
PHYSICAL EDUCATION

BELIEVE, ENDEAVOUR, SUCCEED TOGETHER



*Believe,
Endeavour,
Succeed
Together*

Whitwell Primary School

National Curriculum Statutory Requirements

National Curriculum Statutory Requirements	<u>Purpose of Study</u>						
	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.						
	<u>Aims</u>						
	The National Curriculum for Physical Education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives 						
	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [<i>for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis</i>] and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [<i>for example, through athletics and gymnastics</i>] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				

	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 		
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Whitwell Primary School

Physical Education Curriculum Intent

At Whitwell Primary School, we recognise the importance of P.E. and the role it has to play in promoting long-term healthy lifestyles.

We aim to:

- Develop our children’s physical literacy and physical confidence.
- Provide every child with the opportunity to experience high quality P.E. and wide ranging variety of sports that will promote a lifelong love of physical activity and further participation in sport and activity.
- Inspire our children through fun and engaging P.E. lessons that are enjoyable, challenging and accessible to all.
- Provide our children with a variety of active opportunities that will allow them to make informed choices about active lifestyles throughout their lives.
- Provide our children with opportunities to take part in competitive sport that build character and help embed respect, teamwork and honesty.
- Develop our children personally, developing resilience, determination and self-belief that can be applied to all they do.

At Whitwell Primary School, children are taught two hourly sessions of PE per week.

Due to mixed age classes in KS2, we have a two yearly cycle to ensure for progression of knowledge and skills.

Physical Education Termly Overview *(as September 2022)*

 Whitwell Primary School PE 2022-2023 Cycle 2						
	TERM 1		TERM 2		TERM 3	
FS1 (Nursery)	Introduction to PE Unit 1	Fundamentals Unit 1	Dance Unit 1	Gymnastics Unit 1	Ball Skills Unit 1	Games Unit 1
FS2 (Reception)	Introduction to PE Unit 2	Fundamentals Unit 2	Dance Unit 2	Gymnastics Unit 2	Ball Skills Unit 2	Games Unit 2
YEAR 1	Fitness Fundamentals	Ball skills Dance	Gymnastics Invasion	Net and Wall Sending and Receiving	Striking and Fielding Yoga	Athletics Team Building
YEAR 2	Fitness Fundamentals	Ball skills Dance	Gymnastics Invasion	Net and Wall Sending and Receiving	Striking and Fielding Yoga	Athletics Team Building
YEAR 3 / 4	Fitness Fundamentals	Basketball Dance	Gymnastics Handball	Tennis Yoga	Cricket Golf	Athletics OAA
YEAR 5 / 6	Fitness Football	Basketball Dance	Gymnastics Handball	Tennis Yoga	Cricket Golf	Athletics OAA
SWIMMING	YEAR 5	YEAR 5	YEAR 5	YEAR 5	YEAR 4	YEAR 4

Swimming and Water Safety – Y5 for the whole year with intention to extend down into Y4 in the summer term

Swimming catch up – during summer terms for those identified as requiring (Y6/5)



Whitwell Primary School PE 2023-2024 Cycle 1

	TERM 1		TERM 2		TERM 3	
FS1 (Nursery)	Introduction to PE Unit 1	Fundamentals Unit 1	Dance Unit 1	Gymnastics Unit 1	Ball Skills Unit 1	Games Unit 1
FS2 (Reception)	Introduction to PE Unit 2	Fundamentals Unit 2	Dance Unit 2	Gymnastics Unit 2	Ball Skills Unit 2	Games Unit 2
YEAR 1	Fitness Fundamentals	Ball skills Dance	Gymnastics Invasion	Net and Wall Sending and Receiving	Striking and Fielding Yoga	Athletics Team Building
YEAR 2	Fitness Fundamentals	Ball skills Dance	Gymnastics Invasion	Net and Wall Sending and Receiving	Striking and Fielding Yoga	Athletics Team Building
YEAR 3 / 4	Fitness Ball skills	Hockey Dance	Gymnastics Netball	Tennis Yoga	Rounders Dodgeball	Athletics OAA
YEAR 5 / 6	Fitness Tag Rugby	Hockey Dance	Gymnastics Netball	Tennis Yoga	Rounders Dodgeball	Athletics OAA
SWIMMING	YEAR 5	YEAR 5	YEAR 5	YEAR 5	YEAR 4	YEAR 4

Swimming and Water Safety – Y5 for the whole year with intention to extend down into Y4 in the summer term

Swimming catch up – during summer terms for those identified as requiring (Y6/5)

Physical Education Termly Learning Objectives

Whitwell Primary School **CYCLE 2**

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	Autumn 1							
FS1	<p>Introduction to PE 1</p> <ul style="list-style-type: none"> • To move safely and sensibly in a space with consideration of others. • To develop moving safely and stopping with control. • To use equipment safely and responsibly. • To use different travelling actions whilst following a path. • To work with others co-operatively and play as a group. • To follow, copy and lead a partner. 							
FS2	<p>Introduction to PE 2</p> <ul style="list-style-type: none"> • To move around safely in space. • To follow instructions and stop safely. • To stop safely and develop control when using equipment. • To follow instructions and play safely as a group. • To follow a path and take turns. • To work co-operatively with a partner 							
1	<p>Fundamentals</p> <ul style="list-style-type: none"> • To explore balance, stability and landing safely • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping and skipping actions. • To explore co-ordination and combination jumps. • To explore combination jumping and skipping in an individual rope. 				<p>Fitness</p> <ul style="list-style-type: none"> • To develop knowledge of how exercise can make you feel. • To develop knowledge about how exercise can make you strong and healthy. • To develop knowledge about how exercise relates to breathing. • To develop my understanding of how exercise helps my brain. • To develop my understanding of how exercise helps my muscles. • To begin to understand the importance of daily exercise. 			
2	<p>Fundamentals</p> <ul style="list-style-type: none"> • To develop balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. 				<p>Fitness</p> <ul style="list-style-type: none"> • To understand how to run for longer periods of time without stopping • To develop co-ordination and timing when jumping in a long rope. 			

	<ul style="list-style-type: none"> To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination
3	Outdoor	Indoor
	Fundamentals <ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges. 	Fitness <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.
4		
5	Football <ul style="list-style-type: none"> To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. 	Fitness <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.
6	<ul style="list-style-type: none"> To be able to apply the rules and tactics you have learnt to play in a football tournament. 	

Year	Autumn 2	
FS1	Fundamentals Unit 1 <ul style="list-style-type: none"> To develop balancing whilst stationary and on the move To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	
FS2	Fundamentals Unit 2 <ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	
1	Ball Skills <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	Dance <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme.
2	Ball Skills <ul style="list-style-type: none"> To be able to roll a ball to hit a target To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	Dance <ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of my dance To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.

Year 3	Outdoor	Indoor
	<p>Basketball</p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. • To be able to use protective dribbling against an opponent. • To develop the bounce and chest pass and begin to recognise when to use them. • To develop tracking and defending an opponent. • To develop the technique for the set shot. • To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<p>Dance</p> <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To be able to select and use actions to represent an idea. • To work with a partner to choose actions that relate to an idea. • To remember and repeat actions, using dynamics to clearly show different phrases. • To choose actions which relate to the idea, using space and timing to make my work look interesting. • To understand and use formations, choosing poses which relate to the stimulus. • To use transitions and changes of timing to move into and out of shapes.
4		<p>Dance</p> <ul style="list-style-type: none"> • To copy and create actions in response to an idea and be able to adapt this using changes of space. • To choose actions which relate to the theme. • To use actions, dynamics, spacing and timing to represent a state of matter. • To use actions, dynamics, spacing and timing to represent a state of matter. • To remember and repeat actions and create dance ideas in response to a stimulus. • To use action and reaction when creating ideas with a partner. • To remember, repeat and create actions to represent an idea. • To use choreographing ideas to change how actions are performed.

5

Basketball

- To develop protective dribbling against an opponent.
- To move into and create space to support a teammate.
- To choose when to pass and when to dribble.
- To be able to track an opponent and use defensive techniques to win the ball.
- To develop technique to increase accuracy when scoring.
- To apply principles, rules and tactics to a game situation.

Dance

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand how changing the dynamics of an action changes the appearance of the performance.
- To understand and use relationships and space to change how a performance looks.
- To work with a group to create poses and link them together using transitions.
- To use choreographing devices when working as a group.
- To copy and repeat movements in the style of Rock 'n' Roll.
- To work with a partner to copy and repeat actions keeping in time with the music.
- To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

6

Dance

- To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.
- To select actions and dynamics to convey different characters.
- To choreograph a dance that shows contrasting characters.
- To communicate a story through dance.

Year	Spring 1	
FS1	Dance Unit 1 <ul style="list-style-type: none"> • To explore different body parts and how they move. • To explore different body parts and how they move and remember and repeat actions. • To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. • To copy and repeat actions showing confidence and imagination. • To move with control and co-ordination, linking, copying and repeating actions. 	
FS2	Dance Unit 2 <ul style="list-style-type: none"> • To copy, repeat and explore actions in response to a theme. • To explore and remember actions considering level, shape and direction. • To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	
1	Invasion <ul style="list-style-type: none"> • To understand the role of defenders and attackers. • To understand who to pass to and why when playing against a defender. • To move towards a goal with the ball. • To support a teammate when in possession. • To move into space showing an awareness of defenders. • To be able to stay with a player when defending. 	Gymnastics <ul style="list-style-type: none"> • To explore travelling movements • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence
2	Invasion <ul style="list-style-type: none"> • To understand what being in possession means and support a teammate to do this. • To use a variety of skills to score goals. • To develop stopping goals. • To learn how to gain possession of the ball. • To develop an understanding of marking an opponent. • To learn to apply simple tactics for attacking and defending. 	Gymnastics <ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus.

	Outdoor	Indoor
3	Handball <ul style="list-style-type: none"> To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills To use a change of direction and speed to lose a defender and move into space. To maintain possession when in attack. 	Gymnastics <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment.
4		Gymnastics <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.
5	Handball <ul style="list-style-type: none"> To develop a variety of passes and know when to use each to help to maintain possession To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. To use defending skills to stop an opponent from scoring. To select and apply the appropriate skill to score goals. To use defensive skills to gain possession. To maintain possession under pressure. 	Gymnastics <ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.
6		Gymnastics <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.

Year	Spring 2	
FS1	Gymnastics Unit 1 <ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. 	
FS2	Gymnastics Unit 2 <ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. 	
1	Net and Wall <ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. 	Sending and Receiving <ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.
2	Net and Wall <ul style="list-style-type: none"> To develop racket familiarisation To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. 	Sending and Receiving <ul style="list-style-type: none"> To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.
Year 3	Outdoor	
	Tennis <ul style="list-style-type: none"> To develop racket and ball control. To develop returning the ball using a forehand groundstroke. 	Indoor Yoga <ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them.

	<ul style="list-style-type: none"> • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score. To develop playing against an opponent. • To work collaboratively with a partner and compete against others. 	<ul style="list-style-type: none"> • To explore gratitude when remembering and repeating a yoga flow. • To develop flexibility and strength in a positive summer flow. • To develop flexibility in an individual yoga flow. • To develop confidence and strength in arm balances.
4	Tennis <ul style="list-style-type: none"> • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going. • To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others. 	
5	Tennis <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. 	Yoga <ul style="list-style-type: none"> • To develop an understanding of yoga. To develop flexibility through the sun salutation flow. • To develop strength through yoga flows. • To create your own flow showing quality in control, balance and technique. • To develop balance through yoga flows. • To work collaboratively to create a controlled paired yoga flow. • To create your own yoga flow that challenges technique, balance and control.
6	Tennis <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent. 	

Year	Summer 1	
FS1	Ball Skills Unit 1 <ul style="list-style-type: none"> • To develop rolling a ball to a target. • To develop stopping a rolling ball. • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. • To develop kicking a ball. 	
FS2	Ball Skills Unit 2 <ul style="list-style-type: none"> • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target. 	
1	Striking and Fielding <ul style="list-style-type: none"> • To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. • To develop decision-making and understand how to score points. 	Yoga <ul style="list-style-type: none"> • To explore yoga and mindfulness • To be able to copy and remember poses. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner.
2	Striking and Fielding <ul style="list-style-type: none"> • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. 	Yoga <ul style="list-style-type: none"> • To copy and repeat yoga poses. • To develop an awareness of strength when completing yoga poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow.

Year 3	Outdoor	Indoor
4	Cricket <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket 	Golf <ul style="list-style-type: none"> • To explore hitting technique and aiming towards a target. • To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game.
5	Cricket <ul style="list-style-type: none"> • To develop throwing accuracy and catching skills. • To develop batting accuracy and directional batting. • To develop catching skills (close/deep catching and wicket keeping). 	Golf <ul style="list-style-type: none"> • To develop putting technique and accuracy. • To develop the technique for chipping. • To develop technique for a short game. • To develop the technique for a long game.
6	<ul style="list-style-type: none"> • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and to use them within a game. • To develop long and short barriers and apply them to a game situation. 	<ul style="list-style-type: none"> • To select the appropriate shot for the situation. • To design a course and select the appropriate shot for the situation.

Year	Summer 2	
FS1	Games Unit 1 <ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. • To work with others to play team games. 	
FS2	Games Unit 2 <ul style="list-style-type: none"> • To aim when throwing and practise keeping score • To follow instructions and move safely when play tagging games. • To learn to play against a partner. • Theme: wild west • To develop co-ordination and play by the rules. • To explore striking a ball and keeping score. • To work co-operatively as a team. 	
1	Team Building <ul style="list-style-type: none"> • To co-operate and communicate with a partner to solve challenges. • To explore and develop teamwork skills. • To develop communication skills. • To use communication skills to lead a partner. • To plan with a partner and small group to solve problems. • To communicate with a group to solve challenges. 	Athletics <ul style="list-style-type: none"> • To move at different speeds over varying distances • To develop balance. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.
2	Team Building <ul style="list-style-type: none"> • To follow instructions and work with others. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To work as a group to solve problems. • To work with a group to copy and create a basic map. 	Athletics <ul style="list-style-type: none"> • To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel.

Year 3	Outdoor	Indoor
4	<p>OAA</p> <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. 	<p>Athletics</p> <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. <p>Athletics</p> <ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
5	<p>OAA</p> <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. 	<p>Athletics</p> <ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.
6	<ul style="list-style-type: none"> To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations. 	<p>Athletics</p> <ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Whitwell Primary School **CYCLE 1**

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	Autumn 1						
FS1	<p>Introduction to PE 1</p> <ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. 						
FS2	<p>Introduction to PE 2</p> <ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner 						
1	<p>Fundamentals</p> <ul style="list-style-type: none"> To explore balance, stability and landing safely To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. 			<p>Fitness</p> <ul style="list-style-type: none"> To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. 			

2	Fundamentals <ul style="list-style-type: none"> To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	Fitness <ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination
3	Outdoor	Indoor
4	Ball Skills <ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	Fitness <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.
5	Tag Rugby <ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. 	Fitness <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing.
6	<ul style="list-style-type: none"> To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	

Year	Autumn 2	
FS1	Fundamentals Unit 1 <ul style="list-style-type: none"> To develop balancing whilst stationary and on the move To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	
FS2	Fundamentals Unit 2 <ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	
1	Ball Skills <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	Dance <ul style="list-style-type: none"> To explore speeds and actions in our toy inspired dance. To use expression and create actions that relate to the story. To use a pathway when travelling. To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner.
2	Ball Skills <ul style="list-style-type: none"> To be able to roll a ball to hit a target To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	Dance <ul style="list-style-type: none"> To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.

Year 3	Outdoor	Indoor
	<p>Hockey</p> <ul style="list-style-type: none"> • To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To be able to use an open stick tackle. • To apply defending and attacking principles and skills in a hockey tournament. 	<p>Dance</p> <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To be able to select and use actions to represent an idea. • To work with a partner to choose actions that relate to an idea. • To remember and repeat actions, using dynamics to clearly show different phrases. • To choose actions which relate to the idea, using space and timing to make my work look interesting. • To understand and use formations, choosing poses which relate to the stimulus. • To use transitions and changes of timing to move into and out of shapes.
4		<p>Dance</p> <ul style="list-style-type: none"> • To copy and create actions in response to an idea and be able to adapt this using changes of space. • To choose actions which relate to the theme. • To use actions, dynamics, spacing and timing to represent a state of matter. • To use actions, dynamics, spacing and timing to represent a state of matter. • To remember and repeat actions and create dance ideas in response to a stimulus. • To use action and reaction when creating ideas with a partner. • To remember, repeat and create actions to represent an idea. • To use choreographing ideas to change how actions are performed.

5

Hockey

- To develop dribbling to beat a defender.
- To develop sending the ball using a push pass.
- To develop receiving the ball with control.
- To be able to move into space to support a teammate.
- To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.
- To apply the rules and skills you have learnt to play in a hockey tournament.

Dance

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand how changing the dynamics of an action changes the appearance of the performance.
- To understand and use relationships and space to change how a performance looks.
- To work with a group to create poses and link them together using transitions.
- To use choreographing devices when working as a group.
- To copy and repeat movements in the style of Rock 'n' Roll.
- To work with a partner to copy and repeat actions keeping in time with the music.
- To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

6

Dance

- To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.
- To select actions and dynamics to convey different characters.
- To choreograph a dance that shows contrasting characters.
- To communicate a story through dance.

Year	Spring 1	
FS1	Dance Unit 1 <ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions. 	
FS2	Dance Unit 2 <ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	
1	Invasion <ul style="list-style-type: none"> To understand the role of defenders and attackers. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending. 	Gymnastics <ul style="list-style-type: none"> To explore travelling movements To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence
2	Invasion <ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending. 	Gymnastics <ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.

	Outdoor	Indoor
3	Netball <ul style="list-style-type: none"> To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. 	Gymnastics <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment.
4		Gymnastics <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.
5	Netball <ul style="list-style-type: none"> To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To be able to change direction to get free from a defender and receive a pass. To learn the positions of 5-a-side netball. 	Gymnastics <ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.
6		Gymnastics <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.

Year	Spring 2	
FS1	Gymnastics Unit 1 <ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. 	
FS2	Gymnastics Unit 2 <ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. 	
1	Net and Wall <ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. 	Sending and Receiving <ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.
2	Net and Wall <ul style="list-style-type: none"> To develop racket familiarisation To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. 	Sending and Receiving <ul style="list-style-type: none"> To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.
Year 3	Outdoor	
	Tennis <ul style="list-style-type: none"> To develop racket and ball control. To develop returning the ball using a forehand groundstroke. 	Indoor Yoga <ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them.

	<ul style="list-style-type: none"> • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score. To develop playing against an opponent. • To work collaboratively with a partner and compete against others. 	<ul style="list-style-type: none"> • To explore gratitude when remembering and repeating a yoga flow. • To develop flexibility and strength in a positive summer flow. • To develop flexibility in an individual yoga flow. • To develop confidence and strength in arm balances.
4	Tennis <ul style="list-style-type: none"> • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going. • To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others. 	
5	Tennis <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. 	Yoga <ul style="list-style-type: none"> • To develop an understanding of yoga. To develop flexibility through the sun salutation flow. • To develop strength through yoga flows. • To create your own flow showing quality in control, balance and technique. • To develop balance through yoga flows. • To work collaboratively to create a controlled paired yoga flow. • To create your own yoga flow that challenges technique, balance and control.
6	Tennis <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent. 	

Year	Summer 1	
FS1	Ball Skills Unit 1 <ul style="list-style-type: none"> • To develop rolling a ball to a target. • To develop stopping a rolling ball. • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. • To develop kicking a ball. 	
FS2	Ball Skills Unit 2 <ul style="list-style-type: none"> • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target. 	
1	Striking and Fielding <ul style="list-style-type: none"> • To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. • To develop decision-making and understand how to score points. 	Yoga <ul style="list-style-type: none"> • To explore yoga and mindfulness • To be able to copy and remember poses. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner.
2	Striking and Fielding <ul style="list-style-type: none"> • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. 	Yoga <ul style="list-style-type: none"> • To copy and repeat yoga poses. • To develop an awareness of strength when completing yoga poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow.

Year 3	Outdoor	Indoor
4	<p>Rounders</p> <ul style="list-style-type: none"> • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two handed pick up and a short barrier. • To develop batting technique and an understanding of where to hit the ball. • To apply skills and rules learnt to play rounders. 	<p>Dodgeball</p> <ul style="list-style-type: none"> • To learn the rules of dodgeball and apply them to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball. • To understand the rules of dodgeball and use them to play in a tournament.
5	<p>Rounders</p> <ul style="list-style-type: none"> • To develop the bowling action and understand the role of the bowler. • To develop batting technique. • To make decisions about where and when to send the ball to stump a batter out. 	<p>Dodgeball</p> <ul style="list-style-type: none"> • To recap on the rules of dodgeball and apply them to a game • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching to get an opponent out. • To select and apply tactics in the game. • To develop officiating skills and referee a dodgeball game.
6	<ul style="list-style-type: none"> • To develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and understand when to use them. <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>	

Year	Summer 2	
FS1	Games Unit 1 <ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. • To work with others to play team games. 	
FS2	Games Unit 2 <ul style="list-style-type: none"> • To aim when throwing and practise keeping score • To follow instructions and move safely when play tagging games. • To learn to play against a partner. • Theme: wild west • To develop co-ordination and play by the rules. • To explore striking a ball and keeping score. • To work co-operatively as a team. 	
1	Team Building <ul style="list-style-type: none"> • To co-operate and communicate with a partner to solve challenges. • To explore and develop teamwork skills. • To develop communication skills. • To use communication skills to lead a partner. • To plan with a partner and small group to solve problems. • To communicate with a group to solve challenges. 	Athletics <ul style="list-style-type: none"> • To move at different speeds over varying distances • To develop balance. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.
2	Team Building <ul style="list-style-type: none"> • To follow instructions and work with others. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To work as a group to solve problems. • To work with a group to copy and create a basic map. 	Athletics <ul style="list-style-type: none"> • To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel.

Year 3	Outdoor	Indoor
4	<p>OAA</p> <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. 	<p>Athletics</p> <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.
5	<p>OAA</p> <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. 	<p>Athletics</p> <ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.
6	<ul style="list-style-type: none"> To develop navigational skills and map reading. To be able to use a key to identify objects and locations. 	<p>Athletics</p> <ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Key P.E Learning: Substantive Knowledge Progression

Fundamentals						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Demonstrate balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Run at the appropriate speed over longer distances or for longer periods.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency, control when travelling, landing, stopping, and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>

Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in the game situation.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Recognise space in relation to others.	Dribble a ball with feet with some control in the game situation. Use a variety of throwing techniques in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using varying techniques with increasing accuracy.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills.	Strike a ball using a wider range of skills to outwit an opponent. Apply
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.			
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.			
Make simple decisions in response to a solution.	Begin to use simple tactics with guidance.					

			<p>Use simple tactics individually and within a team.</p>	<p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases</p>	<p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>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.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

Body Management

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>

Orienteering

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest idea to solve simple tasks.</p> <p>Copy a simple diagram or map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram or map.</p> <p>Understand when a challenge is solved and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group listening to and accepting other' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Oriente and follow a diagram or map.</p> <p>Reflect on when and why challenges are solved successfully and use others' to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to peers.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Oriente a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to for, ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and effectively orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>

Swimming and Water Safety (Year 5 ONLY)

Beginners	Developers	Intermediate
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync an isolated kicking action.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over a short distance.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a rampage of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>

Progression Journey: SET

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Social	<p>Take turns. Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
Emotional	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g, move to an open space towards goal.</p> <p>Begin to select and apply to use in variety of differing situations. E.g. choose to use a balance on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to and where to move.</p> <p>Select and apply from a wide range of skills and actions in response to a task.</p> <p>Provide feedback using terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was already over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>

Key P.E Learning: Disciplinary Knowledge Progression

Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore running and stopping	Explore running at different speeds	Develop the sprinting action	Develop the technique and apply it to relay events	Develop an understanding of speed and pace in relation to distance	Apply fluency and coordination when running in speed relay changeovers	Demonstrate a clear understanding of pace and use it to develop their own and other sprinting technique
Explore running on the balls of their feet	Explore running over obstacles	Explore rhythm when running over obstacles	Develop the fluency and rhythm when running over obstacles	Develop power and speed in the sprinting technique	Effectively apply speeds appropriate for the event	Hurdle with greater control and coordination.
Explore jumping and hopping safely	Develop balance whilst jumping and landing	Develop jumping, hopping and skipping actions	Develop technique in a range of approaches and take off positions	Explore fluency and technique in the vertical jump	Explore technique and rhythm in the triple jump	Develop, power control and technique in the triple jump
Explore throwing to a target	Explore hopping, jumping and leaping for distance	Explore safely jumping for distance	Develop jumping for height and safety	Explore power and technique when throwing for a distance in a pull throw.	Develop technique and power in javelin and shot put	Develop power, control and technique when throwing discus and javelin.
Running		Jumping		Throwing & Catching		

Ball Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore sending an object with hands and feet.</p> <p>Explore catching using a variety of larger balls and beanbags.</p> <p>Explore stopping a ball with hands and feet.</p> <p>Explore bouncing and catching</p>	<p>Roll and throw with some accuracy towards a target.</p> <p>Begin to catch with two hands</p> <p>Catch after a bounce</p> <p>Track a ball being sent directly</p> <p>Begin to dribble with hands and feet</p>	<p>Roll, throw and kick a ball to hit a target.</p> <p>Develop catching a range of objects with two hands</p> <p>Catch with and without a bounce</p> <p>Consistently track and collect a ball being sent directly</p> <p>Dribble a ball with hands and feet with some control</p>	<p>Send a ball with accuracy and increasing consistency to a target</p> <p>Catch a range of objects with increasing consistency</p> <p>Track a ball not sent directly</p> <p>Dribble a ball with hands and feet with control</p>	<p>Accurately use a range of techniques to send a ball to a target</p> <p>Catch different sized objects with increasing consistency with one and two hands</p> <p>Consistently track a ball sent directly and indirectly</p> <p>Dribble a ball with increasing control and co-ordination</p>	<p>Demonstrate clear technique when sending a ball under pressure</p> <p>Demonstrate good technique under pressure</p> <p>Demonstrate a range of techniques when</p> <p>Dribble with some control under pressure</p>	<p>Show goof technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Demonstrate increasing consistency if catching under pressure in a variety of game situations</p> <p>Demonstrate a wider range of techniques when tracking a ball under pressure</p> <p>Demonstrate a range of dribbling techniques with increasing control under pressure.</p>
<u>Sending</u>		<u>Catching</u>		<u>Tracking</u>		<u>Dribbling</u>

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore how their body moves</p> <p>Copy basic body actions and rhymes.</p> <p>Explore actions in response to music and an idea.</p> <p>Explore pathways and the space around them and in relation to others.</p> <p>Are given opportunities to perform in front of others.</p>	<p>Copy, remember and repeat actions to represent a theme.</p> <p>Explore creating their own actions in relation to a theme.</p> <p>Explore varying speeds to represent an idea.</p> <p>Explore pathways within their performances.</p> <p>Begin to explore actions and pathways with a partner.</p> <p>Begin to use counts within their performance.</p>	<p>Accurately remember, repeat and link actions to express an idea.</p> <p>Develop an understanding of dynamics.</p> <p>Develop the use of pathways and travelling actions to include levels.</p> <p>Explore working with a partner using unison, matching and mirroring.</p> <p>Develop the use of facial expressions in their performances.</p>	<p>Create actions in response to stimulus individually and in groups.</p> <p>Use dynamics effectively to express an idea.</p> <p>Use direction to transition formations.</p> <p>Develop an understanding of formations.</p> <p>Perform short, self-choreographed.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Change dynamics confidently within a performance to express changes in character.</p> <p>Confidently use changes in level, direction and pathway.</p> <p>Use action and reaction to represent and idea.</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Confidently use dynamics to express different dance styles.</p> <p>Use direction and patterning to express different dance styles.</p> <p>Confidently use formations, canon and unison to express an dance idea.</p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Show controlled movements which express emotion and feeling.</p> <p>Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.</p> <p>Use a variety of basic compositional principles when creating their own dances.</p> <p>Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.</p>
Actions		Dynamics		Space		Relationships
						Performance

Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore changing direction safely.</p> <p>Explore balancing whilst stationary and on the move.</p> <p>Explore moving different body parts together</p> <p>Explore moving and stopping with control</p> <p>Explore taking weight on different body parts</p> <p>Explore moving for extended periods of time</p>	<p>Change direction whilst running.</p> <p>Explore balancing in more challenging activities with some success.</p> <p>Explore coordination through the use of equipment</p> <p>Explore running at different speeds</p> <p>Explore exercises using their own body weight</p> <p>Explore moving for longer periods of time and identify how it makes them feel</p>	<p>Demonstrate improved technique when changing direction on the move.</p> <p>Demonstrate increased balance whilst traveling along and over equipment</p> <p>Perform actions with increased control when coordinating their body with and without equipment</p> <p>Can demonstrate running at different speeds</p> <p>Demonstrate increased control in body weight exercises</p> <p>Show an ability to work for periods of time</p>	<p>Show balance when changing direction.</p> <p>Explore more complex activities which challenge balance</p> <p>Can coordinate their bodies with increased consistency in a variety of activities</p> <p>Explore sprinting technique</p> <p>Explore building strength in different muscle groups</p> <p>Explore using their breath to increase their ability to work for longer periods of time</p>	<p>Show balance when changing direction at speed.</p> <p>Show control whilst completing activities which challenge balance</p> <p>Explore increased speed when coordinating their bodies</p> <p>Demonstrate improved sprinting technique</p> <p>Identify activities which help to strengthen different muscle groups</p> <p>Demonstrate using their both to maintain their work rate</p>	<p>Demonstrate improved body posture and speed when changing direction.</p> <p>Change their body position to maintain a controlled centre of gravity</p> <p>Demonstrate increased speed when coordinating their bodies</p> <p>Identify the best pace for a set distance or time</p> <p>Demonstrate increased technique in body weight exercises</p> <p>Use their breath to increase their ability to move for periods of time</p>	<p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge</p> <p>Can adapt running technique to meet needs of the distance</p> <p>Can complete body weight exercises for increased repetitions with control and fluency</p> <p>Use their breath to increase their ability to move for sustained periods of time</p>
Agility	Balance	Coordination	Speed	Strength	Strength	Stamina

Fundamentals

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore running and stopping	Explore changing direction and dodging	Demonstrate balance when changing direction	Change direction quickly	Change direction quickly under pressure	Demonstrate improved body posture and balance when changing direction	Change direction with a fluent action
Explore changing direction safely	Discover how the body moves at different speeds	Clearly show different speeds when running	Understand and show how the body moves at different speeds	Demonstrate when and how to accelerate and decelerate	Accelerate and decelerate appropriately for the situation	Can transition smoothly between varying speeds
Explore balancing whilst stationary and on the move	Move with some control and balance	Demonstrate balance when performing movements	Demonstrate balance when performing other fundamental skills	Demonstrate good balance and control when performing other fundamental skills.	Consistently demonstrate good balance when performing other fundamental skills.	Show fluency and control when travelling, landing and changing direction
Begin to explore take-off and landing safely.	Explore stability and landing safely	Demonstrate jumping for distance, height and in different directions	Link jumping and hopping actions.	Link hopping and jumping actions with other fundamental skills	Demonstrate good technique and coordination when linking jumps	Demonstrate good technique when jumping and hopping for distance and height.
Explore hopping on both feet.	Demonstrate control in take-off and landing when jumping	Demonstrate hopping for distance, height and in different directions	Jump and turn a skipping rope.	Consistently skip in a rope.	Show a range of skills when skipping in a rope.	Fluently link jumps together.
Explore skipping as a travelling action	Begin to explore hopping in different directions	Explore single and double bounce when jumping in a rope.				Consistently show a range of skills when skipping in a rope.
	Show co-ordination when turning a rope					
	Use rhythm to jump continuously in a French					
Running		Balance		Jumping and Hopping		Throwing & Catching

Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show contrast with their bodies including wide/narrow straight/curved</p> <p>Explore shapes in stillness using different parts of their bodies.</p>	<p>Explore basic and still shapes straight, tuck, straddle, and pike.</p> <p>Perform balances making their body tense, stretched and curled.</p>	<p>Explore using shapes in different gymnastic balances.</p> <p>Remember, repeat and link combinations of gymnastic balances.</p>	<p>Explore matching and contrasting shapes</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Develop the range of shapes they use in their sequences.</p> <p>Develop control and fluency in individual and partner balances.</p>	<p>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p> <p>Explore symmetrical and asymmetrical balances.</p>	<p>Combine and perform gymnastic shapes more fluently and effectively.</p> <p>Explore counter balances and counter tension balances.</p>
Shapes	Balances	Rolls	Jumps	Inverted Movements		

Invasion Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore S&R with hands and feet using a variety of equipment.</p> <p>Explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Explore changing direction and tagging games.</p> <p>Recognise their own space.</p>	<p>Explore S&R with hands and feet to a partner.</p> <p>Explore dribbling with hands and feet.</p> <p>Explore changing direction to move away from a partner.</p> <p>Explore tracking and move to stay with a partner.</p> <p>Recognise good space when playing games.</p>	<p>Developing S&R with increased control.</p> <p>Explore dribbling with hands and feet with increasing control on the move.</p> <p>Developing moving into space away from defenders</p> <p>Explore staying close to other players to try and stop them getting the ball.</p> <p>Explore moving with a ball towards goal.</p>	<p>Explore S&R abiding by the rules of the game.</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Track opponents to limit their scoring opportunities.</p> <p>Develop moving with a ball towards goal with some control.</p>	<p>Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Develop control whilst dribbling under pressure.</p> <p>Develop decision making around when to pass and when to shoot.</p> <p>Develop defending one on one and know when to win the ball.</p> <p>Move into space to help their team keep possession and score goals.</p>	<p>Develop control when S&R under pressure</p> <p>Select and apply a variety of dribbling techniques to game situations.</p> <p>Explore creating tactics with others and applying them to game situations.</p> <p>Develop tracking and marking with a variety of techniques and increased success.</p> <p>Move to create space for themselves and others in their team.</p>	<p>Develop making quick decisions about when, how and who to pass to.</p> <p>Dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Explore creating attacking tactics with others in response to the game.</p> <p>Explore creating and applying defending tactics with others in response to the game.</p> <p>Move to the correct space when transitioning from attack to defence.</p>
Sending & receiving	Dribbling	Attacking	Defending	Space		

Net and Wall Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore hitting a ball with their hands</p> <p>Explore sending a ball to a partner</p> <p>Explore changing direction, running and stopping</p>	<p>Explore hitting a dropped ball with a racket.</p> <p>Throw a ball over a net to land into the court area</p> <p>Explore underarm rallying with a partner.</p> <p>Use the ready position to move towards a ball.</p>	<p>Develop hitting a dropped ball over a net.</p> <p>Accurately underarm throw over a net to a partner.</p> <p>Explore underarm rallying with a partner catching after one bounce</p> <p>Consistently use the ready position to move towards a ball.</p>	<p>Explore returning a ball using focus shots such as the forehand and backhand.</p> <p>Explore serving from an underarm serve.</p> <p>Explore rallying with a forehand</p> <p>Consistently use and return to the ready position in between shots.</p>	<p>Demonstrate increased technique when using shots both cooperatively and competitively.</p> <p>Develop technique in serving underarm with increased consistency.</p> <p>Develop rallying using both forehand and backhand with increased technique.</p> <p>Begin to use appropriate footwork patterns to move around the court</p>	<p>Develop the range of shots used in the games they play</p> <p>Develop their range of serving techniques appropriate to the game they are playing.</p> <p>Use a variety of shots to keep a continuous rally.</p> <p>Demonstrate effective footwork patterns to move around the court.</p>	<p>Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</p> <p>Serve accurately and consistently. Beginning to apply tactics to their serve.</p> <p>Successfully apply a variety of shots to keep a continuous rally.</p> <p>Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse</p>
Hitting	Feeding	Rallying	Serving	Shots	Footwork	

OAA						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore activities in which they make their own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Develop their confidence in expressing themselves.</p> <p>Begin to identify when they were successful</p>	<p>Suggest ideas in response to a task.</p> <p>Follow a simple diagram/map.</p> <p>Communicate simple instructions and listen to others.</p> <p>Identify when they were successful and make basic observations about how to improve.</p>	<p>Begin to plan, and with some success, apply strategies to overcome a challenge.</p> <p>Understand how to use, follow and create a simple diagram/map.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Verbalise when they were successful and areas that they could improve.</p>	<p>Can plan and implement strategies to solve problems.</p> <p>Developing map reading skills.</p> <p>Can follow and give instructions and are accepting of other peoples' ideas.</p> <p>Can reflect on when and why they were successful at solving challenges.</p>	<p>Plan independently and in small groups, implementing a strategy with increased success.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Confidently communicate ideas and listen to others</p> <p>With increased accuracy, critically reflect on when and why they were successful at solving challenges</p>	<p>Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Develop navigational skills and map reading in increasingly challenging tasks including map orientation.</p> <p>Explore a variety of communication methods with increasing success.</p> <p>Reflect on when they were successful at solving challenges and alter their methods in order to improve.</p>	<p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Orientate a map efficiently to navigate around a course.</p> <p>Inclusively communicate with others, share job roles and lead when necessary.</p> <p>With increasing accuracy they reflect on when and how they were successful at solving challenges and alter their methods in order to improve.</p>
Problem Solving		Navigational Skills		Communication		Reflection

Striking and Fielding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore sending a ball to a partner</p> <p>Explore tacking and stopping a rolling ball</p> <p>Explore throwing and catching using a variety of equipment</p>	<p>Explore striking a ball with their hand and equipment.</p> <p>Develop tracking and retrieving a ball for their team.</p> <p>Explore technique when throwing over and underarm</p> <p>Develop coordination and technique when catching</p>	<p>Develop striking a ball with their hand and equipment with some consistency</p> <p>Understand that there are different roles within a fielding team</p> <p>Develop coordination and technique when throwing over and underarm</p> <p>Catch with two hands with some coordination and technique.</p>	<p>Begin to strike a bowled ball using different equipment.</p> <p>Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations.</p>	<p>Develop batting technique consistent with the rules of the game.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Beginning to catch with one and two hands with some consistency in game situations</p>	<p>Explore defensive and driving hitting techniques and directional batting.</p> <p>Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.</p> <p>Demonstrate clear technique when using a variety of throws under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>Strike a bowled ball with increasing accuracy and consistency</p> <p>Consistently select and apply the appropriate fielding action for the situation.</p> <p>Consistently make good decisions on who and when to pass to in order to get batters out</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p>
Striking		Fielding		Throwing		Catching

Swimming

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can swim over a 10m distance with a buoyancy aid.</p> <p>Can submerge confidently in the water.</p> <p>Become aware of water safety and explore floating on their front and back.</p>	<p>Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Begin to explore breathing in sync with their kicking action</p> <p>Demonstrate an awareness of water safety and float on their front and on their back.</p>	<p>Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Begin to explore front crawl breathing technique.</p> <p>Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p>Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Demonstrate improved breathing technique in front crawl</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water</p>	<p>Demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</p> <p>Explore underwater breaststroke breathing technique over a distance of 25m</p> <p>Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.LP and huddle positions.</p>	<p>Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m.</p> <p>Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Can select and apply the appropriate survival technique for the situation.</p>
	Strokes	Breathing	Water Safety			

Target Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore catching using a variety of equipment.</p> <p>Explore throwing using a variety of equipment.</p> <p>Explore sending a ball to a partner</p>	<p>Explore technique when throwing overarm towards a target.</p> <p>Explore technique when throwing underarm towards a target.</p> <p>Explore striking a ball with their hand and equipment.</p>	<p>Develop co-ordination and technique when throwing overarm at a target.</p> <p>Develop co-ordination and technique when throwing underarm at a target.</p> <p>Develop striking a ball with equipment with some consistency</p>	<p>Explore throwing at a moving target.</p> <p>Build the confidence to attempt catching in game situations.</p> <p>Begin to explore striking a ball with sport specific equipment.</p>	<p>Throw with increasing accuracy and success in game situations.</p> <p>Catch with increasing consistency in game situations.</p> <p>Explore striking techniques appropriate to the situation</p>	<p>Demonstrate clear technique when throwing under pressure.</p> <p>Demonstrate good technique and consistency in catching skills under pressure.</p> <p>Develop a wider range of striking techniques and begin to use them under pressure.</p>	<p>Consistently make good decisions on who and when to throw at in order to get opponents out.</p> <p>Make quick decisions on when to catch and when to dodge</p> <p>Successfully select and apply a wider range of striking techniques appropriate to the situation.</p>
Throwing		Catching (Dodgeball)		Striking		

Yoga						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore shapes in stillness using different parts of their bodies.</p> <p>Explore shapes and actions to stretch their bodies</p> <p>Explore taking weight on different body parts.</p> <p>Explore their own feelings in response to an activity or task.</p>	<p>Perform balances and poses making their body tense, stretched and curled.</p> <p>Explore poses and movements that challenge their flexibility.</p> <p>Explore strength whilst transitioning from one pose to another.</p> <p>Recognise their own feelings in response to a task or activity.</p>	<p>Remember, copy, and repeat sequences of linked poses</p> <p>Show increased awareness of extension in poses.</p> <p>Demonstrate increased control in performing poses.</p> <p>Explore controlling their focus and sense of calm.</p>	<p>Demonstrate increased control when in poses and explore control in paired poses.</p> <p>Explore poses and movement in relation to their breath.</p> <p>Explore arm balances with some control.</p> <p>Develop their ability to stay still and keep their focus.</p>	<p>Explore using their breath to maintain balance within a pose.</p> <p>Demonstrate increased extension in their poses.</p> <p>Demonstrate increased control and strength when in a pose</p> <p>Can engage with mindfulness activities with increased focus</p>	<p>Use their breath to maintain balance within a pose.</p> <p>Develop flexibility by connecting their movement with their breath.</p> <p>Demonstrate increased control and strength when in and transitioning between poses</p> <p>Understand that there are methods they can use to control how they feel.</p>	<p>Link combinations of poses for balance with increased control in transition.</p> <p>Confidently transition from one pose to another showing extension connected to their breath.</p> <p>Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Explore methods they can use to control how they feel with some success.</p>
Balance		Flexibility		Strength		Mindfulness

Key P.E Learning: Sport Progression

Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I am beginning to link running and jumping movements. I can run at different speeds.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>I am developing over arm throwing.</p> <p>I am able to throw towards a target.</p> <p>I can work with others and make safe choices.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I try my best.</p>	<p>I can link running and jumping movements with some control and balance.</p> <p>I show balance and co-ordination when running at different speeds and in different directions</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I can identify good technique.</p> <p>I can describe how my body feels during exercise.</p> <p>I try my best.</p>	<p>I can use key points to help me to improve my sprinting technique.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I am developing jumping for distance and height.</p> <p>I can use different take off and landings when jumping</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I can identify when I was successful.</p> <p>I understand why it is important to warm up.</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can jump for distance and height with balance and control.</p> <p>I can throw with some accuracy and power towards a target area.</p> <p>I support and encourage others to work to their best.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I show determination to improve my personal best.</p> <p>I can demonstrate the difference in sprinting and jogging techniques.</p>	<p>I can choose the best pace for a running event.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I show accuracy and power when throwing for distance.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can identify good athletic performance and explain why it is good.</p> <p>I can understand how stamina and power help people to perform well in different athletic activities.</p>	<p>I can select and apply the best pace for a running event.</p> <p>I can perform jumps for height and distance using good technique.</p> <p>I show accuracy and good technique when throwing for distance. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>

Ball Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am confident to try new activities.</p> <p>I ask for help if needed.</p> <p>I can handle equipment effectively.</p> <p>I can move confidently in a range of ways.</p> <p>I can safely negotiate space. I can show good control and co-ordination in small and large movements.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I know the importance for good health and physical exercise.</p> <p>I am sensitive to others' feelings.</p> <p>I play co-operatively, taking turns.</p> <p>I can talk about my own ideas and use them in response to a task.</p> <p>I understand and follow rules.</p>	<p>I am beginning to catch with two hands.</p> <p>I can roll and throw with some accuracy towards a target</p> <p>I can track a ball that is coming towards me.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can work co-operatively with a partner.</p> <p>I can say when someone was successful.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I am beginning to understand simple tactics.</p>	<p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can track a ball and collect it. I can dribble a ball with my hands and feet with some control.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can describe how my body feels during exercise.</p> <p>I am beginning to understand and use simple tactics.</p>	<p>I can track the path of a ball that is not sent directly to me.</p> <p>I can throw with accuracy and increasing consistency to a target.</p> <p>I can show a variety of throwing techniques.</p> <p>I can catch different sized objects with increasing consistency with two hands.</p> <p>I can dribble a ball with control. I can share ideas and work with others to create a game.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p>	<p>I can consistently track the path of a ball that is not sent directly to me.</p> <p>I can accurately use a range of throwing techniques to throw to a target.</p> <p>I can catch different sized objects with increasing consistency with one and two hands.</p> <p>I can dribble a ball with increasing control and co-ordination.</p> <p>I can share ideas and work with others to create a game to develop a certain skill</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p>		

Basketball

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can move with a ball towards goal with increasing control</p> <p>I can track an opponent to slow them down.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I know what position I am playing in and how to contribute when attacking and defending</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team. I understand when to use different styles of defence in game situations.</p> <p>I understand that there are different areas of fitness and how these help me in different activities.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game honestly and consistently.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these</p>

Cricket

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills.</p> <p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can persevere when learning a new skill.</p> <p>I understand the aim of the game and this shows in my performance.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can persevere when learning a new skill.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work collaboratively with others to score runs.</p> <p>I can work co-operatively with others to manage our game</p>	<p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work collaboratively with others to score runs and to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p>

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am confident to try new activities.</p> <p>I ask for help if needed.</p> <p>I can handle equipment effectively</p> <p>I can move confidently in a range of ways.</p> <p>I can safely negotiate space.</p> <p>I can show good control and co-ordination in small and large movements.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I know the importance for good health and physical exercise.</p> <p>I am sensitive to others' feelings.</p> <p>I play co-operatively, taking turns.</p>	<p>I show some sense of dynamic and expressive qualities in my dance.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I say what I liked about someone else's performance.</p> <p>I can work with others to share ideas and select actions.</p> <p>I am beginning to use counts.</p>	<p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can copy, remember and repeat a series of actions.</p> <p>I show confidence to perform.</p> <p>I can describe how my body feels during exercise.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I can use counts to stay in time with music.</p>	<p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I create short dance phrases that communicate the idea.</p> <p>I am respectful of others when watching them perform.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I can use counts to keep in time with a partner and group.</p>	<p>I can use changes in timing and spacing to develop a dance.</p> <p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can copy and remember set choreography.</p> <p>I show respect for others when working as a group and watching others perform.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p>	<p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can accurately copy and repeat set choreography.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can suggest ways to improve my own and other pupils' work using key terminology.</p>	<p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work. I can lead a small group through a short warm-up routine.</p>

<p>I can talk about my own ideas and use them in response to a task.</p> <p>I understand and follow rules.</p>				<p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I can use counts to keep in time with others and the music</p>	<p>I can use feedback provided to improve my work.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can use counts when choreographing to stay in time with others and the music</p>	<p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p>I can use counts when choreographing to improve the quality of my work.</p>
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Dodgeball

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I understand the aim of the game.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can catch with increasing consistency.</p> <p>I can throw with some accuracy at a target.</p> <p>I share ideas and work with others to manage our game</p> <p>I can return the ready position to defend myself</p>	<p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can throw accurately at a target.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I can officiate and help to manage a game by refereeing.</p>

Fitness

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I use co-ordination to turn a skipping rope.</p> <p>I show co-ordination when trying hula hoop skills.</p> <p>I can change direction when running. I can run at different speeds.</p> <p>I can show hopping and jumping movements.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I work with others to turn a rope.</p> <p>I try my hardest to keep working over longer periods of time</p>	<p>I can link different hoop skills to create a routine.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I can describe how my body feels during exercise.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I persevere with new challenges</p>	<p>I show balance when changing direction.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can complete exercises with control.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can work safely with others.</p> <p>I can persevere when I find a challenge is hard.</p>	<p>I show balance when changing direction at speed.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I show control when completing activities to improve balance.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p> <p>I can collect and record personal fitness data and identify areas I need to improve.</p> <p>I share ideas and work with others to manage activities.</p> <p>I show determination to continue working at over a period of time</p>	<p>I understand the different components of fitness and how to test them.</p> <p>I can choose the best pace for a running event and maintain speed.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can analyse my fitness data to identify areas of improvement.</p> <p>I can encourage and motivate others to work to their personal best.</p> <p>I can work with others to manage activities.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it</p>	<p>I can change my running technique to adapt to different distances.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I can collect, record and analyse data to identify areas where I have made the most improvement.</p> <p>I encourage and motivate others to work to their best.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I work to my maximum consistently when presented with challenges.</p>

Football						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can move with a ball towards goal with increasing control</p> <p>I can track an opponent to slow them down.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I am beginning to use simple tactics.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the rules of the game and I can apply them honestly most of the time. I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>

Fundamentals

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am confident to try new activities.</p> <p>I ask for help if needed.</p> <p>I can handle equipment effectively.</p> <p>I can move confidently in a range of ways. I can safely negotiate space.</p> <p>I can show good control and co-ordination in small and large movements.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I know the importance for good health and physical exercise.</p> <p>I am sensitive to others' feelings.</p> <p>I play co-operatively, taking turns.</p> <p>I can talk about my own ideas and use them in response to a task.</p> <p>I understand and follow rules.</p>	<p>I can show hopping and jumping movements.</p> <p>I can change direction.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I use co-ordination to turn a skipping rope.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I can recognise changes in my body when I do exercise.</p>	<p>I can show balance when changing direction.</p> <p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I can describe how my body feels during exercise</p>	<p>I am able to jump and turn a skipping rope.</p> <p>I can change direction quickly.</p> <p>I can identify when I was successful.</p> <p>I can link hopping and jumping actions.</p> <p>I understand how the body moves differently at different speeds</p> <p>I understand why it is important to warm up.</p> <p>I demonstrate balance when performing other fundamental skills.</p>	<p>I can change direction quickly under pressure.</p> <p>I can explain what happens when I exercise.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can link hopping and jumping actions with other fundamental skills.</p> <p>I can work with others to complete skipping challenges.</p> <p>I understand and can demonstrate how and when to speed up and slow down when running.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p>		

Golf						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can hold all equipment correctly.</p> <p>I can provide feedback using key words.</p> <p>I can strike the ball with some accuracy.</p> <p>I can work on my own, with a partner and as a team. I mostly have the correct stance for putting.</p> <p>I show balance when striking the ball.</p> <p>I understand the aim of the game.</p>	<p>I can hold all equipment correctly.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve. I can show how to aim using a putting club.</p> <p>I can strike a ball with increasing consistency.</p> <p>I can use different actions for different shots.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can hold all equipment correctly depending on the shot I am using.</p> <p>I can identify different areas of the golf course.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I can identify different areas of the golf course.</p> <p>I can show control of distance when chipping and putting.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>

Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. EYFS I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules.</p>	<p>I can link simple actions together to create a sequence. I can remember and repeat actions and shapes. I am confident to perform in front of others. I can recognise changes in my body when I do exercise. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn. I can make my body tense, relaxed, stretched and curled.</p>	<p>I can plan and repeat simple sequences of actions. I can perform the basic gymnastic actions with some control and balance. I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I am beginning to provide feedback using key words. I can work safely with others and apparatus. I can use shapes when performing other skills. I can use directions and levels to make my work look interesting.</p>	<p>I can choose actions that flow well into one another. I can adapt sequences to suit different types of apparatus. I use a greater number of my own ideas for movements in response to a task. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I understand the benefits of exercise. I can provide feedback using key words. With help, I can recognise how performances could be improved. I can move in unison with a partner.</p>	<p>I can plan and perform sequences with a partner that include a change of level and shape. I understand how body tension can improve the control and quality of my movements. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can watch, describe and suggest possible improvements to others' performances and my own. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner.</p>	<p>I can use strength and flexibility to improve the quality of a performance. I can create and perform sequences using apparatus, individually and with a partner. I can use canon and synchronisation, and mirroring when performing with a partner and a group and say how it affects the performance. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use feedback provided to improve my work. I can work safely when learning a new skill to keep myself and others safe. I can lead a partner through short warm-up routines.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can work collaboratively with others to create a sequence. I understand what counter balance and counter tension is and can show examples with a partner. I understand that there are different areas of fitness and how this helps me in different activities. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I understand how to work safely when learning a new skill. I can lead a small group through a short warm-up routine.</p>

Handball

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can throw, catch, dribble and shoot the ball with some control.</p> <p>I can defend an opponent to slow them down.</p> <p>I can find space away from others and near to my goal.</p> <p>I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games. I can provide feedback using key words.</p>	<p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can self-manage a match with my teammates and officiate a match by applying the basic rules.</p> <p>I can throw, catch, dribble and shoot the ball with increasing control.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can use simple tactics to help my team gain possession.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can move to space to help my team to keep possession and score goals.</p>	<p>I understand the rules and can apply them honestly most of the time including when refereeing.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I communicate well with my team and move into space to help to maintain possession and score goals.</p> <p>I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p> <p>I use feedback provided to improve my work.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I can lead others and contribute my ideas to group work.</p>	<p>I use the rules of the game honestly and consistently when playing and refereeing.</p> <p>I can perform a range of skills with control and can select the appropriate action for the situation under pressure.</p> <p>I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p> <p>I can create and use space to help my team to maintain possession and create scoring opportunities.</p> <p>I can work in collaboration with others to self-manage games so that they run smoothly.</p> <p>I recognise my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I am confident to lead others and can contribute appropriate ideas to group work.</p>

Hockey

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal.</p> <p>I can track an opponent to slow them down.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play fairly. I am beginning to use simple tactics.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this. I can communicate with my team and move into space to keep possession and score.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>

Netball

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can pass, receive and shoot the ball with some control.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can defend an opponent and try to win the ball.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I am beginning to use simple tactics.</p>	<p>I can pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can defend one on one and know when to win the ball.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>I can pass, receive and shoot the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this. I can communicate with my team and move into space to keep possession and score.</p> <p>I can stay with an opponent and I confident to attempt to intercept.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>

Rounders

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills.</p> <p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations. I can provide feedback using key words.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>I can persevere when learning a new skill.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game.</p>	<p>I am beginning to strike a ball with a rounders bat.</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I understand there are different skills for different situations and I am beginning to use this. I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations. I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p>	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I can work collaboratively with others to get batters out.</p>

Tag Rugby

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can pass and receive the ball with some control.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can defend an opponent and attempt to tag them.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly.</p>	<p>I can pass and receive the ball with increasing control.</p> <p>I can help my team keep possession and score tries when I play in attack.</p> <p>I can delay an opponent and help prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>I can pass and receive the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can tag opponents and close down space.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these</p>

Team Building and OAA

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can follow instructions.</p> <p>I can communicate simple instructions.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can listen to others' ideas.</p> <p>I understand the rules of the game.</p> <p>I can work with a partner and a small group.</p> <p>I can follow a simple diagram/map.</p>	<p>I can follow instructions carefully.</p> <p>I can share my ideas and listen to others to help to solve tasks.</p> <p>I can say when I was successful at solving challenges.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show honesty and can play fairly.</p> <p>I understand how to use, follow and create a simple diagram/map.</p>	<p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p> <p>I am developing map reading skills.</p>	<p>I can accurately follow and give instructions.</p> <p>I can confidently communicate my ideas and listen to others.</p> <p>I can plan and apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can work collaboratively and effectively with a partner and a small group.</p> <p>I can identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>I can use critical thinking skills to approach a task.</p> <p>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I am inclusive of others and can share job roles.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently.</p>	<p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p> <p>I am inclusive of others, can share job roles and lead when necessary</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>I can orientate a map efficiently to navigate around a course</p>

Tennis

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>I can return a ball to a partner.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I understand the benefits of exercise.</p> <p>I can provide feedback using key words.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p>	<p>I can sometimes play a continuous game.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can use a range of basic racket skills.</p> <p>I can return to the ready position to defend my own court</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p>

Yoga						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can work with others to create poses.</p> <p>I can say what I liked about someone else's flow.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I show an awareness of space when travelling.</p>	<p>I can work with others to create simple flows showing some control.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can describe how my body feels during exercise.</p> <p>I can copy, remember and repeat yoga flows.</p> <p>I can use clear shapes when performing poses.</p> <p>I can move from one pose to another thinking about my breath.</p>	<p>I can work with others to create a flow including a number of poses.</p> <p>I can provide feedback using key words.</p> <p>I can describe how yoga makes me feel.</p> <p>I can copy and link yoga poses together to create a short flow.</p> <p>I show some stability when holding my yoga poses.</p> <p>I can move from one pose to another in time with my breath.</p>	<p>I can work collaboratively and effectively with others.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p> <p>I demonstrate yoga poses which show clear shapes.</p> <p>I show increasing control and balance when moving from one pose to another.</p> <p>I can transition from pose to pose in time with my breath.</p>	<p>I can work collaboratively and effectively with others.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p> <p>I demonstrate yoga poses which show clear shapes.</p> <p>I show increasing control and balance when moving from one pose to another.</p> <p>I can transition from pose to pose in time with my breath.</p>	<p>I am confident to lead others, demonstrating poses and teaching them my flow.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I choose poses which link easily from one to the other to help my sequence flow.</p> <p>I can use yoga poses to improve my flexibility, strength and balance.</p> <p>I can use my breath to transition from one pose to another with control.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>

Key P.E Learning: Vocabulary Progression

Invasion Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Papass, team, balance, tag, balance, safely, space, forwards and backwards.	Defender, points, dribbling, attacker, score and partner.	Received, send, teammate, chest pass, possession, goal, dodge and bounce pass.	Receiver, footwork, rebound, tracking, interception, mark, travelling and playing area.	Outwit, opposition, opponent, contact, pivot, court, field and pitch.	Tactics, control, foul, pressure, onside, offside, support and obstruction.	Consecutive, consistently, dictate, contest, formation, conceding, turnover and shut down.

Net and Wall Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Team, space, catch, throw, safely, bounce, forward and backward.</i>	<i>Ready position, partner, net, underarm, score, and points.</i>	<i>Receive, quickly, trap, defend, return, collect and against.</i>	<i>Serve, accurately, track, racket, control, rally and against.</i>	<i>Receiver, backhand, outwit, court and forehand.</i>	<i>Volley, footwork, set, tactics, co-operatively, continuously.</i>	<i>Deep, forecourt, defensive, consecutive, consistently, backcourt and attacking.</i>

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move, copy, over, shape, space, around, rock, safely, sideways, travel, forwards and backwards.	Action, jump, roll, level, direction, speed, joint and balance.	Link, pathway, sequence, tuck, straddle, speed, star and pike.	Flow, explore, create, matching, interesting, control and contrasting.	Quality, perform, inverted, technique, apparatus, extension.	Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation and progression.	Momentum, fluently, stability, formation, counter and balance, counter.

Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Push, stop, jump, space, forwards, safely, backwards and balance.	Far, hop, aim, fast, slow, bend, improve, direction and travel.	Sprint, jog, distance, height, take off, landing, overarm, underarm.	Speed, power, strength, accurately, higher, pace, control, faster and further.	Power, stamina, officiate, perseverance, determination, accurately and personal best.	Technique, unsweep, rhythm, downsweep, flight, stride.	Rotation, force, trajectory, compete, continuous pace, momentum, transfer of weight.

Striking and Fielding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, pass, roll, team, space, safety, around, forwards and backwards.	Hit, points, target, throw, score and catch.	Fielder, send, teammate, runs, batter, received and bowler.	Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper and fielding.	Stance, retrieve, opposition, stumped, two-handed pick up, technique and short barrier.	Pressure, backing up, support, overtake, tracking, outwit and tactics.	Obstruction, continuous, drive hit, consecutive, consistently, co-operatively and defensive hit.

Orienteering

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share, team, path, listen, space, travel, follow and safely.	Lead, co-operate, teamwork, solve and instructions.	Support, successful, map, direction and communicate.	Rules, route, trust, navigate, grid, discuss and plan.	Leader, effectively, symbol, inclusive and orientate.	Collaborate, collective, navigation, tactical, control card and orienteering.	Location, symbol, strategy, boundaries, critical thinking and co-operatively.

Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move, copy, shape, space, safely, around, travel, sideways, forwards and backwards.	Counts, pose, level, slow, fast and balance.	Mirror, action, pathway, direction, speed and timing.	Flow, explore, create, perform, match, feedback and expression.	Reaction, represent, dynamics, unison and control.	Formation, posture, performance, canon, relationship.	Choreograph, phrase, contrast, structure, fluently and connect.

Ball Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, stop, throw, roll, team, kick, space and catch.	Far, aim, safely, direction, balance and send.	Overarm, underarm, collect, dribble, target, distance.	Track, receive, chest, shoulder, overhead, accurate.	Release, select, control, consistently, technique and persevere.		

Fitness

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Push, stop, space, jump, balance and safely.	Fast, jump, hop, flow, direction, balance and bounce.	Strong, pace, race, speed, jog, steady and sprint.	Strength, accurately, distance, balance and control.	Technique, co-ordination, healthy, progress, muscle and stamina.	Technique, momentum, rhythm, agility, drive and power.	Generate force, measure, analyse, continuous, flexibility and record.

Fundamentals

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, stop, space, jump, balance and skip.	Fast, hop, slow, direction, safely and land.	Dodge, jog, hurdle, speed, steady and sprint.	Distance, technique, control, tension, coordination and rhythm.	Momentum, decelerate, transfer, accelerate, pace and stability.		

Swimming

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Exit, enter, front, travel, rules, safely, kicking and back.	Pulling, splash, unaided, gliding, floating and breathing.	Sculling, crawl, breaststroke, submersion, rotation and backstroke.	Stroke, huddle, alternate, survival, trading water and buoyancy.	Exhale, flutter kick, surface, somersault and personal best.	Endurance, propel, continuous, streamline, synchronised and retireve.

Yoga

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move, still, space, travel, shape and safely.	Feel, breath, listen, copy and slowly.	Focus, pose, position, create, flow and choose.	Strength, perform, flexibility, perform, link and technique.	Grounded, relax, mindfulness, stable, down dog and control.	Quality, notice, calm, develop, high lunge and fluidity.	Salutation, collaboratively, practice, aware and connected.