

# Curriculum Skills and Progression Physical Education: 2025 to 2026



Nebula  
where stars are born



### The Physical Education Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School we are committed to providing a high-quality educational experience for all pupils. As a result, our Physical Education curriculum underpins both our curriculum, and our Christian Values of **courage, compassion and responsibility**.

#### ***Courage***

During Physical Education lessons at Horsford C of E VA Primary School, we hope that children will feel courageous to challenge themselves through trying new skills and sports, which may be far from their usual interests or 'comfort zone'. All children are taught a varied curriculum and they are encouraged to try their best in all areas of learning, in the hope that they can achieve intrinsic success.

#### ***Compassion***

An essential part of Physical Education is for the children to have the ability to evaluate how successful their endeavours have been. We recognise that not all of our attempts will turn out the way we wanted, and that this is an important part of the learning process. Compassion plays an integral part of good 'sportsmanship' and we encourage the children to show compassion to themselves and others as they learn, practice and apply their skills.

#### ***Responsibility***

At Horsford C of E VA Primary school, we give the children all the support they need to tackle new challenges. It is their responsibility to always try the best they can – whatever their initial ability might be. We expect the children to take responsibility and respect the sports equipment in school. We encourage the children to take responsibility for their physical health by exercising and eating a balanced diet.

**'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'**





## The Physical Education Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Physical Education curriculum can be adapted to meet the needs of children with SEND in the following ways.

Breaking down lessons into short, manageable chunks	Word lists of key vocabulary for pre-learning and as prompts
Mixed ability groups – using peers as support and role models	Trying a 1:1 adult/adult nearby
Adult assistance nearby	Checking seating position – sight problems – near the back for sensory needs
My Turn/Your Turn	A safe/quiet space in or near the classroom
Breaks	Special interest projects linked to and alongside class learning
Targets made clear for lessons and learning – linked to IEP	Sensory time/circuits
Now/Next	
Visual Timetables – class and individual	Close to adult support
Fidget toys available	Simplified work
iPad to record ideas	Keeping instructions short and one at a time
'Memory' buddy – prompt each other	Communication cards/non-verbal prompts -e.g., toilet

When planning for Physical Education class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

PHYSICAL EDUCATION: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><b>Physical Development</b>  <b>EYFS Statutory Educational Programme:</b> Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p><i>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p> <p><b>Gross Motor Skills ELG</b>                      - Negotiate space and obstacles safely, with consideration for themselves and others;                      - Demonstrate strength, balance and coordination when playing;                      - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Swimming: KS2: Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>

PHYSICAL EDUCATION: VOCABULARY MAP			
EYFS	YEAR 1/2		
<ul style="list-style-type: none"> <li>• Dance</li> <li>• Balance</li> <li>• Safely</li> <li>• Exercise</li> <li>• Healthy</li> <li>• Unhealthy</li> <li>• Small Movement</li> <li>• Big movement</li> <li>• Rules</li> <li>• Travel</li> <li>• Shape</li> <li>• Throw</li> <li>• Catch</li> <li>• Jog</li> </ul>	<p style="text-align: center;"><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Bounce</li> <li>• Space</li> <li>• Pass</li> <li>• Shoot</li> <li>• Score</li> <li>• Goal</li> <li>• Underarm</li> <li>• Defend</li> <li>• Target</li> <li>• <b>Accuracy</b></li> <li>• <b>Dribble</b></li> <li>• <b>Dodge</b></li> <li>• <b>Overarm</b></li> <li>• <b>Mark</b></li> </ul>	<p style="text-align: center;"><b>GYMNASTICS AND DANCE</b></p> <ul style="list-style-type: none"> <li>• Improvise</li> <li>• Mirroring</li> <li>• Balance</li> <li>• Level</li> <li>• Arch</li> <li>• Dish</li> <li>• Tuck</li> <li>• Straddle</li> <li>• Pike</li> <li>• Curled side roll (Egg roll)</li> <li>• Log Roll</li> <li>• <b>Rhythm</b></li> <li>• <b>Teddy bear roll</b></li> <li>• <b>Sequence</b></li> <li>• <b>Apparatus</b></li> <li>• <b>Stretch</b></li> <li>• <b>Evaluate</b></li> <li>• <b>Improve</b></li> <li>• <b>Cannon</b></li> <li>• <b>Unison</b></li> </ul>	<p style="text-align: center;"><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• Aim</li> <li>• Race</li> <li>• Target</li> <li>• Competition</li> <li>• Distance</li> <li>• Speed</li> <li>• <b>Landing</b></li> <li>• <b>Pace</b></li> </ul>

<b>Physical Education Skills Map</b>	
<b>EYFS</b>	
<b>Inquiry</b>	
<p>PE is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and physical opportunities can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore physical skills independently throughout the week.</p>	
<b>Physical Skills</b> (See appendix 4 and 5)	<b>Thinking Skills</b>
<ul style="list-style-type: none"> <li>• Demonstrate spatial awareness</li> <li>• Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)</li> <li>• Develop fundamental gross motor movement skills (including running, jumping, throwing)</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Enjoy movement</li> <li>• Move creatively using whole body (e.g. dancing, posing, balancing)</li> <li>• Develop basic strength and flexibility</li> <li>• Move around, under, over, and through different objects and equipment</li> <li>• To travel on tiptoes, by jumping and hopping</li> <li>• Copy and perform basic movements</li> <li>• Jump in a range of ways from one space to another with control</li> </ul> <p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Enjoy participation</li> <li>• Identify a target and begin to throw effectively</li> <li>• Kick an object at a target</li> <li>• Catch equipment using two hands</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, understand and follow some basic games rules</li> <li>• Show good awareness of personal space</li> <li>• Watch and comment on what they have seen</li> <li>• Describe how the body feels when still and when exercising.</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Share skills and talk about one another's views and opinions using some visual cues.</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Forms all letters correctly</li> <li>• Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required</li> <li>• Use equipment safely and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Comment and reflect on their own skills and those of others</li> <li>• Apply skills in a variety of situations</li> </ul>

Personal and Health Early Years	
<b>Reception Statements</b>	
<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of sleep</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>
Personal Skills	Health Skills
<ul style="list-style-type: none"> <li>• Develop confidence and resilience</li> <li>• Compete fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the impact of physical activity on their bodies</li> <li>• Know that physical exercise is good for them and describe what it feels like</li> </ul>
Greater Depth	Greater Depth
<ul style="list-style-type: none"> <li>• Show an understanding that others can win and celebrate that with them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact that healthy or unhealthy foods will have on their bodies</li> </ul>

Physical Education Skills Map	
Year 1	
Physical Skills (See appendix 4 and 5)	Thinking Skills
<ul style="list-style-type: none"> <li>• Develop fundamental movement skills (including running, jumping, throwing and catching)</li> <li>• Improve running technique and run for longer distances</li> <li>• Perform a run and jump sequence</li> <li>• Develop an under and over arm throwing action</li> <li>• Develop basic strength and flexibility</li> <li>• Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Carry out a range of simple jumps, landing safely</li> <li>• Link two actions to make a sequence</li> <li>• Recognise and copy contrasting actions (small/tall, narrow/wide)</li> <li>• Copy and repeat actions</li> <li>• Make different shapes with their bodies</li> <li>• Combine actions to create a short motif</li> <li>• Show some rhythm in movement and dance</li> </ul> <p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Move a ball using simple throwing techniques</li> <li>• Explore different ways of moving a ball</li> <li>• Using two hands, usually catch a beanbag or ball that someone has thrown</li> <li>• Travel with a ball in different ways</li> <li>• Stop a ball moving with their foot</li> <li>• Play simple ball games involving kicking, catching or throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop simple tactics for attacking and defending and ways to score</li> <li>• Describe some basic rules</li> <li>• Show good awareness of space and the actions of others</li> <li>• Watch, describe and comment on what they have seen</li> <li>• Ask for help when I need it</li> <li>• Take it in turns when working in a group</li> <li>• Praise and motivate others</li> <li>• Lift and carry apparatus in a group and follow instructions.</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Comment on others' actions and suggest simple improvements</li> <li>• Praise and motivate each other</li> <li>• Talks about how their body feels during activity</li> <li>• Understand that physical activity is good for them</li> </ul>

<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>Show good awareness of space, apparatus and the actions of others</li> </ul>	<ul style="list-style-type: none"> <li>Carry and set up equipment safely with help</li> <li>Apply skills in a variety of situations</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>Develop confidence and resilience</li> <li>Describe the differences in the way their body works and feels when playing different games</li> <li>Compete fairly showing good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the heart as a muscle that grows stronger with exercise, play and physical activity</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>Know running, jumping and throwing is good for them and describe what it feels like</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meaning of ' a balanced diet'</li> </ul>

Skills Map – Physical Education Year 2	
Physical Skills (See appendix 4 and 5)	Thinking Skills
<ul style="list-style-type: none"> <li>• Develop fundamental movement skills (specifically <b>master</b> basic movements including running, jumping, throwing and catching)</li> <li>• Show good awareness of space and the actions of others</li> <li>• Compete in small sided games fairly showing good sportsmanship</li> <li>• Develop basic strength and flexibility</li> <li>• Run with a good technique at different speeds</li> <li>• Perform and compare different types of jumps</li> <li>• Show a good throwing technique and extend accuracy and distance</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Explore, copy, remember and repeat simple skills and actions.</li> <li>• Remember and repeat simple sequences in dance or gym</li> <li>• Travel in a variety of ways, including rolling and show control when performing</li> <li>• Work with a partner to compose, remember and perform a matching sequence</li> <li>• Make a short dance sequence by putting some movements together</li> <li>• Begin to use rhythm in dance</li> <li>• Make simple moves with increasing control and co-ordination</li> </ul> <p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Kick and throw a ball, not always with accuracy</li> <li>• Practise basic sending and receiving with increasing accuracy</li> <li>• Start to link skills and actions within simple games</li> <li>• Begin to understand some concepts of game e.g. opponent, team mate</li> <li>• Begin to show some understanding of simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use and understand the term defending</li> <li>• Describe some basic rules</li> <li>• Begin to watch others and focus on specific actions to improve own skills</li> <li>• Handle apparatus safely and recognise risks involved</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Watch and describe performances, and use what they see to improve their own performance</li> <li>• Suggest ways to improve own and others work</li> <li>• See how their work is similar to, and different from, other children</li> <li>• Understand the importance of being active</li> <li>• Talk about how to exercise safely and how their bodies feel during an activity</li> </ul>

Greater Depth	Greater Depth
<ul style="list-style-type: none"> <li>Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness</li> <li>Throwing accurately and consistently towards a target</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it</li> </ul>
Personal Skills	Health Skills
<ul style="list-style-type: none"> <li>Work and compete individually and with others in a team</li> <li>Develop competence</li> <li>Develop confidence</li> <li>Know playing games is good for them and describe what it feels like</li> <li>Know running, jumping and throwing is good for them and describe what it feels like</li> <li>Compete fairly showing good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical activities that contribute to fitness</li> <li>Recognise the "good health balance" of nutrition and physical activity</li> <li>Recognise and describe how the body feels during and after different physical activities.</li> </ul>
Greater Depth	
<ul style="list-style-type: none"> <li>Know flexibility, strength and body control is good for them and describe what it feels like.</li> </ul>	

PHYSICAL EDUCATION: VOCABULARY MAP			
YEAR 3/4			
INVASION AND STRIKING GAMES	GYMNASTICS AND DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
<ul style="list-style-type: none"> <li>• Pass/send/receive</li> <li>• Tactics</li> <li>• Fielding</li> <li>• Striking</li> <li>• Bowl</li> <li>• Attacking</li> <li>• Defending</li> <li>• <b>Intercept</b></li> <li>• <b>Opponent</b></li> <li>• <b>Striking</b></li> <li>• <b>Possession</b></li> <li>• <b>Batting</b></li> <li>• <b>Bowling</b></li> </ul>	<ul style="list-style-type: none"> <li>• Handstand</li> <li>• Hurdle Step (onto Springboard)</li> <li>• Cartwheel</li> <li>• Cat Leap</li> <li>• Chassis step</li> <li>• Motif</li> <li>• Movement pattern</li> <li>• <b>Counter Balance</b></li> <li>• <b>Pivot</b></li> <li>• <b>Vault</b></li> <li>• <b>Rotation</b></li> <li>• <b>Rhythm</b></li> <li>• <b>Dynamics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sprint</li> <li>• Pace (steady, fast, medium, slow)</li> <li>• Stamina</li> <li>• Push throw</li> <li>• Hurdles</li> <li>• Lead leg</li> <li>• Relay</li> <li>• Baton</li> <li>• <b>Pull throw</b></li> <li>• <b>Relay</b></li> <li>• <b>Baton</b></li> </ul>	<ul style="list-style-type: none"> <li>• Trail</li> <li>• Map</li> <li>• Directions</li> <li>• Compass</li> <li>• Symbols</li> <li>• Key</li> <li>• Map</li> <li>• <b>Course</b></li> <li>• <b>Control point</b></li> <li>• <b>Control marker</b></li> <li>• <b>Navigate</b></li> </ul>

Physical Education Skills Map	
Year 3	
Physical Skills (See appendix 4, 5 and 6)	Thinking Skills
<ul style="list-style-type: none"> <li>• Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching)</li> <li>• Throw and catch with control when under limited pressure to keep possession and score goals</li> <li>• Show an awareness of opponents and team mates during games</li> <li>• Select running speed for appropriate activity</li> <li>• Make up and repeat a short sequence of linked jumps</li> <li>• Use more detailed plans and diagrams that take them from familiar to less familiar areas</li> <li>• Throw a ball in different ways (e.g. high, low, fast or slow, chest pass, bounce pass).</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Move across a room in different ways and with an awareness of space</li> <li>• Link combinations of actions with increasing confidence, including changes of direction, speed or level</li> <li>• Develop the quality of their actions, shapes and balances</li> <li>• Understand different uses of tense, relax, stretch, curl in movement</li> <li>• Improvise with ideas and movements</li> <li>• Copy, remember, repeat, explore simple actions and movements with control and co-ordination</li> <li>• Begin to choose movement to show ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Show good awareness of space and the actions of others</li> <li>• Use simple rules fairly and extend them to devise their own games</li> <li>• Recognise good performances in themselves and others and use what they have learned improve their own work</li> <li>• Take part in relay activities remembering when to run and what to do</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Talk about differences between their own and others’ actions</li> <li>• Comment on the skills and techniques used in their own and others’ work</li> <li>• Understand the importance of practise</li> <li>• Describe what effects exercise has on their bodies</li> <li>• Use appropriate vocabulary to compare and improve work.</li> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> <li>• Refine movement after evaluation from others.</li> </ul>

<p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Understand and begin to apply the basic principles of invasion games</li> <li>• Show increasing confidence when passing a football in a variety of different ways</li> <li>• Understand the importance of rules and fairness</li> <li>• Follow rules in games</li> <li>• Know how to play a striking and fielding game fairly</li> <li>• Move with the ball in a variety of ways with some control</li> <li>• Develop and use simple tactics in team games</li> </ul>	
<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>
<ul style="list-style-type: none"> <li>• Throw a variety of objects, changing their action for accuracy and distance</li> <li>• Perform combinations of gymnastic actions using floor, mats and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Use ideas they have learned in one task and apply them in another</li> <li>• Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games</li> <li>• Explain how others can perform a movement or skill using age-appropriate vocabulary</li> </ul>
<p><b>Personal Skills</b></p>	<p><b>Health Skills</b></p>
<ul style="list-style-type: none"> <li>• Begin to understand the importance of warming up</li> <li>• Identify that playing extended games improves their stamina</li> <li>• Compete fairly showing good sportsmanship individually and with others</li> <li>• Develop competence and confidence</li> <li>• Recognise when their body is warmer or cooler and when their heart beats faster and slower</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that strength and suppleness are important parts of fitness</li> <li>• Develop calming techniques and self-regulate emotions with an adult.</li> </ul>
<p><b>Greater Depth</b></p>	<p><b>Greater Depth</b></p>
<ul style="list-style-type: none"> <li>• Know and describe the effects of different exercise activities on the body and how to improve stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the concept of fitness and provides examples of physical activity to enhance fitness</li> </ul>

Physical Education Skills Map	
Year 4	
Physical Skills (See appendix 4, 5 and 6)	Thinking Skills
<ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure to keep possession and score goals</li> <li>• Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area</li> <li>• Perform a range of jumps showing contrasting techniques and sometimes using a short run up</li> <li>• Confidently demonstrate an improved technique for sprinting</li> <li>• Orienteate themselves with accuracy around a short trail.</li> <li>• Control take-off and landing when jumping</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Uses movements to communicate an idea, using expression and conveying emotion</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Refine movements into increasingly complex sequences</li> <li>• Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>• Begin to develop good technique when travelling, balancing and using equipment.</li> <li>• Develop strength, technique and flexibility throughout performances</li> <li>• Combine actions and show clarity of shape in longer sequences, alone or with a partner</li> <li>• Use different parts of the body for different effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in cooperative groups to use different techniques, speeds and effort to meet challenges</li> <li>• Handle apparatus safely and recognise risks involved</li> <li>• Measure the distance of their throws</li> <li>• Analyse and comment on skills and techniques</li> <li>• Explain and apply basic safety principles in preparing for exercise</li> <li>• Explain how the body reacts during different types of exercise</li> <li>• Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Understand how performances can be improved, through practice and reflection</li> <li>• Warm up and cool down appropriately</li> <li>• Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved</li> <li>• Modify their use of skills or techniques to achieve a better result.</li> </ul>

<p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Throw, catch, strike, field, stop a ball with increasing control and accuracy</li> <li>• Change pace, length and direction to outwit their opponent</li> <li>• Be increasingly accurate in throwing for distance</li> <li>• Decide the best way to move a ball for different purposes and needs</li> <li>• Choose an appropriate speed to move a ball</li> <li>• Decide on the best position in team games</li> <li>• Begin to make use of space</li> <li>• Vary skills, actions and ideas within simple games</li> </ul>	
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Choose and use a range of ball skills with a good degree of accuracy</li> <li>• Use a variety of techniques and tactics to attack, keep possession and score</li> <li>• To use a range of throwing and catching styles to beat an opponent</li> <li>• Use all members of a team effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Relate different athletic activities to changes in heart rate, breathing and temperature</li> <li>• Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games</li> <li>• Coach peers with assistance from resources</li> <li>• Suggest suitable ways to increase the challenge in a task</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>• Work and compete individually and with others</li> <li>• Develop competence</li> <li>• Develop confidence</li> <li>• Understand how strength, stamina and speed can be improved by playing games</li> <li>• Compete in small sided games and always demonstrate good sportsmanship</li> <li>• Recognise when their body is warmer or cooler and when their heart beats faster and slower</li> </ul>	<ul style="list-style-type: none"> <li>• Examines the health benefits of participating in physical activity</li> <li>• Describe how the body reacts at different times and how this affects performance.</li> <li>• Explain why exercise is good for your health.</li> <li>• Know some reasons for warming up and cooling down</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Lead activities and teach to other children</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the importance of hydration</li> </ul>

PHYSICAL EDUCATION: VOCABULARY MAP			
YEAR 5/6			
INVASION AND STRIKING GAMES	GYMNASTICS AND DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
<ul style="list-style-type: none"> <li>• Pivot</li> <li>• Base</li> <li>• Rounder</li> <li>• Backstop</li> <li>• Strategy</li> <li>• <b>Repossession</b></li> <li>• <b>Non-contact</b></li> <li>• <b>Stance</b></li> </ul>	<ul style="list-style-type: none"> <li>• Round-off</li> <li>• Stag jump</li> <li>• Assessment</li> <li>• Precision</li> <li>• Choreograph</li> <li>• Repetition</li> <li>• <b>Refinement</b></li> <li>• <b>Formation</b></li> <li>• <b>Stag leap</b></li> </ul>	<ul style="list-style-type: none"> <li>• Position</li> <li>• Take-off</li> <li>• Performance</li> <li>• Accelerate</li> <li>• Refine</li> <li>• Technique</li> <li>• <b>Pacesetter</b></li> <li>• <b>Pulse rate</b></li> <li>• <b>Stride pattern</b></li> <li>• <b>Reaction time</b></li> <li>• <b>Heave throw</b></li> </ul>	<ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Route</li> <li>• Navigation</li> <li>• Control card</li> <li>• <b>Boundaries</b></li> <li>• <b>Perseverance</b></li> <li>• <b>Control card</b></li> </ul>

Physical Education Skills Map	
Year 5	
Physical Skills (see appendix 4, 5 and 6)	Thinking Skills (See appendix 1)
<ul style="list-style-type: none"> <li>• Demonstrate a range of throwing actions with some accuracy and control</li> <li>• Demonstrate the differences between sprinting and distance running</li> <li>• Perform dances using a range of movement patterns</li> <li>• Perform combinations of gymnastic actions with different levels, speeds and directions</li> <li>• Know the eight different directions on a compass</li> <li>• Know and understand the different features of a map, including symbols, a key, scale and compass directions and use this information to read a map.</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Perform jumps, shapes and balances fluently and with control.</li> <li>• Make good use of creativity and imagination when composing sequences in dance or gym</li> <li>• Use movement expressively, to convey an idea, mood or feeling</li> <li>• Select ideas to compose specific sequences of movements, shapes and balances</li> <li>• Use equipment to vault in a variety of ways</li> <li>• Develop strength, technique and flexibility throughout performances</li> <li>• Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• Improvise with confidence, still demonstrating fluency across the sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations</li> <li>• Show good awareness of space and the actions of others</li> <li>• Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others</li> <li>• Work in cooperative groups to use different techniques, speeds and effort to meet challenges</li> <li>• Work cooperatively to put strategies and solutions into action</li> <li>• Predict how different activities will affect heart rate, temperature and performance</li> <li>• Independently prepare for exercise, and use cooling down techniques</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Modify and refine skills and techniques to improve any performance</li> <li>• Show a willingness to practise to develop and improve</li> <li>• Conserve energy over longer distances</li> <li>• Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria</li> <li>• Identify good performances and suggest ideas for practices that will improve their play</li> <li>• Choose and use criteria to evaluate own and others’ performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>

<p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Use a range of throwing techniques, with increasing power and accuracy</li> <li>• Use a large range of sending, receiving and travelling techniques in games, with varied control</li> <li>• Apply a broad range of skills to different situations</li> <li>• Use a range of fielding skills and throw with accuracy to hit a target</li> <li>• Plan different approaches to attacking and defending</li> <li>• Choose the best pace to use in athletics or games</li> <li>• Show growing awareness of space in team games</li> <li>• Keep and win back possession of the ball effectively in a team game</li> <li>• Mark, tackle and intercept other players</li> </ul>	
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control</li> <li>• Perform actions, shapes and balances with good body tension and extension</li> </ul>	<ul style="list-style-type: none"> <li>• With help, devise warm up and cool down activities and justify their choices</li> <li>• Know and apply the strategic and tactical principles of various games and adapt them to different situations</li> <li>• Develop strategies for coaching skills and techniques in others</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>• Work and compete individually and with others</li> <li>• Develop competence</li> <li>• Develop confidence</li> <li>• Compete in small sided games fairly showing good sportsmanship</li> <li>• Recognise when their body is warmer or cooler and when their heart beats faster and slower</li> <li>• Explain some safety principles when preparing for and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand fully why exercise is good for fitness, health and wellbeing</li> <li>• Develop calming techniques and self-regulate emotions</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Design and lead activities and teach to other children</li> </ul>	<ul style="list-style-type: none"> <li>• Design a fitness plan to address ways to use physical activity to enhance fitness</li> </ul>

Physical Education Skills Map	
Year 6	
Physical Skills (See appendix 4, 5 and 6)	Thinking Skills
<ul style="list-style-type: none"> <li>• Choose the best pace for a running event, in order to sustain running and improve their personal target</li> <li>• Show accuracy and good technique when throwing for distance</li> <li>• Use navigation equipment (maps, compasses) to improve a trail.</li> <li>• Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li> <li>• Perform and apply different types of jumps in other contexts.</li> </ul> <p><b>GYMNASTICS AND DANCE</b> (See appendix 2 and 3)</p> <ul style="list-style-type: none"> <li>• Use changes in and combinations of direction, level and speed within increasingly complex sequences</li> <li>• Demonstrate precise and controlled placement of body parts in their actions, shapes and balances</li> <li>• Confidently use equipment to vault and incorporate this into sequences</li> <li>• Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• Move appropriately and with the required style in relation to the stimulus</li> <li>• Use dramatic expression in dance movements and motifs. Convey expression and emotion in performance</li> <li>• Develop strength, technique and flexibility throughout performances</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, choose and apply a range of tactics and strategies for defence and attack</li> <li>• Explain some safety principles when preparing for and during exercise.</li> <li>• Work as a team to develop fielding strategies to prevent the opposition from scoring</li> <li>• Understand that a winning team has not always been the best one</li> <li>• Monitor their own heart rate and breathing</li> <li>• Understand how heart rate and breathing slows after exercise</li> </ul> <p><b>EVALUATING AND IMPROVING</b></p> <ul style="list-style-type: none"> <li>• Use a range of criteria to judge own and others' work</li> <li>• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using appropriate terminology</li> </ul>

<p><b>PLAYING GAMES</b> (See appendix 4 and 5)</p> <ul style="list-style-type: none"> <li>• Throw and catch accurately and successfully under pressure in a game.</li> <li>• Perform skills with greater speed, fluency and accuracy in invasion, striking and net games</li> <li>• Combine, vary and choose appropriate strategies and tactics</li> <li>• Choose and make the best pass in a game situation and link a range of skills together with fluency</li> <li>• Work within a team, with less focus on self, begin to show some leadership skills</li> </ul>	
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<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment</li> <li>• Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Organise and judge events and challenges well</li> <li>• Know and apply strategic and tactical principles of a various games and adapt them to different situations</li> <li>• Apply coaching skills across various games/situations</li> </ul>
<b>Personal Skills</b>	<b>Health Skills</b>
<ul style="list-style-type: none"> <li>• Work and compete individually and with others</li> <li>• Develop competence</li> <li>• Develop confidence</li> <li>• Compete in small sided games fairly and recognise good sportsmanship by others</li> <li>• Compete in a range of team events</li> </ul>	<ul style="list-style-type: none"> <li>• Understand fully why exercise is good for fitness, health and wellbeing</li> <li>• Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</li> <li>• Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively</li> <li>• Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier</li> </ul>
<b>Greater Depth</b>	<b>Greater Depth</b>
<ul style="list-style-type: none"> <li>• Know the importance and types of fitness and how playing games contributes to a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the impact of food choices relative to physical activity, youth sports &amp; personal health</li> </ul>

Skills Map – Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> <li>• Can they swim between 15 metres unaided?</li> <li>• Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</li> <li>• Can they use a variety of basic arm and leg actions when on their front and on their back?</li> <li>• Can they swim on the surface and lower themselves under water?</li> <li>• Can they take part in group problem-solving activities on personal survival?</li> <li>• Do they recognise how their body reacts and feels when swimming?</li> <li>• Can they recognise and concentrate on what they need to improve?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim 25 metres keep swimming for 45 to 90 seconds?</li> <li>• Do they use 3 different strokes, swimming on their front and back?</li> <li>• Can they control their breathing?</li> <li>• Can they swim confidently and fluently on the surface and under water?</li> <li>• Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</li> <li>• Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</li> <li>• Can they suggest activities and practices to help improve their own performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim further than 50 metres?</li> <li>• Can they swim fluently and confidently for over 90 seconds?</li> <li>• Do they use all 3 strokes with control?</li> <li>• Can they swim short distances using butterfly?</li> <li>• Do they breathe so that the pattern of their swimming is not interrupted?</li> <li>• Can they perform a wide range of personal survival techniques confidently?</li> <li>• Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?</li> </ul>

**Examples of Deeper Thinking Questions:**

How can you combine your different gymnastic moves into a fluent sequence?

What tactics could you and your team use to outwit your opponents?

What could you do differently next time to try and land the javelin closer to the target?

Why is Sam able to hit the ball over the net more times than James?



## PE/Games Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Reception take part daily in physical activities developing both their fine and gross motor skills through accessing the continuous provision both indoors and outdoors. They have a weekly PE lesson throughout Summer 2.					
				<b>Superheroes</b> Gym equipment – heroes	<b>Minibeasts</b> Ugly bug Ball (dancing)	<b>Olympics</b> Sports Day Healthy eating
<b>Year 1</b>  <b>PE</b>	<b>Gymnastics</b> Skill areas – shape, balance, rolls (Y2) and travel.	<b>Dance</b> Explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways.  Create a short dance motif using counts of 8.	<b>Gymnastics</b> Skills – flight (jumping and landing safely), rolls sequence and shape.	<b>Games</b> Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.	<b>Athletics</b> Running for speed and distance. Jumping combinations. Cooperative and competitive games.	<b>Games</b> Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games.

<b>Games</b>	<b>Multi-Skills</b>	<b>Multi-Skills</b>	<b>Multi-Skills</b>	<b>Invasion Games</b>	<b>Athletics</b>	<b>Net Games</b>
	Fundamental Movements	Ball Games - Throwing & Catching	Circuit Training	Consolidation of footwork patterns Football skills Attacking and defending	Running for speed and distance. Achieving their personal best.	Tennis
<b>Year 2</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Athletics</b>	<b>Games</b>
<b>PE</b>	Skill areas – shape, balance, rolls (Y2) and travel.	Explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways.  Create a short dance motif using counts of 8.	Skills – flight (jumping and landing safely), rolls sequence and shape.	Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.	Running for speed and distance. Jumping combinations. Cooperative and competitive games.	Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games.
<b>Games</b>	<b>Multi-Skills</b>	<b>Multi-Skills</b>	<b>Multi-Skills</b>	<b>Invasion Games</b>	<b>Athletics</b>	<b>Net Games</b>
	Fundamental Movements	Ball Games - Throwing & Catching	Circuit Training	Consolidation of footwork patterns Football skills	Running for speed and distance. Achieving their personal best.	Tennis

				Attacking and defending		
<b>Year 3</b>	<b>Invasion Games</b>  Play competitive games with attacking and defending.  Netball	<b>Dance</b>  Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best.	<b>Gymnastics</b>  Develop flexibility and strength techniques. Develop control and balance.	<b>Gymnastics</b>  Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.	<b>Athletics</b>  Use running and jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their best.	<b>Striking and fielding</b>  Use running, jumping, throwing and catching in isolation and in combination.
	<b>Invasion Games</b>  Football	<b>Invasion Games</b>  Tag Rugby	<b>Invasion Games</b>  Handball	<b>Outdoor Adventurous Activities</b>	<b>Athletics</b>  Use running and jumping, throwing and catching in isolation and in combination.	<b>Net/Wall Games</b>  Tennis (outdoor) & Badminton (indoor)
<b>Year 4</b>	<b>Invasion Games</b>  Play competitive games with attacking and defending.	<b>Dance</b>  Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate	<b>Gymnastics</b>  Develop flexibility and strength techniques. Develop control and balance.	<b>Gymnastics</b>  Linking movements to show a specific task; showing balance, coordination and	<b>Athletics</b>  Use running and jumping, throwing and catching in isolation and in combination. Compare their performances with	<b>Striking and fielding</b>  Use running, jumping, throwing and catching in isolation and in combination.

	Football	improvement to achieve personal best.		creativity using the skills taught.	previous ones and demonstrate improvement to achieve their best.	
<b>Games</b>	<b>Invasion Games</b> Tag Rugby	<b>Invasion Games</b> Basketball	<b>Invasion Games</b> Hockey	<b>Outdoor Adventurous Activities</b>	<b>Athletics</b> Use running and jumping, throwing and catching in isolation and in combination.	<b>Net/Wall Games</b> Tennis (outdoor) & Badminton (indoor)
<b>Year 5</b>	<b>Invasion Games</b> Play competitive games with attacking and defending.  Basketball	<b>Dance</b> Perform dances using a range of movement patterns. Compare performances.	<b>Gymnastics</b> Develop flexibility, strength, technique, control and balance.	<b>Gymnastics</b> Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.	<b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Striking and fielding</b> Use running, jumping, throwing and catching in isolation and in combination.  Rounders
<b>Games</b>	<b>Invasion Games</b> Football	<b>Invasion Games</b> Tag Rugby	<b>Invasion Games</b> Handball	<b>Outdoor Adventurous Activities</b>	<b>Athletics</b> Use running and jumping, throwing and catching in	<b>Net/Wall Games</b> Tennis/ Badminton

					isolation and in combination.	
<p><b>Year 6</b></p> <p><b>PE</b></p> <p><b>Games</b></p>	<p><b>Invasion Games</b></p> <p>Play competitive games with attacking and defending.</p> <p>Tag Rugby</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns. Compare performances.</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p><b>Gymnastics</b></p> <p>Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Striking and fielding</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Rounders/Cricket</p>
	<p><b>Invasion Games</b></p> <p>Football</p>	<p><b>Invasion Games</b></p> <p>Basketball</p>	<p><b>Invasion Games</b></p> <p>Hockey</p>	<p><b>Outdoor Adventurous Activities</b></p>	<p><b>Athletics</b></p> <p>Use running and jumping, throwing and catching in isolation and in combination.</p>	<p><b>Net/Wall Games</b></p> <p>Korfball</p>



# PE Progression Ladder

## Personal, Health and Thinking skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Identify physical activities that contribute to fitness.</p> <p>Recognise the "good health balance" of nutrition and physical activity.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p> <p>Develop calming techniques and self-regulate emotions with an adult.</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Examines the health benefits of participating in physical activity.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Understand fully why exercise is good for fitness, health and wellbeing.</p> <p>Develop calming techniques and self-regulate emotions</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warmups and cooldowns safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Identify ways they can become healthier.</p> <p>Understand fully why exercise is good for fitness, health and wellbeing.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</p>

## Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Skills in Gymnastics</b>						
<p>Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>Lift and carry apparatus in a group. Follow instructions involving two or more commands. Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>Create their own shapes on a range of body parts and hold balances still. Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump. Perform paired balances on different pieces of equipment. Demonstrate three different types of roll correctly, including a curled side roll. Travel in a variety of ways, including rolling and show control when performing log, teddy bear and curled side rolls. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Can compose, remember and perform their own</p>	<p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>

		sequence containing at least one roll, balance and jump. Copy, explore and remember actions and movements to create their own sequence Hold a still shape whilst balancing on different points of the body.				
<p>The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.</p>						
<b>Rolls</b>						
	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle.	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle.	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll.
<b>Jumps</b>						
Jumping Jack Straight Jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap

Vault – with springboard and vault or other suitable raised platform						
			Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, Cartwheels and Round-offs						
Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling and Linking Actions						
Tiptoe, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
Shapes and Balances						
Standing Balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner	Large and small body part balances, including standing and kneeling balances Balances on apparatus	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of

		<p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>Get into a plank position</p>	<p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>part-weight partner balances</p> <p>Group formations</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>
<b>Perform</b>						
<p>Participate and enjoy simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Copy and remember actions in a sequence.</p> <p>Begin to move with increasing control and care.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Understand different uses of tense, relax, stretch, curl in movement.</p> <p>Copy, remember, repeat, explore simple actions and movements with control and coordination.</p> <p>Begin to sequence moves and link actions.</p> <p>Begin to choose movement to show ideas.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Use different parts of the body for different effects.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Make good use of creativity and imagination when composing sequences.</p> <p>Use movement expressively, to convey an idea, mood or feeling.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>

Evaluate						
<p>Share skills and talk about one another's views and opinions using some visual cues.</p>	<p>Comment on others' actions and suggest simple improvements.</p> <p>Understand that physical activity is good for them</p> <p>Ask for help when they need it.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>See how their work is similar to, and different from, other children.</p> <p>Talk about how to exercise safely and how their bodies feel during an activity.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Comment on the skills and techniques used in their own and others' work.</p> <p>Refine movement after evaluation from others.</p> <p>Understand the importance of practise.</p>	<p>Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Understand how performances can be improved, through practise and reflection.</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Modify and refine skills and techniques to improve any performance.</p> <p>Show a willingness to practise to develop and improve.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

## Dance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance Skills</b>						
<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as mirroring the movements of a partner.</p> <p>Improvise independently and adapt previous ideas to include in a dance</p> <p>Keep to the beat of the music when performing.</p> <p>Perform simple and random dance moves.</p> <p>Make different shapes with their bodies as they travel, jump and spin.</p>	<p>Explore, copy, remember and repeat simple skills and actions.</p> <p>Create a short motif inspired by a stimulus by putting some movements together.</p> <p>Change the speed and level of their actions.</p> <p>Make simple moves with increasing control and co-ordination</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Remember and repeat simple sequences in dance. Make a short dance sequence.</p> <p>Use different transitions within a dance motif.</p>	<p>Use the skill of improvisation, responding to stimuli.</p> <p>Create motifs from different stimuli.</p> <p>Begin to choose movement to show ideas.</p> <p>Copy, remember, repeat, explore simple actions and movements with control and co-ordination.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Move across a room in different ways and with an awareness of space.</p> <p>Make increasingly clear and fluent movements.</p> <p>Begin to sequence moves and link actions.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Uses movements to communicate an idea, using expression and conveying emotion.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Move in an increasingly coordinated way.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Begin to demonstrate an awareness of rhythm and spatial awareness.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Apply skills, actions and ideas with increasing coordination and control.</p> <p>Show a change of pace and timing in their movements.</p> <p>Combine changes of shape, speed and level in sequence.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Make good use of creativity and imagination when</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs. Convey expression and emotion in performance</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p>

	<p>Vary the speed of their actions.</p> <p>Combine actions to create a short motif.</p> <p>Shape their bodies appropriately to represent an object and respond to changes of speed.</p>	<p>Move to the beat of the music.</p>	<p>Use movements to tell a narrative.</p> <p>Show contrast in shape and movement.</p> <p>Move to the beat of the music.</p> <p>Show an awareness of other's movements, responding accordingly with their own movements.</p> <p>Combine and link an increasing number of movement phrases and patterns</p>	<p>Use different parts of the body for different effects.</p> <p>Perform actions to communicate ideas</p> <p>Combine actions to create a longer dance.</p> <p>Work with a group to choreograph a dance that fits rhythmically and dynamically with the music.</p>	<p>composing sequences in dance.</p> <p>Use movement expressively, to convey an idea, mood or feeling.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Show increasing clarity and fluency in movements.</p>	<p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p>
<b>Perform</b>						
<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p>	<p>Perform and apply skills and techniques with increased precision and control</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

Evaluate						
<p>Share skills and talk about one another's views and opinions using some visual cues.</p>	<p>Comment on others' actions and suggest simple improvements.</p> <p>Understand that physical activity is good for them</p> <p>Ask for help when they need it.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>See how their work is similar to, and different from, other children.</p> <p>Talk about how music and dancing makes them feel.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Comment on the skills and techniques used in their own and others' work.</p> <p>Refine movement after evaluation from others.</p> <p>Understand the importance of practise.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Understand how performances can be improved, through practise and reflection.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Show a willingness to practise to develop and improve.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p>Modify and refine techniques to improve any performance.</p>

## Games

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and Hitting a Ball</b>						
Hit a ball with a bat or racquet.	Use hitting skills in a game.  Practise basic sending and receiving.	Practise basic sending and receiving with increasing accuracy.	Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike a bowled ball in an intended direction.	Accurately serve underarm.  Accurately bowl overarm.  Build a rally with a partner. Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball.  Maintain sight of the ball, demonstrating the importance of doing this when catching balls travelling at different heights and speeds.	Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Use a range of fielding skills and throw with accuracy to hit a target.	Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game.
<b>Throwing and Catching a Ball</b>						
Roll equipment in different ways.  Identify a target and begin to throw underarm.	Throw an object underarm using the correct technique.  Using two hands, usually catch a	Throw underarm, using different objects, with good control.  Throw underarm towards a target, with some accuracy.	Practise the correct technique for catching a ball and use it in a game.  Throw and catch with control when under	Continue to develop different ways of throwing and catching.  Throw and catch with control when under limited pressure to keep	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.  Throw with accuracy and power.

<p>Catch equipment using two hands.</p>	<p>beanbag or ball that someone has thrown.</p> <p>Use an underarm throw to throw an object over a medium distance, towards a certain direction.</p> <p>Move a ball using simple throwing techniques.</p> <p>Use two hands to bounce a ball on the floor or at a target on the floor.</p> <p>Usually use techniques to help them with catching, e.g. tracking the object, hand placement and moving their feet.</p> <p>Use rolling skills in a game.</p> <p>Sometimes catch a ball.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Play simple ball games.</p>	<p>Throw overarm, using different objects, with good control.</p> <p>Throw overarm for distance, with some accuracy.</p> <p>Move and position themselves when trying to catch an object</p> <p>Bounce a ball on a spot and sometimes catch it.</p> <p>Bounce a ball to a partner, with some control over the height or distance travelled.</p> <p>Use throwing and catching skills in a game.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>limited pressure to score goals.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow, chest pass, bounce pass).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>possession and score goals.</p> <p>Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area.</p> <p>Be increasingly accurate in throwing for distance.</p> <p>Adapt their body into the correct position when using the long barrier technique, to effectively stop or control a rolling ball.</p>	<p>Demonstrate a range of throwing actions using modified equipment with some accuracy and control.</p> <p>Use a range of throwing techniques, with increasing power and accuracy.</p>	
<b>Travelling with a Ball</b>						
<p>Move a ball in different ways, including bouncing and kicking.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions</p>	<p>Kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p>	<p>Look up when dribbling while keeping good control of the ball.</p>	<p>Use a variety of ways to dribble in a game with success.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>

Use equipment to control a ball.	(side to side, forwards and backwards) with control and fluency.	Use dribbling skills in a game.	Use two different ways of moving with a ball in a game.  Make increasingly clear and fluent movements. Show contrast in shape and movement.		Use ball skills in various ways, and begin to link together.	
<b>Passing a Ball</b>						
Kick an object at a target.	Pass the ball to another player in a game.  Use kicking skills in a game.  Explore different ways of moving a ball.  Stop a ball moving with their foot.	Know how to pass the ball in different ways.  Kick a ball at a target, not always with accuracy.  Understand the importance of stopping a ball in different ways.  Kick a ball, using the correct technique whilst moving, with some control and fluency.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.  Choose an appropriate speed to pass a ball.  Move to receive a ball that is passed to them with good control.  At times, anticipate where and when the ball will be passed and get into a position to be able to intercept it.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Decide the best way to pass a ball for different purposes and needs.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.  Use a large range of sending, receiving and travelling techniques in games, with varied control.
<b>Possession</b>						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Mark an opposition player with success in a game and position oneself to allow them	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.  Know how to keep possession.

				to see both the ball and their opponent at the same time.		
<b>Using Space</b>						
Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses.  Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Show growing awareness of space in team games	Demonstrate a good awareness of space.
<b>Attacking and Defending</b>						
Play a range of chasing games.	Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the term defending.  Use at least one technique to defend to play a game successfully.  Use simple attacking skills such as dodging to get past a defender.	Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending.  Use fielding skills as a team to prevent the opposition from scoring.  Plan different approaches to attacking and defending.	Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring.
<b>Tactics and Rules</b>						
Listen to, understand and follow some basic games rules.	Follow simple rules to play games, including team games.	Understand the importance of rules in games.	Apply and follow rules fairly.  Understand and begin to apply the basic	Vary the tactics they use in a game.  Adapt rules to alter games.	Know when to pass and when to dribble in a game.	Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.

	Use simple defensive skills such as marking a player or defending a space.	Begin to show some understanding of simple tactics.  Begin to understand some concepts of game e.g. opponent, team mate	principles of invasion games.  Know how to play a striking and fielding game fairly.  Show an awareness of opponents and team mates during games	Change pace, length and direction to outwit their opponent.  Decide on the best position in team games.  Work with their team mates to vary skills, actions and ideas within simple games.	Mark, tackle and intercept other players.  Work to keep or gain possession.	Lead others during a game.  Choose and use the most appropriate skills, tactics and actions to cause problems for the opposing team.
<b>Compete and Perform</b>						
Control my body when performing a sequence of movements.  Participate and enjoy simple games.	Perform using a range of actions and body parts with some coordination.  Engage in competitive activities and team games.  Describe some basic rules.	Perform learnt skills with increasing control.  Begin to watch others and focus on specific actions to improve own skills  Compete against self and others.  Start to link skills and actions within simple games.	Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.  Develop the quality of the actions in their performances.  Select running speed for appropriate activity  Compete fairly showing good sportsmanship individually and with others.	Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.  Apply a broad range of skills to different situations.  Choose the best pace to use in games.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.  Develop strategies for coaching skills and techniques in others.  Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.

Evaluate						
<p>Share skills and talk about one another's views and opinions using some visual cues.</p> <p>Identifies the impact of physical activity on their bodies.</p>	<p>Comment on others' actions and suggest simple improvements.</p> <p>Understand that physical activity is good for them</p> <p>Ask for help when they need it.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>See how their work is similar to, and different from, other children.</p> <p>Understand the importance of being active.</p> <p>Talk about how to exercise safely and how their bodies feel during an activity.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Comment on the skills and techniques used in their own and others' work.</p> <p>Refine movement after evaluation from others.</p> <p>Understand the importance of practise.</p>	<p>Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others .</p> <p>Understand how performances can be improved, through practise and reflection.</p>	<p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Modify and refine skills and techniques to improve any performance.</p> <p>Show a willingness to practise to develop and improve.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using appropriate terminology.</p> <p>Understand that a winning team has not always been the best one.</p>

## Athletics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe how the body feels when still and when exercising.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Identify physical activities that contribute to fitness. Recognise the "good health balance" of nutrition and physical activity.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p> <p>Develop calming techniques and self-regulate emotions with an adult.</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Examines the health benefits of participating in physical activity.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Understand fully why exercise is good for fitness, health and wellbeing.</p> <p>Develop calming techniques and self-regulate emotions</p>	<p>Understand the importance of warming up and cooling down. Carry out warmups and cooldowns safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p>Understand fully why exercise is good for fitness, health and wellbeing.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</p>

Running						
<p>Run in different ways for a variety of purposes.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting</p>	<p>Use a variety of different stride lengths.</p> <p>Travel at different speeds. Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Demonstrate an increasingly even stride pattern and length when running at speed over hurdles.</p> <p>Run with increasing coordination and rhythm over obstacles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use an increasingly efficient technique for sprinting.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Select running speed for appropriate activity.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p>Identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions.</p> <p>Sustain their sprinting pace for a medium distance, such as 50m.</p> <p>Use elements of the down sweep technique effectively in a relay race.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Demonstrate stamina in order to maintain a sustained run.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Choose the best pace for a running event, in order to sustain running and improve their personal target.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>

Jumping						
<p>Jump in a range of ways, landing safely.</p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Begin to measure the distance jumped.</p> <p>Execute and measure the standing triple jump technique with good control and efficiency, jumping a good distance.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Show good control, coordination and power when performing the standing vertical jump and measure the height.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump. Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>

Throwing						
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Identify a target and begin to throw effectively.</p> <p>Participate and enjoy simple games.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Execute an underarm throw with good control and accuracy.</p> <p>Execute an overarm throw with good control and distance.</p> <p>Perform a push throw.</p> <p>Choose the best throw to use, depending on the situation.</p>	<p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Identify and describe how to perform a pull throw, using some using key vocabulary appropriately.</p> <p>Execute the pull throw technique with good control and efficiency.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Practise and refine the one-handed pull throw (javelin) and the one-handed push throw (shot-put).</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Execute the underarm throw with accuracy and success in isolation and sometimes in a game situation.</p>
Compete and Perform						
<p>Control my body when performing a sequence of movements.</p> <p>Participate and enjoy simple games.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>Describe some basic rules</p>	<p>Perform learnt skills with increasing control.</p> <p>Begin to watch others and focus on specific actions to improve own skills</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Compete fairly showing good sportsmanship individually and with others.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Demonstrate the differences between sprinting and distance running.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Develop strategies for coaching skills and techniques in others.</p>

Evaluate						
<p>Share skills and talk about one another's views and opinions using some visual cues.</p>	<p>Comment on others' actions and suggest simple improvements.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Understand the importance of being active.</p> <p>Talk about how to exercise safely and how their bodies feel during an activity.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Comment on the skills and techniques used in their own and others' work.</p> <p>Refine movement after evaluation from others.</p> <p>Understand the importance of practise.</p>	<p>Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others .</p> <p>Understand how performances can be improved, through practise and reflection.</p>	<p>Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Modify and refine skills and techniques to improve any performance.</p> <p>Show a willingness to practise to develop and improve.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using appropriate terminology.</p>

## Outdoor Adventurous Activity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Trails</b>						
			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Understand the concept of a map and use a key and symbols on a simple map.</p> <p>Understand and can talk about what orienteering involves and know a range of different orienteering symbols.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Orientate a map.</p> <p>Follow a simple map.</p> <p>Identify a control marker and control point and explain what they are.</p>	<p>Know and understand the different features of a map, including symbols, a key, scale and compass directions and use this information to read a map.</p> <p>Know the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW)</p> <p>Follow directional instructions including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns.</p> <p>Follow a map to give clear, concise directions.</p>	<p>Know and use the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW)</p> <p>Follow and use directional instructions including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>

Problem Solving						
			<p>Identify and demonstrate a range of effective teamwork skills to achieve the goals;</p> <p>Identify the problem and come up with possible solutions and a plan of action to solve it.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Use a compass to find north and use north to work out other directions.</p>	<p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
Preparation and Organisation						
			<p>Begin to choose equipment that is appropriate for an activity.</p> <p>Use more detailed plans and diagrams that take them from familiar to less familiar areas.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Demonstrate effective teamwork to create an obstacle course that tests agility, coordination and balance.</p> <p>Demonstrate effective teamwork to design a scavenger hunt, set up four control points and add them to a map.</p> <p>Set up four control markers and add them to a map.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, boundaries, appropriate questions).</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Work in a group to design an orienteering activity that includes the essential features identified (control card, map with control points, boundaries and appropriate questions)</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>

Communication						
			<p>Communicate with others.</p> <p>Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities.</p> <p>Understand and use directional language to effectively navigate others.</p> <p>Give easy-to-follow directions using appropriate terminology.</p>	<p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Communicate effectively and generally work well as part of a team.</p> <p>Give a range of different, easy-to-follow directions to guide a partner or teammates successfully.</p>	<p>Work cooperatively to put strategies and solutions into action.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p>	<p>Understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood.</p> <p>Demonstrate some elements of good leadership.</p> <p>Show the ability to work effectively with others to achieve a common goal, often with success.</p> <p>Organise an event for others.</p> <p>Create consistent and fair rules and use this knowledge to create rules and teach them to others.</p>
Compete and Perform						
			<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Listen to feedback and improve an orienteering course from it.</p>

Evaluate						
			<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group.</p> <p>Understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges.</p>