

PROGRESSION IN PE

The national curriculum for physical education aims to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives*

Early Learning Goals:

- Children show good control and coordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment effectively.
- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
- Children play cooperatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

GYMNASTICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Devise, perform and repeat sequences that include travel, body shapes and balances. • Include changes of dynamics. • Work with a partner. • Adapt their sequences to include apparatus and to suit partner or small group. • Ask which parts of task they have completed and the ones they still need to practice. • Compare and contrast similar performances. • Suggest ways to improve the quality of sequence. 	<ul style="list-style-type: none"> • Explore movement actions with control and link them together with flow. • Explore gymnastic actions and shapes. • Explore travelling on benches. • Explore movement actions with control, and to link them together with flow. • Choose and use simple compositional ideas by creating and performing sequences. • Repeat and link combinations of gymnastic actions. • Link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> • Remember and repeat simple gymnastic actions with control. • Balance on isolated parts of the body using the floor and hold balance. • Develop a range of gymnastic moves, particularly balancing. • Link together a number of gymnastic actions into a sequence. • Explore ways of travelling around on large apparatus. • Choose and use a variety of gymnastic actions to make a sequence. 	<ul style="list-style-type: none"> • Explore jumping techniques and link them with other gymnastic actions. • Select and adapt gymnastics actions to meet the task. • Work with a partner or a small group to create a sequence that develops jumping skills. • Improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> • Identify and practise body shapes. • Identify and practise symmetrical and asymmetrical body shapes. • Construct sequences using balancing and linking movements. • Use counterbalances and incorporate them into a sequence of movements. • Perform movements in canon and in unison. • Perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> • Identify and practise body shapes and balances. • Identify and practise symmetrical and asymmetrical body shapes. • Use and refine the following skills: flexibility, strength, balance, power and mental focus. • Develop skills for movement, including rolling, bridging and dynamic movement. • Use counterbalances and incorporate them into a sequence of movements. • Perform movements in unison. • Perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.
<p>Unit: Gymnastics</p> <p>Intent: Plan, perform and repeat a sequence that includes travel, body shapes and balances.</p> <p>Future Learning: Y1: Travelling on benches and linking body shapes with gymnastic movements.</p>	<p>Unit: Gymnastics</p> <p>Builds on: EYFS: Basic travel, basic body shapes and basic balances.</p> <p>Intent: Plan, perform and repeat a sequence that includes travelling on benches, flowing movement actions and gymnastic actions.</p> <p>Future Learning: Y2: Using bigger apparatus and more focussed balancing.</p>	<p>Unit: Gymnastics</p> <p>Builds on: Y1: Basic balances and travelling on benches.</p> <p>Intent: Plan, perform and repeat a sequence that includes balancing on isolating body parts and travelling on large apparatus.</p> <p>Future Learning: Y3: Working with a partner to develop jumping skills and choosing appropriate apparatus.</p>	<p>Unit: Gymnastics</p> <p>Builds on: Y2: Balancing isolated body parts and using large apparatus.</p> <p>Intent: Work with a partner to create a gymnastics sequence that develops jumping skills.</p> <p>Future Learning: Y4: Working with a partner to improve body shapes and balances.</p>	<p>Unit: Gymnastics</p> <p>Builds on: Y2: Balancing Y3: Working with a partner to develop skills.</p> <p>Intent: Work with a partner to create a gymnastics sequence that includes a wide range of body shapes and incorporate counterbalances.</p> <p>Future Learning: Y5: Working in a group to perform a sequence including symmetrical and asymmetrical body shapes.</p>	<p>Unit: Gymnastics</p> <p>Builds on: Y4: A wide range of body shapes and counterbalances.</p> <p>Intent: Work in a group to create a gymnastics sequence that demonstrates flexibility, strength, balance, power and mental focus.</p> <p>Future Learning: Y6: Working in a group to perform in unison and in canon.</p>	<p>Unit: Gymnastics</p> <p>Builds on: Y5: A wide range of <i>symmetrical and asymmetrical</i> body shapes and counterbalances.</p> <p>Intent: Work in a group to create a gymnastics sequence that demonstrates flexibility, strength, balance, power and mental focus. To produce defined and improved performances based on their evaluations.</p>

DANCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> •Experiment moving in different ways on equipment and jump landing safely. •Manage own risk assessment. •Help to put away equipment correctly. 	<ul style="list-style-type: none"> • Change direction during travelling moves. • Link travelling moves that change direction and level. • Link moves together. • Use a variety of moves. • Explore basic body patterns and movements to music. • Use a variety of moves that change speed and direction. • Link together dance moves with gestures and changing direction in time to music. • Practise taking off from different positions. • Complete an obstacle course with control and agility. •Show that they have a clear starting and finishing position. •Respond to different music showing a range of emotions. 	<ul style="list-style-type: none"> • Explore different levels and speeds of movement. • Compose and perform simple dance phrases. • Show contrasts in simple dances with good body shape and position. • Develop a range of dance movements and improve timing. • Work to music, creating movements that show rhythm and control. •Evaluate and improve a dance performance by recording and viewing their rehearsals. •Use a range of vocabulary to describe moods and how dances make them feel. •Remember and repeat simple dance phrases. 	<ul style="list-style-type: none"> • Explore dance movements and create patterns of movement. • Work with a partner to create dance patterns. • Perform a dance with rhythm and expression. • Use knowledge of dance to create a story in small groups. • Develop precision of movement. • Work co-operatively with a group to create a dance piece. • Perform in front of others with confidence. 	<ul style="list-style-type: none"> • Identify and practise the patterns and actions of the chosen dance style. • Demonstrate an awareness of the music's rhythm and phrasing when improvising. • Create an individual dance that reflects the chosen dancing style. • Create partnered dances that reflect the dancing style and apply the key components of dance. • Perform dance using a range of movement patterns. • Perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • Identify and practise the patterns and actions of the chosen dance style. • Demonstrate an awareness of the music's rhythm and phrasing when improvising. • Create and perform an individual dance that reflects the chosen dance style. • Create partnered dances that reflect the chosen dancing style and apply the key components of dance. • Create group dances that reflect the dance style. • Perform a dance using a range of movement patterns. • Perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • Identify and practise the patterns and actions in a street dance style. • Demonstrate an awareness of the music's rhythm and phrasing when improvising. • Create a dance that represents a street dance style. • Create a dance as a group, using any street dance moves. • Perform and analyse own and others' performance.
<p>Unit: Dance</p> <p>Intent: Perform a dance routine which includes moving in different ways.</p> <p>Future Learning: Y1: Linking moves together.</p>	<p>Unit: Dance</p> <p>Builds on: EYFS: Moving in different ways.</p> <p>Intent: Perform a dance routine which includes linking moves together</p> <p>Future Learning: Y2: A range of dance movements and improved timing.</p>	<p>Unit: Dance</p> <p>Builds on: Y1: Linking moves together.</p> <p>Intent: Perform a dance routine which includes a range of dance movements and improved timing.</p> <p>Future Learning: Y3: Precision of movement.</p>	<p>Unit: Dance</p> <p>Builds on: Y2: A range of dance movements and improved timing.</p> <p>Intent: Perform a dance routine which includes a precision of movement.</p> <p>Future Learning: Y4: Movement dance patterns.</p>	<p>Unit: Dance</p> <p>Builds on: Y3: Precision of dance movements.</p> <p>Intent: Perform a dance routine which includes a range of movement patterns and application of key components of dance.</p> <p>Future Learning: Y5: Mastery of key components of dance.</p>	<p>Unit: Dance</p> <p>Builds on: Y4: Movement dance patterns.</p> <p>Intent: Perform a dance routine which includes mastery skills of application of key components of dance.</p> <p>Future Learning: Y6: Using key components to apply to street dance.</p>	<p>Unit: Dance</p> <p>Builds on: All previous dance units which have worked towards mastery of the key components of dance.</p> <p>Intent: Perform a dance routine which includes attributes of street dance.</p>

MULTI SKILLS & ATHLETICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Begin to travel in different ways. • Begin to use varying speeds when running. • Explore different methods of throwing. • Practise short distance running. 	<ul style="list-style-type: none"> • Explore static balancing and understand the concept of bases. • Combine a number of co-ordination drills, using upper and lower body movements. • Aim a variety of balls and equipment. • Time running to stop or intercept the path of a ball. • Travel in different ways. • Travel in different directions (side to side, up and down). • Practise ABC (agility, balance and coordination) at circuit stations. • Use varying speeds when running. • Explore footwork patterns. • Explore arm mobility. • Explore different methods of throwing. • Practise short distance running. 	<ul style="list-style-type: none"> • Combine a number of co-ordination drills, using upper and lower body movements. • Aim a variety of balls and equipment with increasing accuracy. • Time running to stop or intercept the path of a ball. • Travel in different ways, showing clear transitions between movements. • Travel in different directions (side to side, up and down) with control and fluency. • Master ABC (agility, balance and coordination) at circuit stations. • Run with agility and confidence. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style. • Run for distance. • Complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini competition, recording scores. 	<ul style="list-style-type: none"> • Become familiar with balls and short tennis rackets. • Get the ball into play. • Accurately serve underarm. • Build up a rally. • Build a rally, focusing on accuracy of strokes. • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> • Identify and apply techniques for hitting a tennis ball. • Develop the techniques for ground strokes and volleys. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Use the scoring system and court for singles tennis. • Understand and use doubles scoring in a tennis game. • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. 	<ul style="list-style-type: none"> • Demonstrate and use the correct grip of the racket and understand how to get into the ready position. • Use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • Develop ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • Know where the drop should be aimed for, for it to be most productive, and why. • Understand how to use different shots to outwit an opponent in a game. • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance.
<p>Unit: Athletics/ Multi Skills</p> <p>Intent: Test out different speeds of running and explore methods of throwing equipment.</p> <p>Future Learning: Y1: Using various speeds and</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: EYFS: Exploring running and throwing.</p> <p>Intent: Use various speeds when running and test out different methods for throwing different objects.</p> <p>Future Learning: Y2:</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: Y1: Using various speeds when running and testing out throwing.</p> <p>Intent: Run with agility and confidence, run for distance and thrown objects in a</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: Y2: Running for distance and becoming confident in throwing.</p> <p>Intent: Run in relay races and improve throwing techniques.</p> <p>Future Learning: Y4: Knowing the difference</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: Y3: Relay races and improvement of throwing techniques.</p> <p>Intent: Show the difference between sprinting and running for distance and demonstrate a wide range of</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: Y4: Knowing the difference between sprinting and running for distance and demonstrating a range of throwing techniques.</p> <p>Intent: Begin to successfully choose the best pace for a running event and show</p>	<p>Unit: Athletics/ Multi Skills</p> <p>Builds on: Y5: Beginning to choose the best pace and beginning to show accuracy when throwing for distance.</p> <p>Intent: Master choosing the best pace for a running event, applying it effectively and show increasing accuracy when throwing for a</p>

testing out throwing methods.	Running for distance and confident throwing.	variety of ways confidently. Future Learning: Y3: Relay races and improving throwing techniques.	between the need for sprinting and the need for pacing and learning a wide range of throwing techniques.	throwing techniques. Future Learning: Y5: Choosing the best pace and showing accuracy when throwing. Unit: Tennis Intent: Play a competitive game of Tennis, playing a variety of shots and exploring when different shots should be played. Future Learning: Y5: Using overhead shots in a game situation.	accuracy and good technique when throwing for distance. Future Learning: Y6: Mastery of selecting the best pace and increasing accuracy when throwing. Unit: Tennis Builds on: Y4: Using underarm shots in a competitive game. Intent: Play a competitive tennis game using an overhead serve and the correct selections of shots. Future Learning: Y6: Applying skills learnt in tennis to learn how to play badminton.	range of purposes. Unit: Badminton Builds on: Y4 & Y5: Learning how to play tennis. Intent: Develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
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BALL SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Develop balance, agility and co-ordination. Use ball skills in game-based activities. 	<ul style="list-style-type: none"> Master basic sending and receiving techniques and skills. Develop balance, agility and co-ordination. Make use of coordination, accuracy and weight transfer. Use ball skills in game-based activities. 	<ul style="list-style-type: none"> Use hand-eye coordination to control a ball. Catch a variety of objects. Vary types of throw. Kick and move with a ball. Develop catching and dribbling skills. Use ball skills in a mini festival. 	<ul style="list-style-type: none"> Be aware of others when playing games. Choose the correct skills to meet a challenge. Perform a range of actions, maintaining control of the ball. Perform a range of catching and gathering skills with control. Master the basic catching technique. Catch with increasing control and accuracy. Master the basic throwing technique. Throw and hit a ball in different ways (e.g. high, low, fast or slow). Apply skills and tactics in 	<ul style="list-style-type: none"> Keep possession of a ball. Use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. Use accurate passing and dribbling in a game. Identify and apply ways to move the ball towards an opponent's goal. Learn concepts of attack and defence. Play in a mini competition. 	<ul style="list-style-type: none"> Demonstrate basic passing and receiving skills using a netball. Develop an understanding and knowledge of the basic footwork rule of netball. Use good hand/eye co-ordination to pass and receive a ball successfully. Understand the importance of 'getting free' in order to receive a pass. Understand how to make space by moving away and coming back and by dodging. Be able to demonstrate a range of defending skills and understand how to mark an opponent. Understand how to intercept 	<ul style="list-style-type: none"> Understand the basic rules of tag rugby. Work as a team, using ball-handling skills. Pass and carry a ball using balance and coordination. Use skills learned to play a game of tag rugby. Apply rules and skills learned to a game. Play in a mini tag rugby competition.

			<p><i>small-sided games.</i></p> <ul style="list-style-type: none"> • <i>Identify and follow the rules of games.</i> • <i>Choose and use simple tactics to suit different situations.</i> • <i>React to situations in ways that make it difficult for opponents to win.</i> 		<p><i>a pass.</i></p> <ul style="list-style-type: none"> • <i>Learn how to shoot.</i> • <i>Understand the different positions in a netball team (five-a-side).</i> • <i>Recognise which positions are attacking and which are defending.</i> 	
<p>Taught through athletics and multi skills units.</p>	<p>Unit: Mini Benchball</p> <p>Builds on: EYFS: Development of balance, agility and co-ordination and use of a variety of balls in game-based activities.</p> <p>Intent: Master basic sending and receiving techniques using a dodgeball sized ball and apply these skills in a game of mini benchball (7 v 7)</p> <p>Future Learning: Y1 Tag Rugby: Sending and receiving using a rugby ball. Y2 Benchball: Whole class benchball (15 v 15).</p> <p>Unit: Football</p> <p>Builds on: Y1 Mini Benchball: using sending and receiving techniques using hands.</p> <p>Intent: Master basic sending and receiving techniques using a football and apply these skills in game-based activities.</p> <p>Future Learning: Y2 Benchball: Development of throwing and catching skills.</p>	<p>Unit: Tag Rugby</p> <p>Builds on: Y1 units: Sending and receiving techniques.</p> <p>Intent: Catch a rugby ball, throw accurately to a teammate, dribble past opponents to score a try.</p> <p>Future Learning: Y2 Benchball: Varying throws.</p> <p>Unit: Benchball</p> <p>Builds on: Y1 Mini benchball: smaller game sizes to increase confidence.</p> <p>Intent: Develop throwing and catching skills and know this is key to win some games.</p> <p>Future Learning: Y3 Ultimate Frisbee: Throwing and catching using a frisbee.</p>	<p>Unit: Football</p> <p>Builds on: Y1 Football: Introduction to sending and receiving football.</p> <p>Intent: Maintain control of a football during a game and successfully pass to a teammate.</p> <p>Future Learning: Y4 Football: Keeping possession of a football in a competitive situation.</p> <p>Unit: Basketball</p> <p>Builds on: Y1 & 2 Benchball: Learning a variety of throwing and catching techniques.</p> <p>Intent: Throw a basketball in different ways (fast or high) to successfully find a teammate.</p> <p>Future Learning: Y5 Basketball & Netball: Development of passes.</p>	<p>Unit: Football</p> <p>Builds on: Y3 Football: Maintaining control of a football.</p> <p>Intent: Keep possession of a football in a competitive situation and display accurate passing and dribbling.</p> <p>Future Learning: Y4 Hockey: Using a different skill and ball to move towards and opponent's goal.</p> <p>Unit: Hockey</p> <p>Builds on: Y4 Football: Moving a different ball (football) towards the opponent's goal.</p> <p>Intent: Identify and test out ways to move a ball towards the opponent's goal.</p> <p>Unit: Ultimate Frisbee</p> <p>Builds on: Y1 & 2 Benchball: Concept of</p>	<p>Unit: Basketball & Netball</p> <p>Builds on: Y3 Basketball: Throwing a basketball in different ways.</p> <p>Intent: Develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p> <p>Future Learning: Y6 Tag Rugby: Backward passes in tag rugby.</p> <p>Unit: Hockey</p> <p>Builds on: Y4 Football: Moving a different ball (football) towards the opponent's goal.</p> <p>Intent: Identify and test out ways to move a ball towards the opponent's goal.</p> <p>Future Learning: Y6 Hockey: 'Getting free' in order to receive the ball in hockey</p>	<p>Unit: Tag Rugby</p> <p>Builds on: Y5 Basketball & Netball: A range of passes and the concept of being 'free' to receive a ball.</p> <p>Intent: Pass and carry a rugby ball using balance and coordination to score a try during a game of tag rugby.</p> <p>Unit: Hockey</p> <p>Builds on: Y4 Hockey: Testing out ways to move a ball towards the opponent's goal.</p> <p>Intent: Understand the importance of 'getting free' in order to receive the ball in hockey to progress play for own team.</p>

accurate throws and passes can win a game.
 Y3 Basketball: Catching and throwing a basketball with confidence and accuracy.

Intent: Catch and throw a frisbee with increasing control and accuracy.

Future Learning: Y5 Basketball & Netball: Playing a game which requires a range of passes and distances.

THROWING & CATCHING/ STRIKING & FIELDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Practise basic striking, sending and receiving. Practise throwing and catching skills. 	<ul style="list-style-type: none"> Learn skills for striking and fielding games. Practise basic striking, sending and receiving. Use throwing and catching skills in a game. Practise accuracy of throwing and consistent catching. To strike with a racket or bat. Play a game fairly and in a sporting manner. Use fielding skills to play a game. 	<ul style="list-style-type: none"> Learn skills for playing striking and fielding games. Position the body to strike a ball. Develop catching skills. Throw a ball for distance. Practise throwing skills in a circuit. Play a game fairly and in a sporting manner. Use fielding skills to play a game. 	<ul style="list-style-type: none"> Consolidate and develop a range of skills in striking and fielding. Develop and investigate different ways of throwing and to know when it is appropriate to use them. Practise the correct technique for catching a ball and use it in a game. Practise the correct batting technique and use it in a game situation. Practise the correct technique for fielding and use it in a game situation. Consolidate the throwing, catching and batting skills already learned. Strike the ball for distance. Know how to play a striking and fielding game competitively and fairly. 	<ul style="list-style-type: none"> Develop and investigate different ways of throwing, and to know when each is appropriate. Use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop fielding skills and understand their importance when playing a game. 	<ul style="list-style-type: none"> Develop skills in batting and fielding. Choose fielding techniques. Run between the wickets. Run, throw and catch. Develop a safe and effective overarm throw. Learn batting control. Use all the skills learned by playing in a mini tournament. 	<ul style="list-style-type: none"> Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics in order to beat another team.
All skills are taught in athletics and multi skills units.	All skills are taught in athletics and multi skills units.	All skills are taught in athletics and multi skills units.	Unit: Kick Rounders <i>Builds on: Y2: striking and fielding skills games.</i> Intent: Kick a rugby ball	Unit: Cricket & Rounders Builds on: All previous skills taught in athletics and multi skills units.	Unit: Cricket & Rounders Builds on: Y4: Development of fielding skills. Intent: Play a mini	Unit: Cricket & Rounders Builds on: Y5: Development of both batting and fielding skills. Intent: Play in a tournament,

			<p>successfully away from fielders in order to score half a rounder. Gain control of a rugby ball and run to nearest base in order to prevent kicker from scoring a try.</p> <p>Future Learning: Y4: Using skills to play standard rounders. All skills are taught in athletics and multi skills units.</p>	<p>Intent: Play in a competitive situation, developing fielding skills.</p> <p>Future Learning: Y5: Development of both batting and fielding skills.</p>	<p>tournament, developing skills in both batting and fielding.</p> <p>Future Learning: Y6: Catching under pressure.</p>	<p>using fielding skills to stop balls effectively and catch under pressure.</p>
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SWIMMING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Y4 ONLY (Y5 CATCH UP)</p> <ul style="list-style-type: none"> •Develop basic pool safety skills and confidence in water. •Develop travel in vertical or horizontal position and introduce floats. •Develop push and glides, any kick action on front and back with or without support aids. •Develop entry and exit, travel further, float and submerge. •Develop balance, link activities and travel further on whole stroke. •Show breath control. •Tread water •Swim competently, confidently and proficiently over a distance of at least 25 metres. •Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. •Perform safe self-rescue in different water-based situations. 						

OUTDOOR & ADVENTUROUS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>•Become familiar with the outdoor spaces</p>	<p>•Follow a simple route around the school grounds or a given outdoor space.</p>	<p>•Move over, under and through spaces and obstacles outdoors.</p>	<p>•Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.</p>	<p>•Respond positively to increased challenges and other team members, showing ability to listen to feedback.</p>	<p>•Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.</p>	<p>•Lead groups in problem solving, analysing their own effectiveness as a team leader.</p>
<p>Unit: Outdoor & Adventurous</p> <p>Intent: Explore and make use of EYFS school grounds, becoming familiar with spaces.</p> <p>Future Learning: Y1: Use maps to follow routes to</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: EYFS: Exploring immediate area outside of the Reception classroom.</p> <p>Intent: Using maps, follow routes to explore any unfamiliar areas within school grounds. (Geography)</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: Y1: Awareness of school grounds.</p> <p>Intent: Plan an obstacle course within the school grounds.</p> <p>Future Learning: KS2: A</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: KS1: Awareness of school grounds and outdoor obstacle courses.</p> <p>Intent: Take part in an orienteering activity, navigating safely to familiar places.</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: Y3: Basic orienteering activity.</p> <p>Intent: Take part in a challenging orienteering activity, listening to feedback.</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: Y4: Experience of a challenging orienteering activity.</p> <p>Intent: Take part in a challenging orienteering activity, planning a route to gain time advantages.</p>	<p>Unit: Outdoor & Adventurous</p> <p>Builds on: Y5: Planning routes to be effective.</p> <p>Intent: Lead a group to success during a challenging orienteering activity.</p>

explore unfamiliar areas of school.	Future Learning: Y2: Use familiar areas to plan obstacle course.	range of challenges and problem-solving activities outdoors.	Future Learning: Y4: A more challenging orienteering activity.	Future Learning: Y5: Focussing on time improvements.	Future Learning: Y6: Experience of being a team leader.	
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CONCEPTS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Healthy body and mind

- Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).
 - An understanding of the need for PE uniform (changing, safety).
- Awareness of how exercise is important for a healthy lifestyle and mind.
 - Awareness of body changes before, during and after exercise.
- Awareness of how exercise is important for a healthy body and lifestyle.
 - Awareness of how exercise can help support our mental wellbeing.
- Understanding the importance of exercise and sport in social environments.

Game Understanding

EYFS:

- Work individually and with others.
- Engage in cooperative physical activities
 - Participate in team games.
- Understand how to use equipment safely.

KS1:

- Engage in competitive physical activities (both against self and against others)
 - Participate in team games
- Develop simple tactics for attacking and defending.
 - Reflect on and develop skills to improve.

LKS2:

- Be familiar with basic rules of games.

- Identify the sporting spirit values and give examples of when they could be demonstrated them during a game situation.
 - Adapt the rules of a game for an intended purpose.

UKS2:

- Assess own performance and the performance of others to identify areas for development.
- Consistently demonstrate the sporting spirit values in a range of games situations.

YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<i>(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)</i>							
Gymnastics	Forwards Backwards Shape Jump Travel		Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow		stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance		Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation
Dance	Travel Space Speed		Travel Stillness Direction Space Body parts Levels Speed		Repetition Action and reaction Pattern		Technique Pattern Rhythm Variation Unison Canon Action Reaction
-Athletics -Multi Skills -Ball Skills -Throwing &		Striking Catching Own space Team Speed		Keep possession Scoring goals Keeping score Making space Pass/send/receive		Keeping possession Passing Dribbling Shooting Support	

<p>Catching -Striking & Fielding</p>	<p>Direction Passing Controlling Shooting Scoring Throw Roll Underarm Overarm Hit Move Safely Kick Tactics Decide Rules</p>	<p>Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting Throw Catch Control Awareness of space Support Opposition Accuracy Rules Adapt tactics Change speed and direction Underarm Overarm Throwing Technique Distance Sprint Accuracy Personal best</p>	<p>Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Control Accuracy Techniques Combine Distance Compete Improve personal best Pivot Chest pass Overarm pass Overhead pass interception Stamina Forehand Backhand Tactics Techniques Pass Dribble Shoot Striking Implement Rules Umpire Strategy</p>
<p>Swimming</p>	<p>Swim Unaided Basic stroke Movements Coordinate breathing Surface Tread Butterfly stroke Breast stroke Back stroke Front crawl</p>		

Outdoor &
Adventurous

Familiar
Map
Safe

Follow
Route
Appropriate equipment
Familiar context
Manage risks/problems

Location
Compass
Navigate
Overcome problems
Plan
Route
Safety
Danger
Leadership