



PE

PROGRESSION DOCUMENT

Subject Lead: S Lochhead

EYFS

End of Reception Expectations	
By the end of Early Years, children should be able to; <ul style="list-style-type: none">• 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.	
Nursery	Reception
<ul style="list-style-type: none">• Begin to move in different ways• Use large muscle movements during day to day activities• Explore different resources used to support large muscle movements• Move in different ways using apparatus and equipment• Develop large muscle movements using equipment• Selects equipment with a purpose supporting large muscle movements• Continue to develop their movement, balancing, riding and ball skills• Uses large muscle movements to make marks• Collaborate with others when using large muscle movement resources	<ul style="list-style-type: none">• Becomes more confident using different body movement skills and can negotiate space• Explores a range of large and small apparatus• Explores a range of actions with a ball• Develops overall body strength, co-ordination, balance, and agility• Uses a range of large and small apparatus independently• Refines a range of ball skills• Progress towards a more fluent style of moving with developing control• Confidently and safely uses a range of apparatus alone and in a group• Develops precision and accuracy when engaging in activities that involve a ball

Reception Coverage

Health and Fitness	Athletics	Gymnastics	Games	Dance	Compete/Perform	Evaluate
-Describe how the body feel when still and when exercising.	<ul style="list-style-type: none"> -Run in different ways for a variety of purposes. -Jump in a range of ways, landing safely. -Roll equipment in different ways. -Throw underarm. -Throw an object at a target. 	<ul style="list-style-type: none"> -Create a short sequence of movements. -Roll in different ways with control. -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. -Curled side roll (egg roll) - Log roll (pencil roll) -Teddy bear roll -Straight jump -Tuck jump -Jumping Jack -Half turn jump -Bunny hop -Tiptoe, step, jump and hop -Standing balances 	<ul style="list-style-type: none"> -Hit a ball with a bat or racquet -Roll equipment in different ways. -Throw underarm. -Throw an object at a target. -Catch equipment using two hands -Move a ball in different ways, including bouncing and kicking. -Use equipment to control a ball -Kick an object at a target -Move safely around the space and equipment. -Travel in different ways, including sideways and backwards. -Play a range of chasing games. -Follow simple rules 	<ul style="list-style-type: none"> -Join a range of different movements together. -Change the speed of their actions. -Change the style of their movements. -Create a short movement phrase which demonstrates their own ideas. 	<ul style="list-style-type: none"> -Control my body when performing a sequence of movements. -Participate in simple games. 	<ul style="list-style-type: none"> -Talk about what they have done. -Talk about what others have done.

Stowlawn Primary School PE Progression

Key Stage 1 & 2 Expectations

<u>Key Stage 1 – curriculum expectations</u>	<u>Key Stage 2 – Curriculum expectations</u>
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns	<p>Pupils should 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [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 gymnastics]• 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

Athletics	<p>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:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending. 		<p>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:</p> <ul style="list-style-type: none"> • 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 gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness					
	<p>-Describe how the body feels before, during and after exercise.</p> <p>-Carry and place equipment safely.</p>	<p>-Recognise and describe how the body feels during and after different physical activities.</p> <p>-Explain what they need to stay healthy.</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>-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>-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 the importance of warming up and cooling down.</p> <p>-Carry out warm-ups and cool-downs safely and effectively.</p> <p>-Understand why exercise is good for health, fitness and wellbeing.</p> <p>- Know ways they can become healthier.</p>
	Running					
	<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</p>	<p>-Run at different paces, describing the different paces.</p> <p>-Use a variety of different stride lengths.</p> <p>-Travel at different speeds.</p> <p>-Begin to select the most</p>	<p>-Identify and demonstrate how different techniques can affect their performance.</p> <p>-Focus on their arm and leg action to improve their sprinting technique.</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.</p> <p>-Speed up and slow down</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>Recap, practice and refine an effective sprinting technique, including reaction time.</p> <p>- Build up speed quickly for a sprint finish.</p> <p>- Run over hurdles with fluency, focusing on the lead leg technique and a</p>

	<p>jogging.</p> <ul style="list-style-type: none"> -Sprint in a straight line. - Change direction when sprinting. -Maintain control as they change direction when jogging or sprinting. 	<p>suitable pace and speed for distance.</p> <ul style="list-style-type: none"> -Complete an obstacle course. -Vary the speed and direction in which they are travelling. -Run with basic techniques following a curved line. -Be able to maintain and control a run over different distances. 	<ul style="list-style-type: none"> -Begin to combine running with jumping over hurdles. -Focus on trail leg and lead leg action when running over hurdles. -Understand the importance of adjusting running pace to suit the distance being run. 	<p>smoothly</p>	<ul style="list-style-type: none"> -Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. -Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. -Identify and demonstrate stamina, explaining its importance for runners. 	<p>consistent stride pattern.</p> <ul style="list-style-type: none"> -Accelerate to pass other competitors. -Work as a team to competitively perform a relay. - Confidently and independently select the most appropriate pace for different distances and different parts of the run. -Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping						
	<ul style="list-style-type: none"> -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. - Perform a short jumping sequence. -Jump as high as possible. -Jump as far as possible. -Land safely and with control. -Work with a partner to develop the control of their jumps. 	<ul style="list-style-type: none"> -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. -Combine different jumps together with some fluency and control. -Jump for distance from a standing position with accuracy and control. -Investigate the best jumps to cover different distances. 	<ul style="list-style-type: none"> -Use one and two feet to take off and to land with. -Develop an effective take-off for the standing long jump. -Develop an effective flight phase for the standing long jump. -Land safely and with control. 	<ul style="list-style-type: none"> -Learn how to combine a hop, step and jump to perform the standing triple jump. - Land safely and with control. -Begin to measure the distance jumped. 	<ul style="list-style-type: none"> -Improve techniques for jumping for distance. -Perform an effective standing long jump. -Perform the standing triple jump with increased confidence. - Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. -Land safely and with control. 	<ul style="list-style-type: none"> -Develop the technique for the standing vertical jump. -Maintain control at each of the different stages of the triple jump. - Land safely and with control. - Develop and improve their techniques for jumping for height and distance and support others in improving their performance. -Perform and apply different types of jumps in other contexts. -Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

	<ul style="list-style-type: none"> -Choose the most appropriate jumps to cover different distances. - Know that the leg muscles are used when performing a jumping action. 			<ul style="list-style-type: none"> - Measure the distance and height jumped with accuracy. -Investigate different jumping techniques. 	
Throwing					
<ul style="list-style-type: none"> -Throw underarm and overarm. -Throw a ball towards a target with increasing accuracy. -Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> -Throw different types of equipment in different ways, for accuracy and distance. -Throw with accuracy at targets of different heights. -Investigate ways to alter their throwing technique to achieve greater distance. 	<ul style="list-style-type: none"> -Throw with greater control and accuracy. -Show increasing control in their overarm throw. -Perform a push throw. -Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> -Perform a pull throw. -Measure the distance of their throws. -Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> -Perform a fling throw. -Throw a variety of implements using a range of throwing techniques. -Measure and record the distance of their throws. -Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> -Perform a heave throw -Measure and record the distance of their throws. -Continue to develop techniques to throw for increased distance and support others in improving their personal best. -Develop and refine techniques to throw for accuracy.
Compete/Perform					
<ul style="list-style-type: none"> -Begin to perform learnt skills with some control. -Engage in competitive activities and team games. 	<ul style="list-style-type: none"> -Perform learnt skills with increasing control. -Compete against self and others. 	<ul style="list-style-type: none"> -Perform learnt skills and techniques with control and confidence. -Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> -Perform and apply skills and techniques with control and accuracy. -Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> -Consistently perform and apply skills and techniques with accuracy and control. -Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> -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.
Evaluate					

	<p>-Watch and describe performances.</p> <p>-Begin to say how they could improve.</p>	<p>-Watch and describe performances, and use what they see to improve their own performance.</p> <p>-Talk about the differences between their work and that of others.</p>	<p>-Watch, describe and evaluate the effectiveness of a performance.</p> <p>-Describe how their performance has improved over time.</p>	<p>-Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</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>-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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		KS1	KS2				
Dance		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: <ul style="list-style-type: none"> • 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; • perform dances using simple movement patterns. 	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: <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness						
		-Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	-Recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy	-Recognise and describe the effects of exercise on the body. -Know the importance of strength and flexibility for physical activity. -Explain why it is important to warm up and cool down.	-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling down. -Carry out warm-ups and cool-downs safely and effectively. - Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier.
	Dance Skills						

	<ul style="list-style-type: none"> -Copy and repeat actions. -Put a sequence of actions together to create a motif. -Vary the speed of their actions. -Use simple choreographic devices such as unison, canon and mirroring. -Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> -Copy, remember and repeat actions. -Create a short motif inspired by a stimulus. -Change the speed and level of their actions. -Use simple choreographic devices such as unison, canon and mirroring. -Use different transitions within a dance motif. -Move in time to music. -Improve the timing of their actions. 	<ul style="list-style-type: none"> -Begin to improvise with a partner to create a simple dance. -Create motifs from different stimuli. -Begin to compare and adapt movements and motifs to create a larger sequence. - Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> -Identify and repeat the movement patterns and actions of a chosen dance style. - Compose a dance that reflects the chosen dance style. - Confidently improvise with a partner or on their own. -Compose longer dance sequences in a small group. -Demonstrate precision and some control in response to stimuli. -Begin to vary dynamics and develop actions and motifs in response to stimuli. -Demonstrate rhythm and spatial awareness. -Change parts of a dance as a result of self-evaluation. -Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> -Identify and repeat the movement patterns and actions of a chosen dance style. -Compose individual, partner and group dances that reflect the chosen dance style. -Show a change of pace and timing in their movements. -Develop an awareness of their use of space. -Demonstrate imagination and creativity in the movements they devise in response to stimuli. -Use transitions to link motifs smoothly together. -Improvise with confidence, still demonstrating fluency across the sequence. -Ensure their actions fit the rhythm of the music. -Modify parts of a sequence as a result of self and peer evaluation. -Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> -Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual, partner and group dances that reflect the chosen dance style. -Use dramatic expression in dance movements and motifs. - Perform with confidence, using a range of movement patterns. - Demonstrate strong and controlled movements throughout a dance sequence. -Combine flexibility, techniques and movements to create a fluent sequence. -Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. -Show a change of pace and timing in their movements. -Move rhythmically and accurately in dance sequences. -Improvise with confidence, still demonstrating fluency across their sequence. -Dance with fluency and control, linking all movements and ensuring that transitions flow. -Demonstrate consistent
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						<p>precision when performing dance sequences.</p> <ul style="list-style-type: none"> - Modify some elements of a sequence as a result of self and peer evaluation. -Use complex dance vocabulary to compare and improve work.
Compete/Perform						
<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p>	<p>- Perform with some awareness of rhythm and expression their performances.</p> <p>- Perform learnt skills and techniques with control and confidence.</p> <p>-Compete against self and others in a controlled manner.</p>	<p>-Perform and create sequences with fluency and expression.</p> <p>- Perform and apply skills and techniques with control and accuracy.</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>-Link actions to create a complex sequence using a full range of movement.</p> <p>-Perform the sequence in time to music.</p> <p>- Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	
Evaluate						
<p>-Watch and describe performances.</p> <p>-Begin to say how they could improve</p>	<p>-Watch and describe performances, and use what they see to improve their own performance.</p> <p>-Talk about the differences between their work and that of others.</p>	<p>-Watch, describe and evaluate the effectiveness of a performance.</p> <p>-Describe how their performance has improved over time.</p>	<p>-Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</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' performances.</p> <p>- Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	

	KS1	KS2				
Games	<p>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 co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns</p>		<p>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 gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness					
	<p>-Describe how the body feels before, during and after exercise.</p> <p>-Carry and place equipment safely.</p>	<p>-Recognise and describe how the body feels during and after different physical activities.</p> <p>-Explain what they need to stay healthy</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 warmup and cool-down.</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>-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 the importance of warming up and cooling down.</p> <p>-Carry out warm-ups and cool-downs safely and effectively.</p> <p>-Understand why exercise is good for health, fitness and wellbeing.</p> <p>-Know ways they can become healthier.</p>
	Striking and Hitting a Ball					
<p>-Use hitting skills in a game.</p> <p>-Practise basic striking, sending and receiving.</p>	<p>-Strike or hit a ball with increasing control.</p>	<p>-Demonstrate successful hitting and striking skills.</p>	<p>-Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p>	<p>-Use different techniques to hit a ball.</p>	<p>-Hit a bowled ball over longer distances.</p> <p>-Use good hand-eye coordination to be able to</p>	

	<ul style="list-style-type: none"> -Learn skills for playing striking and fielding games. -Position the body to strike a ball. 	<ul style="list-style-type: none"> -Develop a range of skills in striking (and fielding where appropriate). -Practise the correct batting technique and use it in a game. -Strike the ball for distance. 	<ul style="list-style-type: none"> -Accurately serve underarm. -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. 	<ul style="list-style-type: none"> -Identify and apply techniques for hitting a tennis ball. -Explore when different shots are best used. -Develop a backhand technique and use it in a game. -Practise techniques for all strokes. -Play a tennis game using an overhead serve. 	<ul style="list-style-type: none"> direct a ball when striking or hitting. -Understand how to serve in order to start a game. 	
Throwing and catching a ball						
	<ul style="list-style-type: none"> -Throw underarm and overarm. - Catch and bounce a ball. -Use rolling skills in a game. -Practise accurate throwing and consistent catching. 	<ul style="list-style-type: none"> -Throw different types of equipment in different ways, for accuracy and distance. -Throw, catch and bounce a ball with a partner. -Use throwing and catching skills in a game. -Throw a ball for distance. -Use hand-eye coordination to control a ball. -Vary types of throw used. 	<ul style="list-style-type: none"> -Throw and catch with greater control and accuracy. -Practise the correct technique for catching a ball and use it in a game. -Perform a range of catching and gathering skills with control. -Catch with increasing control and accuracy. -Throw a ball in different ways (e.g. high, low, fast or slow). -Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> -Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> -Consolidate different ways of throwing and catching, and know when each is appropriate in a game. 	<ul style="list-style-type: none"> -Throw and catch accurately and successfully under pressure in a game.

Travelling with a ball					
-Travel with a ball in different ways. -Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	-Bounce and kick a ball whilst moving. -Use kicking skills in a game. -Use dribbling skills in a game.	-Move with the ball in a variety of ways with some control. - Use two different ways of moving with a ball in a game.	-Move with the ball using a range of techniques showing control and fluency.	-Use a variety of ways to dribble in a game with success. -Use ball skills in various ways, and begin to link together.	-Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing the ball					
-Pass the ball to another player in a game. - Use kicking skills in a game.	-Know how to pass the ball in different ways.	-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.	-Pass a ball with speed and accuracy using appropriate techniques in a game situation.	-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.
Possession					
		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	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.
Using Space					
-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.	-Find a useful space and get into it to support teammates.	-Make the best use of space to pass and receive the ball	-Make the best use of space to pass and receive the ball. -Demonstrate an increasing awareness of space.	-Demonstrate a good awareness of space.

	<ul style="list-style-type: none"> -Change speed and direction whilst running. -Begin to choose and use the best space in a game. 				
Attacking and Defending					
<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Begin to use and understand the terms attacking and defending. -Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> -Use simple attacking and defending skills in a game. -Use fielding skills to stop a ball from travelling past them. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Choose the best tactics for attacking and defending. Shoot in a game. -Use fielding skills as a team to prevent the opposition from scoring. 	<ul style="list-style-type: none"> -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.
Tactics and Rules					
<ul style="list-style-type: none"> -Follow simple rules to play games, including team games. -Use simple attacking skills such as dodging to get past a defender. -Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> -Understand the importance of rules in games. -Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> -Apply and follow rules fairly. -Understand and begin to apply the basic principles of invasion games. -Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> -Vary the tactics they use in a game. - Adapt rules to alter games. 	<ul style="list-style-type: none"> -Know when to pass and when to dribble in a game. -Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> -Follow and create complicated rules to play a game successfully. -Communicate plans to others during a game. -Lead others during a game.
Compete/ Perform					
<ul style="list-style-type: none"> -Perform using a range of actions and body parts with some coordination. -Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> -Perform sequences of their own composition with coordination. -Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> -Develop the quality of the actions in their performances. 	<ul style="list-style-type: none"> -Perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> -Consistently perform and apply skills and techniques with accuracy and control. -Take part in competitive games with a strong 	<ul style="list-style-type: none"> -Perform and apply a variety of skills and techniques confidently, consistently and with precision.

	-Engage in competitive activities and team games.	-Compete against self and others.	-Perform learnt skills and techniques with control and confidence. -Compete against self and others in a controlled manner.	-Take part in a range of competitive games and activities.	understanding of tactics and composition.	-Take part in competitive games with a strong understanding of tactics and composition
	Evaluate					
	-Watch and describe performances. -Begin to say how they could improve.	-Watch and describe performances, and use what they see to improve their own performance. -Talk about the differences between their work and that of others.	-Watch, describe and evaluate the effectiveness of a performance. -Describe how their performance has improved over time.	-Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	-Choose and use criteria to evaluate own and others' performance. -Explain why they have used particular skills or techniques, and the effect they have had on their performance	-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

		KS1	KS2			
Gymnastics	The main KS1 national curriculum aims covered in the Gymnastics units are: • 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.		The main KS2 national curriculum aims covered in the Gymnastics units are: • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness					
	-Describe how the body feels before, during and after exercise. -Carry and place equipment safely.	-Recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy	-Recognise and describe the effects of exercise on the body. -Know the importance of strength and flexibility for physical activity. -Explain why it is important to warmup and cool-down.	-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down. -Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling down. -Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier.
	Acquiring and Developing Skills in Gymnastics (General)					
	-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).	-Copy, explore and remember actions and movements to create their own sequence. -Link actions to make a sequence. -Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body.	-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.	-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.	-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.	-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.

	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Jump in a variety of ways and land with increasing control and balance. -Climb onto and jump off the equipment safely. - Move with increasing control and care. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
Rolls						
	<ul style="list-style-type: none"> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) 	<ul style="list-style-type: none"> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll 	<ul style="list-style-type: none"> Crouched forward roll Forward roll from standing Tucked backward roll 	<ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> 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

Jumps						
Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	
Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	
Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	
Half turn jump	Half turn jump	Star jump	Star jump	Star jump Straddle jump	Star jump	
Cat spring	Cat spring	Straddle jump	Straddle jump	Pike jump	Straddle jump	
		Cat spring to straddle	Pike jump	Pike jump	Stag jump	Pike jump
		Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Stag jump
		Cat leap	Straight jump full-turn	Straight jump full-turn	Straight jump full-turn	Straight jump half-turn
			Cat leap	Cat leap	Cat leap	Straight jump full-turn
			Cat leap half-turn	Cat leap half-turn	Cat leap half-turn	Cat leap
				Split leap	Split leap	Cat leap half-turn
						Cat leap full-turn
						Split leap
						Stag leap
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table						
Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	
	Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault	
	Tuck jump off springboard	Star jump off	Star jump off	Straddle on vault	Straddle on vault	Straddle on vault
		Tuck jump off	Tuck jump off	Star jump off	Star jump off	Star jump off
		Straddle jump off	Straddle jump off	Tuck jump off	Tuck jump off	Tuck jump off
		Pike jump off	Pike jump off	Straddle jump off	Straddle jump off	Straddle jump off
		Pike jump off	Pike jump off	Pike jump off	Pike jump off	

				Squat through vault	Squat through vault Straddle over vault
Handstands, cartwheels and round offs					
Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel
Front support wheelbarrow with partner	Front support wheelbarrow with partner	Lunge into handstand	Lunge into cartwheel	Lunge into cartwheel	Lunge into round-off
	T-lever	Cartwheel		Lunge into round-off	Hurdle step
	Scissor kick				Hurdle step into cartwheel
	Handstand				Hurdle step into round-off
Travelling and linking actions					
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop
Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch
Skipping	Skipping	Skipping	Skipping	Skipping	Skipping
Galloping	Galloping	Chassis steps	Chassis steps	Chassis steps	Chassis steps
	Straight jump half-turn	Straight jump half turn	Straight jump half turn	Straight jump half turn	Straight jump half turn
		Cat leap	Straight jump full turn	Straight jump full turn	Straight jump full turn
			Cat leap	Cat leap	Cat leap
			Cat leap half turn	Cat leap half turn	Cat leap half turn
			Pivot	Pivot	Cat leap full turn
					Pivot
Shapes and Balances					
Standing balances	Standing balances	Large and small body part	1, 2, 3 and 4- point	1, 2, 3 and 4- point	1, 2, 3 and 4- point
Kneeling balances	Kneeling balances	balances, including	balances	balances	balances

	Pike, tuck, star, straight, straddle shapes	Large body part balances	standing and kneeling balances	Balances on apparatus	Balances on apparatus	Balances on apparatus
		Balances on apparatus		Balances with and against a partner	Part body weight partner balances	Full body weight partner balances
		Balances with a partner	Balances on apparatus			
	Pike, tuck, star, straight, straddle shapes		Matching and contrasting partner balances	Pike, tuck, star, straight, straddle shapes	Pike, tuck, star, straight, straddle shapes	Pike, tuck, star, straight, straddle shapes
	Front and back support		Pike, tuck, star, straight, straddle shapes	Front and back support	Front and back support	Front and back support
Compete/Perform						
	-Perform using a range of actions and body parts with some coordination.	-Perform sequences of their own composition with coordination.	-Develop the quality of the actions in their performances.	-Perform and create sequences with fluency and expression.	-Perform own longer, more complex sequences in time to music.	-Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.
	- Begin to perform learnt skills with some control.	-Perform learnt skills with increasing control.	-Perform learnt skills and techniques with control and confidence.	-Perform and apply skills and techniques with control and accuracy.	-Consistently perform and apply skills and techniques with accuracy and control.	-Perform and apply a variety of skills and techniques confidently, consistently and with precision.
			-Compete against self and others in a controlled manner.			-Begin to record their peers' performances, and evaluate these.
Evaluate						
	-Watch and describe performances. Begin to say how they could improve.	-Watch and describe performances, and use what they see to improve their own performance	-Watch, describe and evaluate the effectiveness of a performance.	-Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	-Choose and use criteria to evaluate own and others' performances.	-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
					- Explain why they have used particular skills or	

		-Talk about the differences between their work and that of others.	-Describe how their performance has improved over time.	-Modify their use of skills or techniques to achieve a better result.	-techniques, and the effect they have had on their performance.	
	KS1	KS2				
OAA	N/A		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: <ul style="list-style-type: none"> • 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. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness					
			-Recognise and describe the effects of exercise on the body. -Know the importance of strength and flexibility for physical activity. -Explain why it is important to warmup and cool-down.	-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down. -Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling down. -Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier.
	Trails					
				-Orientate themselves with increasing confidence and accuracy around a short trail.	-Orientate themselves with accuracy around a short trail.	-Start to orientate themselves with increasing confidence and accuracy around an orienteering course.

				<ul style="list-style-type: none"> -Create a short trail for others with a physical challenge. -Start to recognise features of an orienteering course 	<ul style="list-style-type: none"> -Design an orienteering course that can be followed and offers some challenge to others. -Begin to use navigation equipment to orientate around a trail. 	<ul style="list-style-type: none"> -Design an orienteering course that is clear to follow and offers challenge to others. -Use navigation equipment (maps, compasses) to improve the trail.
Problem solving						
			<ul style="list-style-type: none"> -Identify and use effective communication to begin to work as a team. -Identify symbols used on a key. 	<ul style="list-style-type: none"> -Communicate clearly with other people in a team, and with other teams. -Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. -Associate the meaning of a key in the context of the environment. 	<ul style="list-style-type: none"> -Use clear communication to effectively complete a particular role in a team. -Complete orienteering activities both as part of a team and independently. -Identify a key on a map and begin to use the information in activities. 	<ul style="list-style-type: none"> -Use clear communication to effectively complete a particular role in a team. -Compete in orienteering activities both as part of a team and independently. -Use a range of map styles and make an informed decision on the most effective.
Preparation and organisation						
			<ul style="list-style-type: none"> -Begin to choose equipment that is appropriate for an activity. 	<ul style="list-style-type: none"> -Try a range of equipment for creating and completing an activity. - Make an informed decision on the best equipment to use for an activity. -Plan and organise a trail that others can follow. 	<ul style="list-style-type: none"> -Choose the best equipment for an outdoor activity. - Create an outdoor activity that challenges others. -Create a simple plan of an activity for others to follow. - Identify the quickest route to accurately 	<ul style="list-style-type: none"> -Choose the best equipment for an outdoor activity. - Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course.

					navigate an orienteering course.	-Manage an orienteering event for others to compete in.
Communication						
		Communicate with others.	-Communicate clearly with others. - Work as part of a team. -Begin to use a map to complete an orienteering course.	-Communicate clearly and effectively with others. -Work effectively as part of a team. -Successfully use a map to complete an orienteering course. -Begin to use a compass for navigation.	-Communicate clearly and effectively with others when under pressure. -Work effectively as part of a team, demonstrating leadership skills when necessary. -Successfully use a map to complete an orienteering course. -Use a compass for navigation. - Organise an event for others.	
Compete and Perform						
		-Begin to complete activities in a set period of time. -Begin to offer an evaluation of personal performances and activities	-Complete an orienteering course more than once and begin to identify ways of improving completion time. -Offer an evaluation of both personal performances and activities.	-Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. - Offer a detailed and effective evaluation of both personal performances and activities.	-Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. -Offer a detailed and effective evaluation of both personal performances and activities with an aim of	

				-Start to improve trails to increase the challenge of the course.	- Improve a trail to increase the challenge of the course.	increasing challenge and improving performance. -Listen to feedback and improve an orienteering course from it.
Evaluate						
	N/A	N/A	-Watch, describe and evaluate the effectiveness of a performance. -Describe how their performance has improved over time.	.-Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	-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	-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.