

PE Progression Overview at St Paul's Primary School

Physical Education (general knowledge)			
EYFS	KS1 (Year 1 & Year 2)	LSK2 (Year 3 & Year 4)	UKS2 (Year 5 & Year 6)
<p>To describe how the body feels when still and when exercising.</p> <p>To begin to explain what I need to stay healthy.</p>	<p>To recognise and describe how the body feels during and after different physical activities.</p> <p>To explain what I need to stay healthy.</p> <p>To carry and place equipment safely.</p>	<p>To recognise and describe the effects of exercise on the body.</p> <p>To know the importance of strength and flexibility for physical activity.</p> <p>To describe how the body reacts at different times and how this affects performance.</p> <p>To explain why exercise is good for your health.</p> <p>To know it is important to warm up and cool down.</p> <p>To explain some reasons for warming up and cooling down.</p>	<p>To know, understand and can explain the reasons for warming up and cooling down.</p> <p>To explain some safety principles when preparing for and during exercise</p> <p>To explain how the body reacts at different times and how this affects performance.</p> <p>To carry out warm-ups and cool-downs safely and effectively.</p> <p>To understand why exercise is good for health, fitness and wellbeing.</p> <p>I know ways to become healthier</p>

Gymnastics (general skills)	
<p>Early Years Outcomes</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) Combine different movements with ease and fluency. (PD: Reception) Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) Demonstrate strength, balance and coordination when playing. (PD: ELG) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 	<p>KS1 National Curriculum Aims</p> <p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <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. <p>KS2 National Curriculum Aims</p> <p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> 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.

EYFS	KS1 (Year 1 and 2)	LKS2 (Year 3 and 4)		UKS2 (Year 5 and 6)
<ul style="list-style-type: none"> To create a short sequence of movements. To roll in different ways with control. To travel in different ways. To stretch in different ways. To jump in a range of ways from one space to another with control. To begin to balance with control. To move around, under, over, and through different objects and equipment. To link two actions to make a sequence. 	<ul style="list-style-type: none"> To create and perform a movement sequence. To copy, explore and remember actions and movements to create my own sequence. To copy actions and movement sequences with a beginning, middle and end. To link actions to make a sequence. To travel in a variety of ways, including rolling To recognise and copy contrasting actions (small/tall, narrow/wide). To hold a still shape whilst balancing on different points of the body. To travel in different ways, changing direction and speed. To jump in a variety of ways and land with increasing control and balance. To hold still shapes and simple balances. To carry out simple stretches. To climb onto and jump off the equipment safely. To carry out a range of simple jumps, landing safely. To move around, under, over and through different objects and equipment. To move with increasing control and care. 	<p>Year 3</p> <ul style="list-style-type: none"> To choose ideas to compose a movement sequence independently and with others. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To develop the quality of their actions, shapes and balances. To move with coordination, control and care. To use turns whilst travelling in a variety of ways. To use a range of jumps in their sequences. To begin to use equipment to vault. To create interesting body shapes while holding balances with control and confidence. To begin to show flexibility in movements. 	<p>Year 4</p> <ul style="list-style-type: none"> To create a sequence of actions that fit a theme. To use an increasing range of actions, directions and levels in their sequences. To move with clarity, fluency and expression. To show changes of direction, speed and level during a performance. To travel in different ways, including using flight. To improve the placement and alignment of body parts in balances. To use equipment to vault in a variety of ways. To carry out balances, recognising the position of the centre of gravity and how this affects the balance. To begin to develop good technique when travelling, balancing and using equipment. To develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> To select ideas to compose specific sequences of movements, shapes and balances. To adapt my sequences to fit new criteria or suggestions. To perform jumps, shapes and balances fluently and with control. To confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance. To confidently use equipment to vault in a variety of ways. To create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. To demonstrate precise and controlled placement of body parts in my actions, shapes and balances. To use equipment to vault and incorporate this into sequences. To apply skills and techniques consistently, showing precision and control. To develop strength, technique and flexibility throughout performances. To apply skills and techniques consistently. To develop strength, technique and flexibility throughout performances. To combine equipment with movement to create sequences.

Gymnastics (progression of individual skills)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rolls	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	<i>As Year 1, plus:</i> Rocking 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	<i>As Year 4, plus:</i> Pike forward roll	<i>As Year 4 and 5, plus:</i> Dive forward roll Backward roll to standing pike Pike backward roll

<p>Jumps</p> <p>Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table</p> <p>Handstands, Cartwheels and Round-offs</p> <p>Travelling and Linking Actions</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Bunny hop</p> <p>Bunny hop</p> <p>Tiptoe, step, jump and hop</p>	<p>As EYFS, plus:</p> <p>Cat spring</p> <p>Straight jump off springboard</p> <p>Front support wheelbarrow with partner</p> <p>As EYFS, plus: Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p>	<p>As EYFS and Year 1, plus: Cat spring to straddle</p> <p>As Year 1, plus: Hurdle step onto springboard</p> <p>Tuck jump off springboard</p> <p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p> <p>As Year 1, plus: Straight jump half-turn</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p> <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Handstand</p> <p>Lunge into handstand</p> <p>Cartwheel</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Cat leap</p>	<p>As Year 3, plus:</p> <p>Straight jump full-turn</p> <p>Cat leap half-turn</p> <p>As Year 3, plus:</p> <p>Straddle on vault</p> <p>As Year 3, plus:</p> <p>Lunge into cartwheel</p> <p>As Year 3, plus:</p> <p>Straight jump full turn</p> <p>Cat leap half turn</p> <p>Pivot</p>	<p>As Year 3 and 4, plus:</p> <p>Straight jump full-turn</p> <p>Cat leap half-turn</p> <p>Stag jump</p> <p>Split leap</p> <p>As Year 3 and 4, plus:</p> <p>Squat through vault</p> <p>As Year 3 and 4, plus:</p> <p>Lunge into round-off</p> <p>As Year 3 and 4</p>	<p>As Year 3, 4 and 5, plus: Cat leap full-turn</p> <p>As Year 3, 4 and 5, plus: Straddle over vault</p> <p>As Year 3, 4 and 5, plus: Hurdle step</p> <p>Hurdle step into cartwheel</p> <p>Hurdle step into round-off</p> <p>As Year 3, 4 and 5, plus: Cat leap full turn</p>
<p>Shapes and Balances</p>	<p>To begin standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes</p>	<p>To continue and gain confidence with standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes</p>	<p>As Year 1, plus:</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Front and back support</p>	<p>Large and small body part balances, including standing and kneeling balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>As Year 3, plus:</p> <p>1, 2, 3 and 4- point balances</p> <p>Balances with and against a partner</p>	<p>As Year 3 and 4, plus:</p> <p>Part body weight partner balances</p>	<p>As Year 3, 4 and 5, plus: Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p>
<p>Compete and Perform</p>	<p>To control my body when performing a sequence of movements.</p> <p>To participate in simple games.</p>	<p>To perform using a range of actions and body parts with some coordination.</p> <p>To begin to perform learnt skills with some control.</p>	<p>To perform sequences of my own composition with coordination.</p> <p>To perform learnt skills with increasing control.</p>	<p>To develop the quality of the actions in my performances. To perform learnt skills and techniques with control and confidence.</p> <p>To compete against self and others in a controlled manner.</p>	<p>To perform and create sequences with fluency and expression.</p> <p>To perform and apply skills and techniques with control and accuracy.</p>	<p>To perform my own longer, more complex sequences in time to music.</p> <p>To consistently perform and apply skills and techniques with accuracy and control.</p>	<p>To link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>To begin to record my peers' performances, and evaluate these</p>

Dance

EYFS	KS1 (Year 1 and 2)	KS2 (Year 3,4,5 and 6)
<p>Early Years Outcomes</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) • Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Develop overall body strength, balance, coordination and agility. (PD: Reception) 	<p>KS1 National Curriculum Aims</p> <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 coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns. 	<p>KS2 National Curriculum Aims</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:</p> <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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To join a range of different movements together.</p> <p>To change the speed of my actions.</p> <p>To change the style of my movements.</p> <p>To create a short movement phrase which demonstrates my own ideas.</p> <p>To control my body when performing a sequence of movements.</p>	<p>To copy and repeat actions.</p> <p>To put a sequence of actions together to create a motif.</p> <p>To vary the speed of their actions.</p> <p>To use simple choreographic devices such as unison, canon and mirroring.</p> <p>To begin to improvise independently to create a simple dance</p> <p>To perform using a range of actions and body parts with some coordination.</p> <p>To begin to perform learnt skills with some control</p>	<p>To copy, remember and repeat actions.</p> <p>To create a short motif inspired by a stimulus.</p> <p>To change the speed and level of their actions.</p> <p>To use simple choreographic devices such as unison, canon and mirroring.</p> <p>To use different transitions within a dance motif.</p> <p>To move in time to music.</p> <p>To improve the timing of my actions.</p> <p>To perform sequences of their own composition with coordination.</p> <p>To perform learnt skills with increasing control.</p> <p>To compete against self and others.</p>	<p>To begin to improvise with a partner to create a simple dance.</p> <p>To create motifs from different stimuli.</p> <p>To begin to compare and adapt movements and motifs to create a larger sequence. To use simple dance vocabulary to compare and improve work.</p> <p>To perform with some awareness of rhythm and expression.</p> <p>To develop the quality of the actions in my performances.</p> <p>To perform learnt skills and techniques with control and confidence.</p> <p>To compete against self and others in a controlled manner.</p>	<p>To identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>To compose a dance that reflects the chosen dance style.</p> <p>To confidently improvise with a partner or on their own.</p> <p>To compose longer dance sequences in a small group. To demonstrate precision and some control in response to stimuli.</p> <p>To begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>To demonstrate rhythm and spatial awareness.</p> <p>To change parts of a dance as a result of self-evaluation. To use simple dance vocabulary when comparing and improving work.</p> <p>To perform and create sequences with fluency and expression.</p> <p>To perform and apply skills and techniques with control and accuracy.</p>	<p>To identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>To compose individual, partner and group dances that reflect the chosen dance style.</p> <p>To show a change of pace and timing in my movements.</p> <p>To develop an awareness of my use of space.</p> <p>To demonstrate imagination and creativity in the movements I devise in response to stimuli.</p> <p>To use transitions to link motifs smoothly together.</p> <p>To improvise with confidence, still demonstrating fluency across the sequence. To ensure my actions fit the rhythm of the music.</p> <p>To modify parts of a sequence as a result of self and peer evaluation.</p> <p>To use more complex dance vocabulary to compare and improve work.</p> <p>To perform my own longer, more complex sequences in time to music.</p> <p>To consistently perform and apply skills and techniques with accuracy and control.</p>	<p>To identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>To compose individual, partner and group dances that reflect the chosen dance style.</p> <p>To use dramatic expression in dance movements and motifs.</p> <p>To perform with confidence, using a range of movement patterns.</p> <p>To demonstrate strong and controlled movements throughout a dance sequence.</p> <p>To combine flexibility, techniques and movements to create a fluent sequence.</p> <p>To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>To show a change of pace and timing in my movements.</p> <p>To move rhythmically and accurately in dance sequences.</p> <p>To improvise with confidence, still demonstrating fluency across my sequence.</p> <p>To dance with fluency and control, linking all movements and ensuring that transitions flow.</p>

				<p>To modify some elements of a sequence as a result of self and peer evaluation.</p> <p>To use complex dance vocabulary to compare and improve work.</p> <p>To link actions to create a complex sequence using a full range of movement.</p> <p>To perform the sequence in time to music.</p> <p>To demonstrate consistent precision when performing dance sequence.</p>
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Athletics

<p>Early Years Outcomes</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception) 	<p>KS1 National Curriculum Aims</p> <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>	<p>KS2 National Curriculum Aims</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:</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
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<ul style="list-style-type: none"> • Develop overall body strength, balance, coordination and agility. (PD: Reception) • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) 	<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; • participate in team games, developing simple tactics for attacking and defending. 					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To run in different ways for a variety of purposes.</p> <p>To jump in a range of ways, landing safely.</p> <p>To roll equipment in different ways.</p> <p>To throw underarm.</p> <p>To throw an object at a target</p>	<p>To vary my pace and speed when running.</p> <p>To run with a basic technique over different distances.</p> <p>To show good posture and balance.</p> <p>To jog in a straight line.</p> <p>To change direction when jogging.</p> <p>To sprint in a straight line.</p> <p>To change direction when sprinting.</p> <p>To maintain control as they change direction when jogging or sprinting.</p> <p>To perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot.</p> <p>To perform a short jumping sequence.</p> <p>To jump as high as possible.</p> <p>To jump as far as possible.</p>	<p>To run at different paces, describing the different paces.</p> <p>To use a variety of different stride lengths.</p> <p>To travel at different speeds.</p> <p>To begin to select the most suitable pace and speed for distance.</p> <p>To complete an obstacle course.</p> <p>To vary the speed and direction in which I am travelling.</p> <p>To run with basic techniques following a curved line. I am able to maintain and control a run over different distances</p> <p>To 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>To identify and demonstrate how different techniques can affect my performance.</p> <p>To focus on my arm and leg action to improve my sprinting technique.</p> <p>To begin to combine running with jumping over hurdles.</p> <p>To focus on trail leg and lead leg action when running over hurdles.</p> <p>To understand the importance of adjusting running pace to suit the distance being run.</p> <p>To use one and two feet to take off and to land with.</p> <p>To develop an effective take-off for the standing long jump.</p> <p>To develop an effective flight phase for the standing long jump. To land safely and with control.</p> <p>To throw with greater control and accuracy.</p> <p>To show increasing control in my overarm throw.</p> <p>To perform a push throw. To continue to develop techniques to throw for increased distance</p>	<p>To confidently demonstrate an improved technique for sprinting.</p> <p>To carry out an effective sprint finish.</p> <p>To perform a relay, focusing on the baton changeover technique.</p> <p>To speed up and slow down smoothly.</p> <p>To learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>To land safely and with control.</p> <p>To begin to measure the distance jumped.</p> <p>To perform a pull throw.</p> <p>To measure the distance of my throws.</p> <p>To continue to develop techniques to throw for increased distance.</p>	<p>To accelerate from a variety of starting positions and select my preferred position.</p> <p>To identify my reaction times when performing a sprint start.</p> <p>To continue to practise and refine my technique for sprinting, focusing on an effective sprint start.</p> <p>To select the most suitable pace for the distance and my fitness level in order to maintain a sustained run. To identify and demonstrate stamina, explaining its importance for runners.</p> <p>To improve techniques for jumping for distance.</p> <p>To perform an effective standing long jump.</p> <p>To perform the standing triple jump with increased confidence.</p> <p>I can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>To land safely and with control.</p> <p>To measure the distance and height jumped with accuracy.</p> <p>To investigate different jumping techniques.</p> <p>To perform a fling throw. To throw a variety of implements using a range of throwing techniques.</p>	<p>To recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>To build up speed quickly for a sprint finish.</p> <p>To run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. To accelerate to pass other competitors.</p> <p>To work as a team to competitively perform a relay. To confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>To demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>To develop the technique for the standing vertical jump.</p> <p>To maintain control at each of the different stages of the triple jump.</p> <p>To land safely and with control.</p> <p>To develop and improve my techniques for jumping for height and distance and support others in improving their performance. To perform and apply different types of jumps in other contexts. To set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>To perform a heave throw. To measure and record the distance of my throws.</p> <p>To continue to develop techniques to throw for increased distance and support others in improving my personal best.</p> <p>To develop and refine techniques to throw for accuracy.</p>

	<p>To land safely and with control.</p> <p>To work with a partner to develop the control of their jumps</p> <p>To throw underarm and overarm.</p> <p>To throw a ball towards a target with increasing accuracy.</p> <p>To improve the distance To throw by using more power</p>	<p>To combine different jumps together with some fluency and control.</p> <p>To jump for distance from a standing position with accuracy and control.</p> <p>To investigate the best jumps to cover different distances.</p> <p>To choose the most appropriate jumps to cover different distances.</p> <p>I know that the leg muscles are used when performing a jumping action.</p> <p>To throw different types of equipment in different ways, for accuracy and distance.</p> <p>To throw with accuracy at targets of different heights.</p> <p>To investigate ways to alter their throwing technique to achieve greater distance.</p>			<p>To measure and record the distance of my throws.</p> <p>To continue to develop techniques to throw for increased distance.</p>	
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<p>Early Years Outcomes</p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) • To negotiate space and obstacles safely, with consideration for myself and others. (PD: ELG) • To demonstrate my balance and coordination. (PD: ELG) • To move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 		<p>KS1 National Curriculum Aims</p> <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; • perform dances using simple movement patterns. 		<p>KS2 National Curriculum Aims</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:</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. 			
<p>Striking and Hitting a Ball</p>	<p>EYFS</p> <p>To hit a ball with a bat or racquet</p>	<p>Year 1</p> <p>To use hitting skills in a game. To practise basic striking, sending and receiving.</p>	<p>Year 2</p> <p>To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball.</p>	<p>Year 3</p> <p>To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.</p>	<p>Year 4</p> <p>To use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand- eye coordination to strike a moving and a stationary ball.</p>	<p>Year 5</p> <p>To use different techniques to hit a ball. To identify and apply techniques for hitting a tennis ball. To explore when different shots are best used. To develop a backhand technique and use it in a game. To practise techniques for all strokes. To play a tennis game using an overhead serve.</p>	<p>Year 6</p> <p>To hit a bowled ball over longer distances. To use good hand-eye coordination to be able to direct a ball when striking or hitting. To understand how to serve in order to start a game.</p>
	<p>Throwing and Catching a Ball</p> <p>To roll equipment in different ways. To throw underarm. To throw an object at a target. To catch equipment using two hands</p>	<p>To throw underarm and overarm. To catch and bounce a ball. To use rolling skills in a game. To practise accurate throwing and consistent catching</p>	<p>To throw different types of equipment in different ways, for accuracy and distance. To throw, catch and bounce a ball with a partner. To use throwing and catching skills in a game. To throw a ball for distance. To use hand- eye coordination to control a ball. To vary the types of throw used</p>	<p>To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To perform a range of catching and gathering skills with control. To catch with increasing control and accuracy. To throw a ball in different ways (e.g. high, low, fast or slow). To develop a safe and effective overarm bowl.</p>	<p>To develop different ways of throwing and catching</p>	<p>To consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>To throw and catch accurately and successfully under pressure in a game.</p>
<p>Travelling with a Ball</p>	<p>To move a ball in different ways, including bouncing and kicking. To use equipment to control a ball</p>	<p>To travel with a ball in different ways. To travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p>	<p>To bounce and kick a ball whilst moving. To use kicking skills in a game. To use dribbling skills in a game</p>	<p>To move with the ball in a variety of ways with some control. To use two different ways of moving with a ball in a game.</p>	<p>To move with the ball using a range of techniques, showing control and fluency.</p>	<p>To use a variety of ways to dribble in a game with success. To use ball skills in various ways, and begin to link together</p>	<p>To show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
<p>Passing a Ball</p>	<p>To kick an object at a target</p>	<p>To pass the ball to another player in a game. To use kicking skills in a game</p>	<p>I know how to pass the ball in different ways</p>	<p>To pass the ball in two different ways in a game situation with some success.</p>	<p>To pass the ball with increasing speed, accuracy and success in a game situation</p>	<p>To pass a ball with speed and accuracy using appropriate techniques in a game situation</p>	<p>To 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.</p>

Possession				I know how to keep and win back possession of the ball in a team game	To occasionally contribute towards helping my team to keep and win back possession of the ball in a team game.	To keep and win back possession of the ball effectively in a team game.	To keep and win back possession of the ball effectively and in a variety of ways in a team game
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Using Space	To move safely around the space and equipment. To travel in different ways, including sideways and backwards.	To use different ways of travelling in different directions or pathways. To run at different speeds. Begin to use space in a game.	To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. To begin to choose and use the best space in a game.	To find a useful space and get into it to support teammates.	To make the best use of space to pass and receive the ball.	To demonstrate an increasing awareness of space.	To demonstrate a good awareness of space.
Attacking and Defending	To play a range of chasing games	To begin to use the terms attacking and defending. To use simple defensive skills such as marking a player or defending a space. To use simple attacking skills such as dodging to get past a defender.	To begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	To use simple attacking and defending skills in a game. To use fielding skills to stop a ball from travelling past them.	To use a range of attacking and defending skills and techniques in a game. To use fielding skills as an individual to prevent a player from scoring	To choose the best tactics for attacking and defending. To shoot in a game. To use fielding skills as a team to prevent the opposition from scoring	To think ahead and create a plan of attack or defence. To apply knowledge of skills for attacking and defending. To work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and Games	To follow simple rules	To follow simple rules to play games, including team games. To use simple attacking skills such as dodging to get past a defender. To use simple defensive skills such as marking a player or defending a space.	To understand the importance of rules in games. To use at least one technique to attack or defend to play a game successfully.	To apply and follow rules fairly. To understand and begin to apply the basic principles of invasion games. I know how to play a striking and fielding game fairly	To vary the tactics I use in a game. To adapt rules to alter games	To consistently perform and apply skills and techniques with accuracy and control. To take part in competitive games with a strong understanding of tactics and composition.	To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition
Compete and Perform	To control my body when performing a sequence of movements. To participate in simple games	To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control. To engage in competitive activities and team games	To perform sequences of my own composition with coordination. To perform learnt skills with increasing control. To compete against self and others	To develop the quality of the actions in my performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner.	To perform and apply skills and techniques with control and accuracy. To take part in a range of competitive games and activities.	To consistently perform and apply skills and techniques with accuracy and control. To take part in competitive games with a strong understanding of tactics and composition.	To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition.

Outdoor Adventurous Activities			
	<p>KS2 National Curriculum Aims 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"> • 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 3 Year 4	Year 5	Year 6

Trails	To orientate myself with increasing confidence and accuracy around a short trail.	To orientate myself with accuracy around a short trail. To create a short trail for others with a physical challenge. To start to recognise features of an orienteering course.	To start to orientate myself with increasing confidence and accuracy around an orienteering course. To design an orienteering course that can be followed and offers some challenge to others. To begin to use navigation equipment to orientate around a trail.	To orientate myself with confidence and accuracy around an orienteering course when under pressure. To design an orienteering course that is clear to follow and offers challenge to others. To use navigation equipment (maps, compasses) to improve the trail.
Problem Solving	To identify and use effective communication to begin to work as a team.	To communicate clearly with other people in a team, and with other teams.	To use clear communication to effectively complete a particular role in a team. To complete orienteering activities both as part of a team and independently. To identify a key on a map and begin to use the information in activities.	To use clear communication to effectively complete a particular role in a team. To compete in orienteering activities both as part of a team and independently. To use a range of map styles and make an informed decision on the most effective.
Preparation and Organisation	To identify symbols used on a key.	I have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. To associate the meaning of a key in the context of the environment.	To choose the best equipment for an outdoor activity. To create an outdoor activity that challenges others. To create a simple plan of an activity for others to follow. To identify the quickest route to accurately navigate an orienteering course.	To choose the best equipment for an outdoor activity. To prepare an orienteering course for others to follow. To identify the quickest route to accurately navigate an orienteering course. To manage an orienteering event for others to compete in.
Communication	To begin to choose equipment that is appropriate for an activity.	To try a range of equipment for creating and completing an activity. To make an informed decision on the best equipment to use for an activity. To plan and organise a trail that others can follow.	To communicate clearly and effectively with others. To work effectively as part of a team. To successfully use a map to complete an orienteering course. To 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	To communicate with others. To communicate clearly with others. To work as part of a team. To begin to use a map to complete an orienteering course.	To complete an orienteering course more than once and begin to identify ways of improving completion time. To offer an evaluation of both personal performances and activities. To start to improve trails to increase the challenge of the course.	To complete an orienteering course on multiple occasions, in a quicker time due to improved technique. To offer a detailed and effective evaluation of both personal performances and activities. To improve a trail to increase the challenge of the course.	To complete an orienteering course on multiple occasions, in a quicker time due to improved technique. To offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. To listen to feedback and improve an orienteering course from it.

Swimming

National Curriculum Aims

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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

Pool Introduction

To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids.
To develop entry and exit, travel further, float and submerge.
To develop balance, link activities and travel further on the whole stroke.
To show breath control. To show growing confidence in deeper water.
To tread water with the aid of floats.
To identify safety procedures and know when to seek help.

Low Attainers

To swim between 25 and 50 metres unaided.
To keep swimming for 30 to 45 seconds, using swimming aids and support.
To use a variety of basic arm and leg actions when on my front and on my back
To swim on the surface and lower myself under water. To take

part in group problem-solving activities on personal survival. To recognise how my body reacts and feels when swimming. To recognise and concentrate on what I need to improve. To identify and activate safety procedures and know when to seek help, and from whom.

Mid Attainers

To swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.
To use 3 different strokes, swimming on my front and back.
To control my breathing.
To swim confidently and fluently on the surface and underwater.
To work well in groups to solve specific problems and challenges, sharing out the work fairly.
To recognise how swimming affects my body, and pace my efforts to meet different challenges.
To suggest activities and practices to help improve my own performance.
To identify and activate safety procedures and can seek appropriate help from the water.
To explain basic survival techniques.

To swim further than 100 metres.
To swim fluently and confidently for over 90 seconds.
To use all 3 strokes with control.
To swim short distances using butterfly.
To breathe so that the pattern of my swimming is not interrupted. To perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges.
To describe good swimming techniques and show and explain it to others.
To identify and activate safety procedures and can seek appropriate help from the water.
To assist in the rescue of others.
To demonstrate survival techniques.

High Attainers