

# Beam County Primary School: Progression Map

## Subject: PE

### Key Concepts:

Competent

Movement

Performance

Creative

Analysis & Evaluation

| EYFS   | EYFS End Points  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  | KS2 End Points   |
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| <p><b>Ball skills</b><br/>Show good listening, looking and following.</p> <p>Apply basic movement skills and coordination using balls and beanbags with our hands and feet.</p> <p>Develop ability to control a ball with hands in static and moving practices.</p> <p>Develop ability to control different size balls with their hands.</p> <p>Develop hand eye co-ordination in games using balls.</p> | <p><b>Games:</b><br/>Shows increasing control over objects demonstrating strength, balance and coordination; and negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows understanding of the need for safety when tackling new challenges</p> | <p><b>Ball skills and dodging games</b><br/>Send a ball to a partner through rolling, bouncing or throwing.</p> <p>Receive a ball from a roll, bounce or throw during isolated practice.</p> <p>Develop passing and catching a ball in static, active and small sided practices.</p> <p>Develop throwing and dodging skills in small sided games.</p> <p>Work cooperatively as part of a team to apply skills in a small sided game.</p> <p>Identify the different methods and technique for sending various</p> | <p><b>Dodging and invasion games</b><br/>Identify and apply the fundamental movement principles for throwing various balls.</p> <p>Identify and apply the fundamental movement principles for catching various balls.</p> <p>Identify and apply the fundamental movement principles for retrieving various balls.</p> <p>Demonstrate the ability to dodge, move and avoid 'getting out' during dodgeball type games.</p> <p>Apply the basic principles of attack and defence in</p> | <p><b>Dodgeball</b><br/>Throwing with one hand with some accuracy.</p> <p>Catching with two hands.</p> <p>Apply throwing and catching in a small sided game.</p> <p>Move, stop, turn and change direction in isolation and beginning to do so in small sided games.</p> <p>Describe the performance of others and express an opinion.</p> <p>Describe some changes that happen to your body during exercise.</p> <p><b>Tag Rugby Year 3</b></p> | <p><b>Dodgeball/ Benchball</b><br/>Demonstrate ability to chest and bounce pass.</p> <p>Receive a chest or bounce pass.</p> <p>Move into space to receive a pass.</p> <p>Demonstrate ability to jump, stop and pivot in isolation and in small sided games.</p> <p>Pass and receive whilst moving.</p> <p>Work safely, individually and with a number of pupils in a group.</p> <p>Describe and critique technique and performances of others.</p> <p><b>Tag rugby Year 4</b></p> | <p><b>Basketball</b><br/>Demonstrate some control dribbling a moving ball.</p> <p>Show ability to stop dribbling a moving ball.</p> <p>Pivot with a static ball.</p> <p>Demonstrate various passing methods and techniques with hands and feet.</p> <p>Demonstrate effective footwork to stop in mid-action and pivot.</p> <p>Apply different passing methods and clean footwork in small sided games.</p> <p><b>Tag Rugby Year 5</b><br/>Can pass and receive with more consistency during games.</p> | <p><b>Basketball</b><br/>Controlling a moving ball whilst dribbling in various directions.</p> <p>Demonstrate the basics of a set shot.</p> <p>Demonstrate chest, bounce and overhead pass in static and moving practice.</p> <p>Demonstrate a basic defensive position in static and moving practice within a team situation.</p> <p>Apply a range of skills collaboratively within small sided game situations.</p> <p><b>Tag Rugby Year 6</b><br/>Can pass and find space to receive a pass during practice and games.</p> | <p><b>Games:</b><br/>Perform a range of skills with consistency and demonstrate the ability to pass, avoid opposition and score.</p> |

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| <p>Develop foot-eye coordinator in games using balls.</p> <p>Work cooperatively with a partner.</p> <p>Throw with one and two hands.</p> <p>Dodge and run to avoid being tagged or hit by a ball.</p> | <p>and considers and manages some risks.</p> | <p>balls using hands.</p> <p>Apply the basic principles of defence and attack in dodgeball type games.</p> <p>Describe how you feel after exercise.</p> | <p>dodgeball type games.</p> <p>Answer questions about the skills that have been performed.</p> | <p>Pass and receive from a static position and whilst moving in practice and small sided games.</p> <p>Run forwards and with the ball in two hands.</p> <p>Dodge by side stepping to avoid an opponent.</p> <p>Defend as an individual in 1v1 practice.</p> <p>Defend as a team during 2v2 games.</p> <p>Begin to demonstrate success at passing, catching, attacking and tagging in small -sided games.</p> <p><b>Rounders Year 3 Fielding</b><br/>Can field a ball moving towards you during practice.</p> <p><b>Bowling</b><br/>Bowl underarm with some accuracy from 4-</p> | <p>Pass and receive on the move in practice and in 2v1 &amp; 3v2 practice.</p> <p>Becomes more consistent at forwards runs.</p> <p>Shows awareness of drawing a defender towards them before attempting to pass into space</p> <p>Defend as a pair during 2v1 practice.</p> <p>Defend as a team in 3v3 games.</p> <p>Demonstrate success at passing, catching, attacking and tagging during 3v3 games.</p> <p><b>Rounders Year 4 Fielding</b><br/>Can field a ball moving towards and away from you during practice.</p> <p><b>Bowling</b></p> | <p>Runs forwards with pace (their max pace) and can 'feint' movement to outwit an opponent.</p> <p>Understands and applies basic attacking formations on restarts ('arrowhead' or diagonal line).</p> <p>Defend as part of a team during 3v2 practice. Defends as part of a team during practice and small sided games(defensive line).</p> <p>Defend as a team during 4v4 games.</p> <p>Demonstrates the ability to apply rugby skills in 4v4 games and can avoid the opposition and score.</p> <p><b>Rounders Year 5 Fielding</b><br/>Becomes more consistent at fielding a ball during practice and games.</p> <p><b>Bowling</b><br/>Bowl underarm with increasing accuracy aiming for the backstops hands and travelling through the batting square above knee but below shoulder height.</p> | <p>Runs forwards with pace looking for 'open' attacking space (their max pace), using 'feints, whilst avoiding running out of play.</p> <p>Becomes more consistent at applying attacking formations and 'basic set pieces.</p> <p>Defend as a team during 4v3 practice. Demonstrates good positioning as part of a defensive line and stays on side.</p> <p>Defend as a team during 4v4/5v5 games.</p> <p>Demonstrate the ability to apply rugby skills in 4v4/5v5 games and can avoid opposition and score.</p> <p><b>Rounders Year 6 Fielding</b><br/>Becomes more accurate at fielding skills during games.</p> <p><b>Bowling</b><br/>Bowl underarm at the correct height with accuracy aiming for the backstops hands and attempting to spin the ball or use a 'donkey drop' technique.</p> <p><b>Batting</b><br/>Hit the ball with accuracy and look for gaps in the field to hit into to score rounders.</p> |  |
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|  |  |  |  |  | <p>Can demonstrate a basic grip and side on stance. Can strike a ball from a batting tee during practice</p> <p><b>Bowling</b><br/>Can use an under-arm bowl with a straight delivery with some consistency.</p> <p><b>Game Play</b><br/>Can demonstrate basic batting, fielding and underarm bowling skills during kwik cricket type games.</p> | <p><b>Bowling</b><br/>Can use an overarm bowl during practice with some consistency from a standing delivery.</p> <p><b>Game Play</b><br/>Can demonstrate some consistency in application of batting, bowling and fielding skills during 6-a-side cricket games. Understands their role</p> | <p>Can demonstrate more consistent application of batting, bowling and fielding skills during 8-a-side cricket games. Understands their role</p> |  |
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**Early Learning Areas**

PD: Sensory explorations and the development of a child's strength, co-ordination and positional awareness

PD: Develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

PSED: Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities.

C&L: Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

**NC alignment:**

**KS1:**

Participate in team games, developing simple tactics for attacking and defending

Extend their agility, balance and coordination – individually and with others.

Engage in competitive and cooperative physical activities.

**KS2:**

Play competitive games, modified where appropriate and apply basic principles for attacking and defending.

Communicating, collaborating and competing with each other.

Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.

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| <b>Body</b><br><br>Can move to the stimulus in a story or nursery rhyme. | <b>Dance:</b><br>Moves freely and with pleasure and confidence in a range of ways, such | <b>Body</b><br>Travelling, twisting, rising, sinking, spreading, shrinking, curling, | <b>Body</b><br>Travelling, twisting, rising, sinking, spreading, shrinking, curling, | <b>Body</b><br>Body parts leading Left and right side. Top and bottom half Centre of body | <b>Body</b><br>Body parts leading Left and right side. Top and bottom half Centre of body | <b>Body</b><br>Body parts leading Left and right side. Top and bottom half Centre of body | <b>Body</b><br>Body parts leading Left and right side. Top and bottom half Centre of body | <b>Dance:</b><br>Perform Dances using a range of movement patterns. |
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| <p><b>Dynamic</b></p> <p>Can move quickly or slowly to various stimulus.</p> <p><b>Space</b></p> <p>Can use a large and small space to move close or far.</p> <p>Can move and be tall or small.</p> <p><b>Relationship</b></p> <p>Can work and follow the teacher and work within the group to move and experiment with movement.</p> | <p>as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Experiments with different ways of moving.</p> | <p>stretching, pauses, stillness,</p> <p>Awareness of body parts; hands, feet, elbows, knees, shoulders, hips, back.</p> <p>Awareness of body shape: tall, broad &amp; curled.</p> <p><b>Dynamic</b></p> <p>Tension/relaxation of the body.</p> <p>Strong/light power qualities.</p> <p>Fast slow time qualities.</p> <p>Bound/free flow qualities.</p> <p><b>Space</b></p> <p>General ways of using space;</p> <p>Fill, empty, penetrate, surround, explore.</p> <p>Personal/general space.</p> <p>Near/far.</p> <p>High/low.</p> <p><b>Relationship</b></p> <p>Response to voice an</p> | <p>stretching, pauses, stillness,</p> <p>Awareness of body parts; hands, feet, elbows, knees, shoulders, hips, back.</p> <p>Awareness of body shape: tall, broad &amp; curled.</p> <p><b>Dynamic</b></p> <p>Tension/relaxation of the body.</p> <p>Strong/light power qualities.</p> <p>Fast slow time qualities.</p> <p>Bound/free flow qualities.</p> <p><b>Space</b></p> <p>General ways of using space;</p> <p>Fill, empty, penetrate, surround, explore.</p> <p>Personal/general space.</p> <p>Near/far.</p> <p>High/low.</p> <p><b>Relationship</b></p> <p>Response to voice an</p> | <p>Combinations of bodily actions:</p> <p>Stepping, jumping, turning, hopping, leaping, gestures &amp; stillness.</p> <p>Shape: wide, narrow, twisted, symmetrical, asymmetrical.</p> <p><b>Dynamic</b></p> <p>Forcefully/delicately. Slowly/quickly.</p> <p>Strong/light.</p> <p>Continuity and flow.</p> <p>Simultaneous/successive flow.</p> <p>Rhythm: body, percussion, voice, claps, stamps use of floor.</p> <p>Combinations of two qualities: Strong/smooth.</p> <p>Light/sudden.</p> <p>Strong/direct.</p> <p>Light/smooth.</p> <p><b>Space</b></p> <p>Direction of shape.</p> <p>Floor and air patterns.</p> <p>Growing/rising movements.</p> | <p>Combinations of bodily actions:</p> <p>Stepping, jumping, turning, hopping, leaping, gestures &amp; stillness.</p> <p>Shape: wide, narrow, twisted, symmetrical, asymmetrical.</p> <p><b>Dynamic</b></p> <p>Forcefully/delicately. Slowly/quickly.</p> <p>Strong/light.</p> <p>Continuity and flow.</p> <p>Simultaneous/successive flow.</p> <p>Rhythm: body, percussion, voice, claps, stamps use of floor.</p> <p>Combinations of two qualities: Strong/smooth.</p> <p>Light/sudden.</p> <p>Strong/direct.</p> <p>Light/smooth.</p> <p><b>Space</b></p> <p>Direction of shape.</p> <p>Floor and air patterns.</p> <p>Growing/rising movements.</p> <p>Sinking/Shrinking movements.</p> | <p>Combinations of bodily actions:</p> <p>Stepping, jumping, turning, hopping, leaping, gestures &amp; stillness.</p> <p>Shape: wide, narrow, twisted, symmetrical, asymmetrical.</p> <p><b>Dynamic</b></p> <p>Forcefully/delicately. Slowly/quickly.</p> <p>Strong/light.</p> <p>Continuity and flow.</p> <p>Simultaneous/successive flow.</p> <p>Rhythm: body, percussion, voice, claps, stamps use of floor.</p> <p>Combinations of two qualities: Strong/smooth.</p> <p>Light/sudden.</p> <p>Strong/direct.</p> <p>Light/smooth.</p> <p><b>Space</b></p> <p>Direction of shape.</p> <p>Floor and air patterns.</p> <p>Growing/rising movements.</p> <p>Sinking/Shrinking movements.</p> | <p>Combinations of bodily actions:</p> <p>Stepping, jumping, turning, hopping, leaping, gestures &amp; stillness.</p> <p>Shape: wide, narrow, twisted, symmetrical, asymmetrical.</p> <p><b>Dynamic</b></p> <p>Forcefully/delicately. Slowly/quickly.</p> <p>Strong/light.</p> <p>Continuity and flow.</p> <p>Simultaneous/successive flow.</p> <p>Rhythm: body, percussion, voice, claps, stamps use of floor.</p> <p>Combinations of two qualities: Strong/smooth.</p> <p>Light/sudden.</p> <p>Strong/direct.</p> <p>Light/smooth.</p> <p><b>Space</b></p> <p>Direction of shape.</p> <p>Floor and air patterns.</p> <p>Growing/rising movements.</p> <p>Sinking/Shrinking movements.</p> |  |
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|  |  | <p>accompaniment made by teacher.</p> <p>Near/far from the teacher.</p> <p>Working in unison with the teacher and independently.</p> <p>Sharing with each other.</p> <p>Working near/far from each other.</p> <p>Taking turns in groups.</p> | <p>accompaniment made by teacher.</p> <p>Near/far from the teacher.</p> <p>Working in unison with the teacher and independently.</p> <p>Sharing with each other.</p> <p>Working near/far from each other.</p> <p>Taking turns in groups.</p> | <p>Sinking/Shrinking movements.</p> <p>Opening/Closing movements.</p> <p>Forwards/backwards movements.</p> <p>Direct/indirect pathways.</p> <p>Levels – High, medium, low.</p> <p><b><u>Relationship</u></b></p> <p>Between body parts.</p> <p>To the floor.</p> <p>Partners – copying, mirroring, following, contact.</p> <p>3's, 4's, small and large groups.</p> <p>Simultaneous, successive, unison, cannon.</p> <p>Group focus and timing.</p> <p>Between different groups.</p> | <p>Opening/Closing movements.</p> <p>Forwards/backwards movements.</p> <p>Direct/indirect pathways.</p> <p>Levels – High, medium, low.</p> <p><b><u>Relationship</u></b></p> <p>Between body parts.</p> <p>To the floor.</p> <p>Partners – copying, mirroring, following, contact.</p> <p>3's, 4's, small and large groups.</p> <p>Simultaneous, successive, unison, cannon.</p> <p>Group focus and timing.</p> <p>Between different groups.</p> | <p>Opening/Closing movements.</p> <p>Forwards/backwards movements.</p> <p>Direct/indirect pathways.</p> <p>Levels – High, medium, low.</p> <p><b><u>Relationship</u></b></p> <p>Between body parts.</p> <p>To the floor.</p> <p>Partners – copying, mirroring, following, contact.</p> <p>3's, 4's, small and large groups.</p> <p>Simultaneous, successive, unison, cannon.</p> <p>Group focus and timing.</p> <p>Between different groups.</p> |  |
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**Early Learning Areas**

PD: Sensory explorations and the development of a child's strength, co-ordination and positional awareness

PD: Develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

PSED: Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities.

**NC alignment:**

**KS1:**

Perform dances using simple movement patterns.

Extend their agility, balance and coordination – individually and with others.

Engage in competitive and cooperative physical activities.

**KS2:**

Perform dances using a range of movement patterns.

Communicating and collaborating with each other.

Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.

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| <p>Move freely with pleasure and confidence by slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Squats with steadiness to play with objects on the ground and can rise back to a stand without using hands.</p> <p>Climbs confidently and is able to pull themselves onto apparatus.</p> <p>Travel in a variety of ways.</p> <p>Experience a range of movement at different heights and</p> | <p><b>Gymnastics</b> :</p> <p>Energetically experiments with different ways of moving whilst travelling under, over and through equipment.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> | <p>Balance on different parts of the body with different points of contact.</p> <p>Rotate and roll in a variety of ways.</p> <p>Complete a mini sequence on a beam on travel, rotation and balance.</p> <p>Demonstrate at least one method of inversion in gymnastics.</p> <p>Confidently demonstrate 2-3 different balances that can be performed.</p> <p>Balance along a raised bench.</p> <p>Dismount from a platform and land under control.</p> <p>Continue to transfer individual moves from the floor to the apparatus whilst increasing the number of moves.</p> <p>Perform some twisting and</p> | <p>Support body weight through arm strength when working on the floor.</p> <p>Support body weight through arm strength when working on the apparatus.</p> <p>Complete a bunny hop over a beam/bench.</p> <p>Complete a bunny hop kick/hand stand.</p> <p>Complete balances which are still, stretched and held for a few seconds.</p> <p>Perform a tuck pike, straddle and half-turn from the floor or a platform.</p> <p>Complete mini independent sequences which demonstrates balance, travel, rotation and inversion on and off apparatus.</p> <p>Able to support weight on large surfaces.</p> | <p>Link balance, inversion and rotation in mini sequences.</p> <p>Develop balances that are still, stretched and last for several seconds.</p> <p>Demonstrate the basics of a backwards roll.</p> <p>Demonstrate moves that are inverted such as shoulder stands, hand stands and bunny hop kicks.</p> <p>Develop individual moves into a learnt sequence.</p> | <p>Demonstrate moves that are inverted, as previous, including head stands.</p> <p>Balances to continue to be stretched and held for several seconds with support on the front, back and side.</p> <p>Use springboards to take flight with the correct technique and land on 1-2 feet.</p> <p>Complete a 6-8 move sequence including multiple balances, rotations and inversions.</p> <p>Perform a forward roll that extends to rolling out onto feet.</p> | <p>Identify and demonstrate different ways of flight and balance using springboards and beams.</p> <p>Produce a sequence using travel, rotation, balance, flight and inversion.</p> | <p>Independently produce a sequence using travel, rotation, balance, flight and inversion.</p> | <p><b>Gymnastics</b> : Perform a wide range of movements linked into a sequence using travelling and balancing on the floor or apparatus.</p> |
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| <p>speeds whilst travelling.</p> <p>Rotate in a variety of ways.</p> <p>With or without support, complete several moves such as a forward roll, half-turn jump and log rolls.</p> <p>Complete short courses involving movements of climbing, balancing, jumping and landing.</p> |  | <p>turning movements whilst taking the weight onto the hands.</p> |  |  |  |  |  |  |  |
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**Early Learning Areas:**

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PD: Develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

PSED: Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities.

**NC alignment:**

**KS1:**

Master basic movements including running, jumping, throwing and catching.

Extend their agility, balance and coordination – individually and with others.

Engage in competitive and cooperative physical activities.

**KS2:**

Use running, jumping, throwing and catching in isolation and in combination.

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve a personal best.

Communicating, collaborating and competing with each other.

Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.

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| <p>Practice running, skipping, hopping and jumping.</p> | <p><b>Athletics:</b><br/>Negotiates space successfully when playing racing and chasing games with</p> | <p>Understand the basic technique for using their arms and legs to run fast.<br/>Work together as a team in relays/obstacle</p> | <p>Apply the correct use of their arms and legs to run fast.<br/>Understand and apply the basic principles of how</p> | <p>Demonstrate the ability to sustain activity and run continuously without stopping for 3 minutes.<br/>Become more consistent at</p> | <p>Demonstrate the ability to sustain activity and run continuously without stopping for 4 minutes.</p> | <p>Demonstrate the ability to sustain activity and run continuously without stopping for 5 minutes.<br/>Compete in sprint races against peers</p> | <p>Demonstrate the ability to sustain activity and run continuously without stopping for 6 minutes.<br/>Prepare for and compete in sprint races</p> |  | <p><b>Athletics:</b><br/>Show efficiency through applying movement principles and effective</p> |
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| <p>Jump and land on two feet.</p> <p>Can jump from one foot to two and from two feet to one.</p> <p>Bend and straighten knees with balance and core stability.</p> <p>Dodge and run to avoid being tagged.</p> | <p>other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> | <p>relays using quoits for batons.</p> <p>Practise various ways of hopping, skipping and jumping.</p> <p>Practise various ways of throwing objects as far as possible.</p> | <p>to begin a race quickly from a standing start.</p> <p>Work effectively in a team relay and apply the basic technique for change overs using quoits and running at maximum speed.</p> <p>Skip, hop and jump to achieve maximum distance whilst competing against peers. Consider how we use our arms body and legs to greatest distance.</p> <p>Throw various objects for maximum distance whilst competing against peers. Consider how we use our arms body and legs to greatest distance.</p> | <p>independently starting a sprint race.</p> <p>Begin to combine running fast with sustained activity.</p> <p>Complete multi-skill obstacle courses.</p> <p>Apply the basic technique for jumping for height, distance and speed.</p> <p>Compete against peers in speed bounce, vertical jump, standing triple jump and standing long jump.</p> <p>Demonstrate the ability to throw tennis ball/nerf ball/foam javelin &amp; medicine ball as far as they can with effective use of arms/body/legs.</p> | <p>whilst applying appropriate technique for starting and finishing races.</p> <p>Demonstrate how to start running from a low position using arms and legs to drive forward.</p> <p>Understand and apply the principles of running cooperatively with a team and planning a relay order.</p> <p>Complete technically secure series of jumps whilst competing against peers (standing long jump, speed bounce, vertical jump and standing triple jump).</p> <p>Become more consistent at applying the throwing technique with correct stance and body position learnt from year 3&amp;4. Demonstrate the ability to adapt performance to various throwing objects with different grips. split feet to create power from the legs and body.</p> <p>Record and compare Personal Best (PB), performance in running, jumping and throwing events.</p> | <p>against peers whilst applying appropriate technique for starting and finishing races.</p> <p>Organise and practice team relay changeovers and race order.</p> <p>Prepare for and compete in a jump's competition against peers.</p> <p>Prepare for and compete in a Throws competition against peers.</p> | <p>stance to sustain activity through completing longer extended runs and throwing objects as far as possible.</p> |
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|  |  |  |  | Record Personal Best (PB), performance in running, jumping and throwing events. | Record and compare Personal Best (PB), performance in running, jumping and throwing events. |  | Record and compare Personal Best (PB), performance in running, jumping and throwing events from previous years. |  |
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|  | <p>Demonstrate the correct grip with the racket.</p> <p>Serve the ball to a partner from an underarm serve with a bounce.</p> <p>Develop the forehand technique through 'catch it on the racket' rallies against an opponent.</p> | <p>Demonstrate the correct grip with a racket and stance when receiving a service.</p> <p>Serve the ball to a partner from an underarm serve without a bounce.</p> <p>Develop the forehand technique with/without 'catch it on the racket' rallies against an opponent.</p> | <p>Demonstrate the correct stance and positioning when receiving a shot from an opponent.</p> <p>Serve the ball to a partner using an overarm service.</p> <p>Become more consistent at using feet and positioning to apply the forehand technique to return.</p> <p>Can volley the ball during practice.</p> | <p>Demonstrate the correct stance and positioning for offensive and defensive play.</p> <p>Become more consistent at serving the ball to a partner from an overarm service.</p> <p>Develop length of shot (short, then long) when hitting a forehand to outwit opponent in a competitive game.</p> <p>Can volley the ball during practice and competitive games.</p> <p>Able to maintain a collaborative rally with a partner playing the</p> | <p><b>Tennis:</b></p> <p>Demonstrate the correct over arm service action, sustain a longer rally and play competitive games.</p> |
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|   |  | Maintain a short rally with a partner.   | Able to maintain a collaborative rally with a partner.   | Begin to maintain a longer more consistent rally with a partner.   | ball close and away from the net.   |   |
|   |  | Apply the basic principles learnt to compete against an opponent in adapted tennis games using a 1 bounce underarm serve and 'catch it on the racket'. | Apply the basic principles learnt to compete against an opponent in adapted tennis games with/without one bounce underarm serve and one/two bounce for return. | Demonstrates hitting the ball away from an opponent in competitive situations. Recognise the need to vary the length of return shot to their opponent. | Demonstrate good movement and vary length of return shots (hitting away from opponent) to force an error and win the point. |   |
| <p><b>NC alignment:</b><br/> <b>KS2:</b><br/> Play competitive games, modified where appropriate and apply basic principles for attacking and defending<br/> Communicating, collaborating and competing with each other.<br/> Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.</p> |  |  |  |  |   |   |
| Use their feet to move the ball and change direction.   | Identify and use different parts of the feet to dribble a ball and change direction.   | Use two feet to dribble a football.  | Dribble using various parts of the foot.   | Dribble using a variation of the inside, outside, top and bottom of the foot.  | Dribble and turn using different parts of the foot.   | <b>Football:</b><br>Dribble, pass and turn using different parts of the foot with application during small sided games whilst applying the principle of 'jockeying' when defending. |
| Work at different speeds with a ball at their feet.   | Identify and use different parts of the feet to pass to a player or shoot at a target. | Dribble at different speeds.   | Change direction with the ball.  | Change direction with the ball at different speeds.  | Develop the different techniques for dribbling and turning in small sided games.  |   |
| Identify the different parts of the foot that are used to send a ball to different targets.   | Use different parts of the ball to get a ball from an opponent.                        | Apply dribbling skills in 1v1 games.   | Apply defending principles in 1v1 situations and in small sided games.   | Turn using different parts of the foot.  |   |   |
| Use their feet to pass and shoot a ball at a target.  | Use different parts of the ball to get a ball from an opponent.                        | Use different parts of the feet to pass the ball.  | Apply the basic principles of defending situations in a team when not in possession.   | Apply and develop different techniques for dribbling and turning in small sided games.   |   |   |
| Use dribbling and passing skills to retain possession.  | Apply basic defending during various 1v1 and 2v2 games.                                | Work cooperatively with a partner to pass and move.  | Apply the basic principles of defending situations in a team when not in possession.   | Apply the basic principles of jockeying in small sided games.  |   |   |
| Apply skills learnt to 1v1 and 2v2 games.   | Apply basic attacking during various 1v1 and 2v2 games.                                | Pass successfully to a partner in a 2v2 game.  | Work cooperatively with a partner and as part of a team.   |  |   |   |
|   |  | Demonstrate resilience in trying to win the ball from their partner.   | Apply dribbling and shooting skills in small sided games.  |  |   |   |
|   |  | Apply the basic principles of jockeying when defending in practice.  | Work cooperatively with other players in attack and defence.   |  |   |   |

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| <p>Work safely, individually and with others.</p> <p>Describe how you feel after exercise.</p>  | <p>Answer questions about the skills that have been performed.</p> | <p>Apply dribbling, passing, moving and defending in small sided games.</p>  |  |   |   |   |
| <p><b>NC alignment:</b><br/> <b>KS1:</b><br/> Participate in team games, developing simple tactics for attacking and defending<br/> Extend their agility, balance and coordination – individually and with others.<br/> Engage in competitive and cooperative physical activities.</p> <p><b>KS2:</b> Play competitive games, modified where appropriate and apply basic principles for attacking and defending<br/> Communicating, collaborating and competing with each other.<br/> Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.</p> |  |  |  |   |   |   |
|   |  | <p>Follow simple marked trails in familiar environments and, with help, identify where they are on the trails.</p> <p>Help others to solve problems they have been set, taking an active role.</p> <p>Follow others' suggestions.</p> <p>Know they need to be careful so that they are safe.</p> <p>Recognise when they have been energetic.</p> <p>Describe what they did when following a trail or solving a problem.</p> <p>Comment on how well activities were completed.</p> <p>Use maps and plans to orientate themselves and travel around a simple course.</p> | <p>Use more detailed plans and diagrams that take them from familiar to less familiar areas.</p> <p>Find their way and recognise where they are on a plan or diagram.</p> <p>Solve problems using a range of approaches.</p> <p>Use ideas they have learned in one problem or task to help them solve another.</p> <p>Work and behave safely when working on their own and in small groups.</p> <p>Show initiative when working in a group.</p> <p>Explain why different activities make their bodies work in different ways.</p> <p>Identify ways to physically prepare for the activities.</p> | <p>Solve some of the challenges and problems set up in familiar environments with help and guidance.</p> <p>Work cooperatively to put strategies and solutions into action.</p> <p>Take on roles given to them.</p> <p>Show understanding of problem solving strategies planned by others.</p> <p>Follow instructions when preparing physically for challenges.</p> <p>Follow safety rules.</p> <p>Recognise when a solution has been successful.</p> <p>Choose and perform skills and strategies successfully.</p> | <p>Work confidently in challenging environments.</p> <p>Adapt quickly to new situations.</p> <p>Devise and put into practice a range of solutions to problems and challenges.</p> <p>Understand clearly the nature of a challenge or problem and what they want to achieve.</p> <p>Take a leading role when working with others.</p> <p>Prepare efficiently and safely.</p> <p>Identify and respond to events as they happen.</p> <p>Identify effective performances and solutions.</p> <p>Take a role in planning to improve weaknesses.</p> | <p><b>Orienteering:</b> Navigate a course as an individual and as part of a team, applying map reading skills whilst using a compass efficiently.</p> |

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|   | <p>Respond when the task or environment changes and the challenge increases.</p> <p>Plan sensible responses to physical challenges or problems.</p> <p>Work cooperatively with others, discussing how to follow plans and solve problems.</p> <p>Recognise that different tasks make their bodies work in different ways.</p> <p>Comment on how they went about tackling tasks and respond to feedback on how to go about their work differently.</p> | <p>Identify strengths and weaknesses in the way challenges are approached.</p> <p>Suggest alternative solutions to problems.</p> | <p>Adapt strategies as necessary.</p> <p>Work increasingly well in a group or team where roles and responsibilities are understood.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well, as individuals and a group.</p> <p>Suggest ways to improve.</p> |  |  |
| <p><b>NC alignment:</b></p> <p><b>KS2:</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team. Communicating, collaborating and competing with each other. Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.</p> |   |  |  |  |  |
|   | <p><b>Year 3 swimming</b></p> <p>Shout and signal for rescue - What to do.</p> <p>Front – safe entry and travel feet off the pool floor on front.</p> <p>Front – travel 10m using arms and legs<br/>Identify an open water hazard</p> <p>Back- safe entry and travel feet off pool floor on back.</p> <p>Back- travel 10m using arms and legs</p>   |  | <p><b>Year 6 Swimming</b></p> <p>Swim 10m on front - Full stroke and kick.</p> <p>Swim 10m on back - Full stroke and kick.</p> <p>Swim 10 – 25m on back - Full stroke and kick.</p> <p>Swim 10 – 25m on front - Full stroke and kick.</p> <p>Swim 25m front or back.</p>   | <p><b>Swimming:</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.</p> |  |

Fully submerge to pick up objects and exit safely.

Rotate from front to back and regain standing position.

Rotate from back to front and regain standing position.

Tuck and float hold for 5 seconds.

Jump into water & fully submerge (at least 1m depth).

Push & glide to pool floor and exit water without use of steps.

Push & glide to travel on front 5m. Tuck and rotate to back and return to side.

Jump into water, fully submerge, surface and swim back to side.

Perform sequence of 3 floating shapes.

Push and glide on back and rotate to front (log roll).

Push and glide on front and rotate to back (log roll).

Jump into water with full submersion. Pick up an object and return to side.

Swim 10m wearing clothes (t-shirt and shorts minimum).

Travel on back, log roll onto front (180 continuous movement).

Stationary scull.

Tread water for 30 seconds.

Exit pool without use of steps.

Perform 3 different shape jumps into water from pool side (include straddle entry).

Perform hand stand and forward somersault in water.

Know examples of where to swim safely and why

Travel on front, log roll onto back (180 degrees continuous movement).

Scull head first 5m.

Tread water for 30 seconds showing action for help.

Exit pool without using steps.

Safe self-rescue - perform reach and throw rescue.

Perform straddle entry and tread water.

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|  |  |  | Jump into water, submerge and pick up an object from the pool floor. |  |
| <p><b>NC alignment:</b><br/><b>KS2:</b><br/>Swim competently, confidently and proficiently over a distance of at least 25 metres.<br/>Use a range of strokes effectively.<br/>Perform safe self-rescue in different water based situations.<br/>Communicating and collaborating with each other.<br/>Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.</p> |  |  |  |  |