Beam County Primary School: Progression Map Subject: PE

Key Concepts:

Competent Movement Performance Creative

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

		halla waisa	dedeshall tures	Deep and receive from	Dana and massive an	T		
Davidan	and	balls using	dodgeball type	Pass and receive from	Pass and receive on	Dung famuanda with	Dung famuanda with	
Develop	considers	hands.	games.	a static position and	the move in practice	Runs forwards with	Runs forwards with	
foot-eye	and			whilst moving in	and in 2v1 & 3v2	pace (their max pace)	pace looking for 'open'	
coordinator	manages	Apply the basic	Answer	practice and small	practice.	and can 'feint'	attacking space (their	
in games	some risks.	principles of	questions about	sided games.		movement to outwit an	max pace), using	
using balls.		defence and	the skills that		Becomes more	opponent.	feints, whilst avoiding	
		attack in	have been	Run forwards and with	consistent at forwards		running out of play.	
Work		dodgeball type	performed.	the ball in two hands.	runs.	Understands and		
cooperativel		games.	'			applies basic attacking	Becomes more	
y with a		3		Dodge by side stepping	Shows awareness of	formations on restarts	consistent at applying	
partner.		Describe how		to avoid an opponent.	drawing a defender	('arrowhead' or	attacking formations	
		you feel after		to avoid air opposionii	towards them before	diagonal line).	and 'basic set pieces.	
Throw with		exercise.		Defend as an individual	attempting to pass into	alagoriai iirio).	and basic set please.	
one and two		CACICISC.		in 1v1 practice.		Defend as part of a	Defend as a team	
				iii ivi piactice.	space	•		
hands.				Defended to a to an	Defend on a main duning	team during 3v2	during 4v3 practice.	
				Defend as a team	Defend as a pair during	practice. Defends as	Demonstrates good	
Dodge and				during 2v2 games.	2v1 practice.	part of a team during	positioning as part of a	
run to avoid						practice and small	defensive line and	
being tagged				Begin to demonstrate	Defend as a team in	sided games(defensive	stays on side.	
or hit by a				success at passing,	3v3 games.	line).		
ball.				catching, attacking and			Defend as a team	
				tagging in small -sided	Demonstrate success	Defend as a team	during 4v4/5v5 games.	
				games.	at passing, catching,	during 4v4 games.		
					attacking and tagging		Demonstrate the ability	
					during 3v3 games.	Demonstrates the	to apply rugby skills in	
						ability to apply rugby	4v4/5v5 games and	
						skills in 4v4 games and	can avoid opposition	
						can avoid the	and score.	
						opposition and score.	and score.	
						opposition and score.	Rounders Year 6	
							Fielding	
							Becomes more	
							accurate at fielding	
						Rounders Year 5	skills during games.	
						Fielding		
						Becomes more	Bowling	
						consistent at fielding a	Bowl underarm at the	
						ball during practice and	correct height with	
						games.	accuracy aiming for the	
				Rounders Year 3]	backstops hands and	
				Fielding		Bowling	attempting to spin the	
				Can field a ball moving		Bowl underarm with	ball or use a 'donkey	
				towards you during		increasing accuracy	drop' technique.	
				practice.	Rounders Year 4	aiming for the	=p .co.,,,,,quo.	
				practice.	Fielding	backstops hands and		
					Can field a ball moving	travelling through the	Ratting	
							Batting	
				Davidin a	towards and away from	batting square above	Hit the ball with	
				Bowling	you during practice.	knee but below	accuracy and look for	
				Bowl underarm with	l _	shoulder height.	gaps in the field to hit	
				some accuracy from 4-	Bowling		into to score rounders.	

	6 strides to reach the batting square above knee height. Batting Hold the bat in one hand and hit the ball during practice. Game Can apply the skills of batting and fielding during games as part of a team.	Bowl underarm with some accuracy from 6-8 strides to reach the bowling square above knee height but below shoulder height. Batting Hold the bat in one hand and hit the ball in practice and game play. Game Becomes more accurate at batting and fielding during games.	Batting Hit the ball more consistently during games whilst attempting to hit into spaces in the field. Game During games you begin to identify spaces in the field to attempt to hit the ball into to help your team and score points. You are aware of the fielding positions and field as part of a team.	Game Can apply the bowling, fielding and batting skills with some consistency during games whilst attempting to outwit opponents. Understands and applies the position and technique for fielding as part of a team. You can direct the ball into different areas whilst batting. Year 6 Cricket Fielding Can field a ball moving towards and away from
		Year 4 Cricket Fielding Can demonstrate the long barrier fielding position for a ball moving towards you during practice and sometimes during small-sided games. Batting	Year 5 Cricket Fielding Can demonstrate the long barrier and short barrier fielding position during practice. Can field a ball at you during small-sided games. Batting Can demonstrate a basic grip and side on stance. Can strike a ball from an under-arm feed during small-sided games.	you during small-sided practice. Batting Can consistently apply the correct side on stance and grip with a cricket bat. Can use a forward drive and basic defensive shot during practice and sometimes during small-sided games. Bowling Can bowl overarm during practice using a short approach run.

	Can demonstrate a basic grip and side on stance. Can strike a ball from a batting tee during practice	Bowling Can use an overarm bowl during practice with some consistency from a standing delivery.	Can demonstrate more consistent application of batting, bowling and fielding skills during 8-a-side cricket games. Understands their role	
	Bowling Can use an under-arm bowl with a straight delivery with some consistency. Game Play Can demonstrate basic batting, fielding and underarm bowling skills during kwik cricket type	Game Play Can demonstrate some consistency in application of batting, bowling and fielding skills during 6-a-side cricket games. Understands their role		
Forby Lograina Areas	games.			

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.

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

Developing an und	erstand of how to im	prove in different physical	activities and evaluate/re-	cognise their own success.				
Body	Dance:	Body	Body	Body	Body	Body	<u>Body</u>	Dance:
	Moves freely	Travelling,	Travelling,					Perform
Can move to	and with	twisting, rising,	twisting, rising,	Body parts leading	Body parts leading	Body parts leading	Body parts leading	Dances
the stimulus	pleasure and	sinking,	sinking,	Left and right side.	Left and right side.	Left and right side.	Left and right side.	using a
in a story or	confidence in	spreading,	spreading,	Top and bottom half	Top and bottom half	Top and bottom half	Top and bottom half	range of
nursery	a range of	shrinking,	shrinking,	Centre of body	Centre of body	Centre of body	Centre of body	movement
rhyme.	wavs. such	curlina.	curling,					patterns.

	as slithering,	stretching,	stretching,	Combinations of bodily	Combinations of bodily	Combinations of bodily	Combinations of bodily
Dynamic	shuffling, rolling,	pauses, stillness,	pauses, stillness,	actions:	actions:	actions:	actions:
Can move	crawling,	Stilliess,	Suiness,	Stepping, jumping,	Stepping, jumping,	Stepping, jumping,	Stepping, jumping,
quickly or	walking,	Awareness of	Awareness of	turning, hopping,	turning, hopping,	turning, hopping,	turning, hopping,
slowly to	running,	body parts;	body parts;	leaping, gestures &	leaping, gestures &	leaping, gestures &	leaping, gestures &
various stmulus.	jumping, skipping,	hands, feet, elbows, knees,	hands, feet, elbows, knees,	stillness.	stillness.	stillness.	stillness.
Stillulus.	sliding and	shoulders, hips,	shoulders, hips,	Shape: wide, narrow,	Shape: wide, narrow,	Shape: wide, narrow,	Shape: wide, narrow,
Space	hopping.	back.	back.	twisted, symmetrical,	twisted, symmetrical,	twisted, symmetrical,	twisted, symmetrical,
				asymmetrical.	asymmetrical.	asymmetrical.	asymmetrical.
Can use a	Experiments	Awareness of	Awareness of	Dynamia	Dynamia	Dynamia	Dynamia
large and small space	with different ways of	body shape: tall, broad & curled.	body shape: tall, broad & curled.	<u>Dynamic</u>	<u>Dynamic</u>	<u>Dynamic</u>	<u>Dynamic</u>
to move	moving.	broad & curied.	broad & curied.	Forcefully/delicately.	Forcefully/delicately.	Forcefully/delicately.	Forcefully/delicately.
close or far.		<u>Dynamic</u>	<u>Dynamic</u>	Slowly/quickly.	Slowly/quickly.	Slowly/quickly.	Slowly/quickly.
				0	0		
Can move and be tall or		Tension/relaxatio n of the body.	Tension/relaxatio n of the body.	Strong/light.	Strong/light.	Strong/light.	Strong/light.
small.		if of the body.	if of the body.	Continuity and flow.	Continuity and flow.	Continuity and flow.	Continuity and flow.
		Strong/light	Strong/light	, ,	, ,	, , , , , , , , ,	
Relationshi		power qualities.	power qualities.	Simultaneous/successi	Simultaneous/successi	Simultaneous/successi	Simultaneous/successi
р		Foot slow time	Foot clow time	ve flow.	ve flow.	ve flow.	ve flow.
Can work		Fast slow time qualities.	Fast slow time qualities.	Rhythm: body,	Rhythm: body,	Rhythm: body,	Rhythm: body,
and follow		quantios.	quaoo.	percussion, voice,	percussion, voice,	percussion, voice,	percussion, voice,
the teacher		Bound/free flow	Bound/free flow	•	claps, stamps use of	claps, stamps use of	claps, stamps use of
and work within the		qualities.	qualities.	claps, stamps use of floor.	floor.	floor.	floor.
group to		Space	Space	11001.	Combinations of two	Combinations of two	Combinations of two
move and			<u> </u>	Combinations of two	qualities:	qualities:	qualities:
experiment		General ways of	General ways of	qualities:	Strong/smooth.	Strong/smooth.	Strong/smooth.
with		using space;	using space;	Strong/smooth.	Link/avalalas	Linkton delen	Link4/acadalaca
movement.		Fill, empty,	Fill, empty,	Light/sudden.	Light/sudden.	Light/sudden.	Light/sudden.
		penetrate,	penetrate,		Strong/direct.	Strong/direct.	Strong/direct.
		surround,	surround,	Strong/direct.			
		explore.	explore.	Liabt/ana a atl-	Light/smooth.	Light/smooth.	Light/smooth.
		Personal/general	Personal/general	Light/smooth.	<u>Space</u>	<u>Space</u>	<u>Space</u>
		space.	space.	Space	<u>Opace</u>	<u>Opace</u>	Opace
					Direction of shape.	Direction of shape.	Direction of shape.
		Near/far.	Near/far.	Direction of shape.			
		High/low.	High/low.	Floor and air patterns.	Floor and air patterns.	Floor and air patterns.	Floor and air patterns.
		i iigii/iow.	i iigii/iow.	i iooi and all patterns.	Growing/rising	Growing/rising	Growing/rising
		Relationship	Relationship	Growing/rising	movements.	movements.	movements.
				movements.			
		Response to	Response to		Sinking/Shrinking	Sinking/Shrinking	Sinking/Shrinking
	Ì	voice an	voice an		movements.	movements.	movements.

	accompaniment	accompaniment	Sinking/Shrinking			
	made by	made by	movements.	Opening/Closing	Opening/Closing	Opening/Closing
	teacher.	teacher.	movements.	movements.	movements.	movements.
	todollel.	iodoner.	Opening/Closing	movements.	movements.	movements.
	Near/far from the	Near/far from the	movements.	Forrwards/backwards	Forrwards/backwards	Forrwards/backwards
	teacher.	teacher.	movements.	movements.	movements.	movements.
	todonor.	todorior.	Forrwards/backwards	movements.	movements.	movements.
	Working in	Working in	movements.	Direct/indirect	Direct/indirect	Direct/indirect
	unison with the	unison with the	movements.	pathways.	pathways.	pathways.
	teacher and	teacher and	Direct/indirect	patiwayo.	patiwayo.	patiwayo.
	independently.	independently.	pathways.	Levels - High, medium,	Levels - High, medium,	Levels – High, medium,
	maoponaomiy.	maoponaomay.	pailmayo.	low.	low.	low.
	Sharing with	Sharing with	Levels - High, medium,			1
	each other.	each other.	low.	Relationship	Relationship	Relationship
	Working near/far	Working near/far	Relationship	Between body parts.	Between body parts.	Between body parts.
	from each other.	from each other.				, , , , , , , , , , , , , , , , , , , ,
			Between body parts.	To the floor.	To the floor.	To the floor.
	Taking turns in	Taking turns in	, .			
	groups.	groups.	To the floor.	Partners – copying,	Partners – copying,	Partners – copying,
		•		mirroring, following,	mirroring, following,	mirroring, following,
			Partners – copying,	contact.	contact.	contact.
			mirroring, following,			
			contact.	3's, 4's, small and large	3's, 4's, small and large	3's, 4's, small and large
				groups.	groups.	groups.
			3's, 4's, small and large			
			groups.	Simultaneous,	Simultaneous,	Simultaneous,
				successive, unison,	successive, unison,	successive, unison,
			Simultaneous,	cannon.	cannon.	cannon.
			successive, unison,			
			cannon.	Group focus and	Group focus and	Group focus and
				timing.	timing.	timing.
			Group focus and			
			timing.	Between different	Between different	Between different
				groups.	groups.	groups.
			Between different			
			groups.			
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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.

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.

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

anaada	turning			
speeds				
whilst	movements			
travelling.	whilst taking the			
	weight onto the			
Rotate in a	hands.			
variety of				
ways.				
ways.				
With or				
VVIIII OI				
without				
support,				
complete				
several				
moves such				
as a forward				
roll, half-turn				
jump and log				
rolls.				
Tolls.				
0				
Complete				
short				
courses				
involving				
movements				
of climbing,				
balancing,				
jumping and				
landing.				
Farta Lagration Assess				

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

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.

Practice	Athletics:	Understand the	Apply the correct	Demonstrate the ability	Demonstrate the ability	Demonstrate the ability	Demonstrate the ability	Athletics:
running,	Negotiates	basic technique	use of their arms	to sustain activity and	Show			
skipping,	space	for using their	and legs to run	run continuously	run continuously	run continuously	run continuously	efficiency
hopping and	successfully	arms and legs to	fast.	without stopping for 3	without stopping for 4	without stopping for 5	without stopping for 6	through
jumping.	when playing	run fast.		minutes.	minutes.	minutes.	minutes.	applying
	racing and	Work together as	Understand and					movement
	chasing	a team in	apply the basic	Become more		Compete in sprint	Prepare for and	principles
	games with	relays/obstacle	principles of how	consistent at		races against peers	compete in sprint races	and effective

Jump and land on two feet. Can jump from one foot to two and from two feet to one. Bend and straighten knees with balance and core stability.	other children, adjusting speed or changing direction to avoid obstacles. Shows understandin g of the need for safety when tackling new challenges	relays using quoits for batons. Practise various ways of hopping, skipping and jumping. Practise various ways of throwing objects as far as possible.	to begin a race quickly from a standing start. Work effectively in a team relay and apply the basic technique for change overs using quoits and running at maximum speed.	independently starting a sprint race. Begin to combine running fast with sustained activity. Complete multi-skill obstacle courses.		whilst applying appropriate technique for starting and finishing races. Demonstrate how to start running from a low position using arms and legs to drive forward. Understand and apply the principles of running cooperatively with a team and planning a relay order.	against peers whilst applying appropriate technique for starting and finishing races. Organise and practice team relay changeovers and race order.	stance to sustain activity through completing longer extended runs and throwing objects as far as possible.
Dodge and run to avoid being tagged.	and considers and manages some risks.		Skip, hop and jump to achieve maximum distance whilst competing against peers. Consider how we use our arms body and legs to greatest distance. Throw various objects for maximum distance whilst competing against peers. Consider how we use our arms body and legs to greatest distance.	Apply the basic technique for jumping for height, distance and speed. Compete against peers in speed bounce, vertical jump, standing triple jump and standing long jump. Demonstrate the ability to throw tennis ball/nerf ball/foam javelin & medicine ball as far as they can with effective use of arms/body/legs.	Apply the appropriate technique when using arms and legs to maximise jumping for height, distance and speed whilst competing against peers. Apply the basic technique principles for throwing various object (Nerf ball/foam javelin/medicine ball) to improve personal best performance from year 3. Compete against peers in throwing competitions.	Complete technically secure series of jumps whilst competing against peers (standing long jump, speed bounce, vertical jump and standing triple jump). Become more consistent at applying the throwing technique with correct stance and body position learnt from year 3&4. Demonstrate the ability to adapt performance to various throwing objects with different grips. split feet to create power from the legs and body. Record and compare Personal Best (PB), performance in running, jumping and throwing events.	Prepare for and compete in a jump's competition against peers. Prepare for and compete in a Throws competition against peers.	

		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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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:

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.

	ect grip with the et.	Demonstrate the correct grip with a racket and stance when receiving a service.	Demonstrate the correct stance and positioning when receiving a shot from an opponent.	Demonstrate the correct stance and positioning for offensive and defensive play.	Tennis: Demonstrate the correct over arm service
partne	e the ball to a ner from an erarm serve with a nce.	Serve the ball to a partner from an underarm serve without a bounce.	Serve the ball to a partner using an overarm service.	Become more consistent at serving the ball to a partner from an overarm service.	action, sustain a longer rally and play competitive games.
techn 'catch	elop the forehand nique through th it on the racket' es against an onent.	Develop the forehand technique with/without 'catch it on the racket' rallies against an opponent.	Become more consistent at using feet and positioning to apply the forehand technique to return. Can volley the ball during practice.	Develop length of shot (short, then long) when hitting a forehand to outwit opponent in a competitive game. Can volley the ball during practice and competitive games.	
				Able to maintain a collaborative rally with a partner playing the	

				Dogin to maintain a	hall along on discussion	1
		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. Demonstrate good	
					movement and vary	
				Demonstrates hitting the ball away from an	length of return shots (hitting away from opponent) to force an	
		Apply the basic principles learnt to	Apply the basic principles learnt to	opponent in competitive situations.	error and win the point.	
		compete against an	compete against an	Recognise the need to		
		opponent in adapted	opponent in adapted	vary the length of		
		tennis games using a 1	tennis games	return shot to their		
		bounce underarm	with/without one	opponent.		
		serve and 'catch it on	bounce underarm			
		the racket'.	serve and one/two			
			bounce for return.			
		NC alignment:				l
		KS2:				
		Play competitive games, modifie Communicating, collaborating ar	ed where appropriate and apply ba	asic principles for attacking and de	fending	
		Developing an understand of ho	w to improve in different physical	activities and evaluate/recognise t	heir own success.	
Use their feet to	Identify and use	Use two feet to dribble	Dribble using various	Dribble using a	Dribble and turn using	Football:
move the ball	different parts of	a football.	parts of the foot.	variation of the inside,	different parts of the	Dribble, pass
and change	the feet to			outside, top and bottom	foot.	and turn
direction.	dribble a ball	Dribble at different	Change direction with	of the foot.		using
	and change	speeds.	the ball.		Develop the different	different
Work at different	direction.			Change direction with	techniques for dribbling	parts of the
speeds with a		Apply dribbling skills in	Apply defending	the ball at different	and turning in small	foot with
ball at their feet.	Identify and use	1v1 games.	principles in 1v1	speeds.	sided games.	application
lala matify at the a	different parts of		situations and in small	Turn vaina different		during small
Identify the	the feet to pass	Use different parts of	sided games.	Turn using different		sided games
different parts of the foot that are	to a player or	the feet to pass the ball.	Apply the basis	parts of the foot.		whilst
used to send a	shoot at a target.	vail.	Apply the basic principles of defending	Apply and develop		applying the principle of
ball to different	Use different	Work cooperatively	situations in a team	different techniques for		'jockeying'
targets.	parts of the ball	with a partner to pass	when not in	dribbling and turning in		when
90.0.	to get a ball from	and move.	possession.	small sided games.		defending.
Use their feet to	an opponent.		F			23.0
pass and shoot		Pass successfully to a	Work cooperatively	Apply the basic		
a ball at a target.	Apply basic	partner in a 2v2 game.	with a partner and as	principles of jockeying		
ŭ	defending during	•	part of a team.	in small sided games.		
Use dribbling	various 1v1 and	Demonstrate resilience	•			
and passing	2v2 games.	in trying to win the ball	Apply dribbling and			
skills to retain		from their partner.	shooting skills in small			
possession.	Apply basic		sided games.			
	attacking during	Apply the basic				
Apply skills	various 1v1 and	principles of jockeying	Work cooperatively			
learnt to 1v1 and 2v2 games.	2v2 games.	when defending in	with other players in			
		practice.	attack and defence.	Ī	i	1

			,		<u></u>	1
	Answer					
Work safely,	questions about	Apply dribbling,				
individually and	the skills that	passing, moving and				
with others.	have been	defending in small				
	performed.	sided games.				
Describe how						
you feel after						
exercise.						
NC alignment:						
KS1: Participate in team game	es, developing simple tac	tics for attacking and defending				
		dividually and with others.				
Engage in competitive a	nd cooperative physical a	activities.				
KS2: Play competitive of	ames, modified where an	propriate and apply basic principle	es for attacking and defending			
Communicating, collabo	rating and competing with	n each other.				
Developing an understa	nd of how to improve in d	ifferent physical activities and eval	uate/recognise their own success.		<u></u>	
		Follow simple marked	Use more detailed	Solve some of the	Work confidently in	Orienteerin
		trails in familiar	plans and diagrams	challenges and	challenging	g: Navigate
		environments and, with	that take them from	problems set up in	environments.	a course as
		help, identify where	familiar to less familiar	familiar environments		an individual
		they are on the trails.	areas.	with help and	Adapt quickly to new	and as part
				guidance.	situations.	of a team,
		Help others to solve	Find their way and			applying
		problems they have	recognise where they	Work cooperatively to	Devise and put into	map reading
		been set, taking an	are on a plan or	put strategies and	practice a range of	skills whilst
		active role.	diagram.	solutions into action.	solutions to problems	using a
					and challenges.	compass
		Follow others'	Solve problems using a	Take on roles given to		efficiently.
		suggestions.	range of approaches.	them.	Understand clearly the	
			l		nature of a challenge	
		Know they need to be	Use ideas they have	Show understanding of	or problem and what	
		careful so that they are	learned in one problem	problem solving	they want to achieve.	
		safe.	or task to help them	strategies planned by		
			solve another.	others.	Take a leading role	
		Recognise when they			when working with	
		have been energetic.	Work and behave	Follow instructions	others.	
		_ , , , ,	safely when working on	when preparing		
		Describe what they did	their own and in small	physically for	Prepare efficiently and	
		when following a trail or	groups.	challenges.	safely.	
		solving a problem.				
			Show initiative when	Follow safety rules.	Identify and respond to	
		Comment on how well	working in a group.	Bassania a d	events as they happen.	
		activities were	Franksia valst 200	Recognise when a	Internette etter et	
		completed.	Explain why different	solution has been	Identify effective	
			activities make their	successful.	performances and	
		Use maps and plans to	bodies work in different	Chana and a seferica	solutions.	
		orientate themselves	ways.	Choose and perform	Take a vala in alamai	
		and travel around a	Identify ways to	skills and strategies	Take a role in planning	
		simple course.	Identify ways to	successfully.	to improve	
			physically prepare for		weaknesses.	
			the activities.			

		T	1	
Respond when the task		Adapt strategies as		i
or environment	Identify strengths and	necessary.		Ì
changes and the	weaknesses in the way			İ
challenge increases.	challenges are	Work increasingly well		Ì
S .	approached.	in a group or team		Ì
Plan sensible		where roles and		Ì
responses to physical	Suggest alternative	responsibilities are		Ì
challenges or	solutions to problems.	understood.		Ì
problems.	cordinate to probleme.	and oroto ca.		Ì
problems.		Prepare physically and		i
Work cooperatively		organisationally for		Ì
with others, discussing		challenges they are		Ì
how to follow plans and		set, taking into account		Ì
-				Ì
solve problems.		the group's safety.		
December that		Ideatify what they do		i
Recognise that		Identify what they do		Ì
different tasks make		well, as individuals and		Ì
their bodies work in		a group.		ì
different ways.				ì
		Suggest ways to		ì
Comment on how they		improve.		i
went about tackling				i
tasks and respond to				
feedback on how to go				
about their work				
differently.				
NC alignment:				

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.

Year 6 Swim

Year 3 swimming	Year 6 Swimming	Swimming: Swim
Shout and signal for rescue - What to do.	Swim 10m on front - Full stroke and kick.	competently, confidently and
Front – safe entry and travel feet off the pool floor on front.	Swim 10m on back - Full stroke and kick.	proficiently over a distance of
Front – travel 10m using arms and legs Identify an open water	Swim 10 – 25m on back - Full stroke and kick.	at least 25 metres. Use a range of strokes
hazard	Swim 10 – 25m on front - Full stroke and	effectively. Perform safe
Back- safe entry and travel feet off pool floor	kick.	self-rescue in different
on back.	Swim 25m front or back.	water based situations.
Back- travel 10m using arms and legs		

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.

	Jump into water, submerge and pick up an object from the pool floor.			
	NC alignment: KS2:			
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.				
Communicating and collaborating with each other.				
Developing an understand of how to improve in different physical activities and evaluate/recognise their own success.				