

Ashwell Primary School

Physical Education Curriculum

Skills and Knowledge Progression



EYFS	Nursery	<p>PD</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>PSED</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important.
	Reception	<p>PD</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. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity. <p>EAD</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
	ELG's	<p>PD</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage 1		
	Year 1	Year 2
Health and Fitness	<ul style="list-style-type: none"> ▪ To describe how the body feels before, during and after exercise. ▪ To carry and place equipment safely. 	<ul style="list-style-type: none"> ▪ To recognise and describe how the body feels during and after different physical activities. ▪ To explain what they need to stay healthy.
Dance	<ul style="list-style-type: none"> ▪ To copy and repeat actions. ▪ To put a sequence of actions together to create a motif. 	<ul style="list-style-type: none"> ▪ To copy, remember and repeat actions. ▪ To create a short motif inspired by a stimulus.

Key Stage 1

	Year 1	Year 2
	<ul style="list-style-type: none"> ▪ To vary the speed of their actions. ▪ To use simple choreographic devices such as unison, canon and mirroring. ▪ To begin to improve independently to create a simple dance. ▪ To perform using a range of actions and body parts with some coordination. ▪ To begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> ▪ To change the speed and level of their actions. ▪ To use simple choreographic devices such as unison, cannon and mirroring. ▪ To use different transitions within a dance motif. ▪ To move in time to music & to improve the timing of their actions. ▪ To perform sequences of their own composition & coordination. ▪ To perform learnt skills with increasing control.
Team Games (Invasion Games, Striking & Fielding, Net & Wall)	<ul style="list-style-type: none"> ▪ To use hitting skills in a game. ▪ To practise basic striking, sending and receiving. ▪ 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. ▪ 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. ▪ To pass a ball to another player in a game. ▪ To use kicking skills in a game. ▪ To use different ways of travelling in different directions or pathways. ▪ To run at different speeds. ▪ To begin to use space in a game. ▪ 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 follow simple rules to play 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. 	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ To bounce and kick a ball whilst moving. ▪ To use kicking skills in a game. ▪ To use dribbling skills in a game. ▪ To know how to pass a ball in different ways. ▪ 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 begin to use and understand the terms attacking and defending. ▪ To use at least one technique to attack or defend to play a game successfully. ▪ To understand the importance of rules in games. ▪ To use at least one technique to attack or defend to play a game successfully. ▪ Perform sequences of their own composition with coordination. ▪ To perform learnt skills with increasing control. ▪ To compete against self and others.
Gymnastics	<ul style="list-style-type: none"> ▪ To create and perform a movement sequence. ▪ To copy actions and movement sequences with a beginning, middle and end. ▪ To link two actions to make a sequence. ▪ To recognise and copy contrasting actions (small/tall, narrow/wide). ▪ To carry out simple rolls with control (log roll, curled side roll, teddy bear roll). ▪ To travel in different ways, changing direction and speed (tiptoe, step jump, hop, hopscotch, skipping, galloping, bunny hop and front support wheelbarrow with partner). ▪ To hold still shapes and simple balances (standing balances, kneeling balances, pike, tuck, star, straight and straddle shapes). ▪ To carry out simple stretches. 	<ul style="list-style-type: none"> ▪ To copy, explore and remember actions and movements to create their own sequence. ▪ To link actions to make a sequence (tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half turn). ▪ To travel in a variety of ways, including rolling with control (log roll, curled side roll, teddy bear roll, rocking forward roll, crouched forward roll) ▪ To hold a still shape whilst balancing on different points of the body (standing balances, kneeling balances, large body balances, balances on apparatus, balances on partner, pike, tuck, star, straight and straddle shapes). ▪ To jump in a variety of ways and land with increasing control and balance (straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring straddle). ▪ To climb onto and jump off the equipment safely. ▪ To move with increasing control and care.

Key Stage 1

	Year 1	Year 2
	<ul style="list-style-type: none"> ▪ To carry out a range of simple jumps, landing safely (straight jump, tuck jump, jumping jack, half turn jump, cat spring). ▪ To move around, under, over and through different objects and equipment. ▪ To begin to move with control and care. ▪ To carry out a jump off of a raised platform (straight jump). 	<ul style="list-style-type: none"> ▪ To carry out a jump off and onto a raised platform (hurdle step on, straight jump off, tuck jump off).
Athletics	<ul style="list-style-type: none"> ▪ To vary their pace and speed when running. ▪ To run with basic technique over different distances. ▪ To show good posture and balance. ▪ To jog in a straight line. ▪ To change direction when jogging. ▪ To spring in a straight line. ▪ To change direction when sprinting. ▪ To maintain control as they change direction when jogging or sprinting. ▪ To perform different types of jumps (two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot). ▪ To perform a short jumping sequence. ▪ To jump as high as possible. ▪ To jump as far as possible. ▪ To land safely with control. ▪ To throw underarm and overarm. ▪ To throw a ball towards a target with increasing accuracy. ▪ To improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> ▪ To run at different paces, describing the different paces. ▪ To use a variety of different stride lengths. ▪ To travel at different speeds. ▪ To begin to select the most suitable pace and speed for distance. ▪ To complete an obstacle course. ▪ To vary the speed and direction in which they are travelling. ▪ To run with basic techniques following a curved line. ▪ To be able to maintain and control a run over different distances. ▪ To perform and compare different types of jumps (two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot). ▪ To combine different jumps together with some fluency and control. ▪ To jump for distance from a standing position with accuracy and control. ▪ To investigate the best jumps to cover different distances. ▪ To choose the most appropriate jumps to cover different distances. ▪ To know that leg muscles are used when performing a jumping action. ▪ To throw different types of equipment in different ways for accuracy and distance. ▪ To throw with accuracy at targets of different heights. ▪ To investigate ways to alter their throwing technique to achieve greater distance.
OAA	<ul style="list-style-type: none"> ▪ To listen to other pupils and communicate with other pupils to complete a task. ▪ To make decisions whilst being physically active. ▪ To follow and give verbal commands to move forward, backwards, up, down, left and right. ▪ To follow and give commands to move north, south, east and west. ▪ To transfer information from a map or diagram and match equipment. ▪ To use a basic map or diagram to navigate up to 4 different points. 	<ul style="list-style-type: none"> ▪ To understand a map is a bird's eye representation of the ground. ▪ To transfer information on a diagram of map using basic symbols and matching equipment. ▪ To follow and give verbal and written commands to move forwards, backwards, up, down, left and right. ▪ To understand how the directions forwards, backwards, up, down, left and right can change depending on which way a person is facing. ▪ To follow and give verbal and written commands to move north, south, east and west. ▪ To understand that the directions north, south, east and west do not change, regardless of which way a person is facing. ▪ To use a basic diagram or map to navigate up to 4 different points, avoiding obstacles. ▪ To make decisions and problem solve whilst being physically active. ▪ To listen to other pupils and communicate with other pupils to complete a task. ▪ To gain strategies to check accuracy e.g speaking aloud, counting aloud, revisiting and clarifying with a partner.
Evaluating	<ul style="list-style-type: none"> ▪ To watch and describe performances. ▪ To begin to say how they could improve. 	<ul style="list-style-type: none"> ▪ To watch and describe performances and use what they see to improve their own performance. ▪ To talk about the differences between their work and that of others.

Key Stage 2

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<ul style="list-style-type: none"> ▪ To recognise and describe the effects of exercise on the body. ▪ To know the importance of strength and flexibility for physical activity. ▪ To explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> ▪ To describe how the body reacts at different times and how this affects performance. ▪ To explain why exercise is good for your health. ▪ To know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> ▪ To know and understand the reasons for warming up and cooling down. ▪ To explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> ▪ To understand the importance of warming up and cooling down. ▪ To carry out warm ups and cool downs safely and effectively. ▪ To understand why exercise is good for health, fitness and wellbeing. ▪ To know ways they can become healthier.
Dance	<ul style="list-style-type: none"> ▪ To begin to improvise with a partner to create a simple dance. ▪ To create motifs from different stimuli. ▪ To begin to compare and adapt movements and motifs to create larger sequences. ▪ To use simple dance vocabulary to compare and improve work. ▪ To perform with some awareness of rhythm and expression. ▪ To develop the quality of the actions in their performances. ▪ To perform learnt skills and techniques with control and confidence. 	<ul style="list-style-type: none"> ▪ To identify and repeat the movement patterns and actions of a chosen dance style. ▪ To compose a dance that reflects the chosen dance style. ▪ To confidently improvise with a partner or on their own. ▪ To compose longer dance sequences in a small group. ▪ To demonstrate precision and some control in response to a stimuli. ▪ To begin to vary dynamic and develop actions and motifs in response to stimuli. ▪ To demonstrate rhythm and spatial awareness. ▪ To change parts of a dance as a result of self-evaluation. ▪ To use simple dance vocabulary when comparing and improving work. ▪ Perform and create sequences with fluency and expression. ▪ To perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> ▪ To identify and repeat the movement patterns and actions of a chosen dance style. ▪ To compose individual, partner and group dances that reflect the chosen dance style. ▪ To show a change of pace and timing in their movements. ▪ To develop an awareness of their use of space. ▪ To demonstrate imagination and creativity in the movements they devise in response to stimuli. ▪ To use transitions to link motifs smoothly together. ▪ To improvise with confidence, still demonstrating fluency across the sequence. ▪ To ensure their actions fit the rhythm of the music. ▪ To modify parts of a sequence as a result of self and peer evaluation. ▪ To use more complex dance vocabulary to compare and improve work. ▪ To perform own longer, more complex sequences in time to music. ▪ To consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> ▪ To identify and repeat the movement patterns and actions of a chosen dance style. ▪ To compose individual, partner and group dances that reflect the chosen dance style. ▪ To use dramatic expression in dance movements and motifs. ▪ To perform with confidence, using a range of movement patterns. ▪ To demonstrate strong and controlled movements throughout a dance sequence. ▪ To combine flexibility techniques and movements to create a fluent sequence. ▪ To move appropriately and with the required stile in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. ▪ To show a change of pace and timing in their movements. ▪ To move rhythmically and accurately in a dance sequence. ▪ To improve with confidence, still demonstrating fluency across their sequence. ▪ To dance with fluency and control, linking all movements and ensuring that transitions flow. ▪ To demonstrate consistent precision when performing dance sequences.

Key Stage 2

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> ▪ To modify some elements of a sequence as a result of self and peer evaluation. ▪ To use complex dance vocabulary to compare and improve work. ▪ To link actions to create a complex sequence using a full range of movement. ▪ To perform the sequence in time to music. ▪ To perform and apply a variety of skills and techniques confidently, consistently and with precision.
Team Games (Invasion Games, Striking & Fielding, Net & Wall)	<ul style="list-style-type: none"> ▪ To demonstrate successful hitting and striking skills. ▪ To develop a range of skills in striking and fielding. ▪ To practise the correct batting technique and use it in a game. ▪ To strike the ball for distance. ▪ 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 (high, slow, fast, low). ▪ To develop a safe and effective overarm bowl. ▪ 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. ▪ To pass the ball in two different ways in a game situation with some success. ▪ To know how to keep and own back possession of the ball in a team game. 	<ul style="list-style-type: none"> ▪ To use a bat, racquet or stick 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. ▪ To develop different ways of throwing and catching. ▪ To move with the ball using a range of techniques, showing control and fluency. ▪ To pass the ball with increasing speed accuracy and success in a game situation. ▪ To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. ▪ To make the best use of space to pass and receive the ball. ▪ 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 vary the tactics they use in a game. 	<ul style="list-style-type: none"> ▪ 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. ▪ To consolidate different ways of throwing and catching, and know when each is appropriate in a game. ▪ 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. ▪ To pass a ball with speed and accuracy using appropriate techniques in a game situation. ▪ To keep and win back possession of the ball effectively in a team game. ▪ To demonstrate an increasing awareness of space. ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. ▪ To throw and catch accurately and successfully under pressure in a game. ▪ To show confidence in using ball skills in various ways in a game situation, and link these together effectively. ▪ 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. ▪ To keep and win back possession of the ball effectively and in a variety of ways in a team game. ▪ To demonstrate a good awareness of space. ▪ 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.

Key Stage 2

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ▪ To find a useful space and get into it to support teammates. ▪ To use simple attacking and defending skills in a game. ▪ To use fielding skills to stop a ball from travelling past them. ▪ To apply and follow rules fairly. ▪ To understand and begin to apply the basic principles of invasion games. ▪ To know how to play a striking and fielding game fairly. ▪ To develop the quality of the actions in their performance. ▪ To perform learnt skills and techniques with control and confidence. ▪ To compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> ▪ To adapt rules to alter games. ▪ To perform and apply skills and techniques with control and accuracy. ▪ To take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> ▪ To know when to pass and when to dribble in a game. ▪ To devise and adapt rules to create their own game. ▪ 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. 	<ul style="list-style-type: none"> ▪ To follow and create complicated rules to play a game successfully. ▪ To communicate plans to others during a game. ▪ To lead others during a game. ▪ 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.
Gymnastics	<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 begin to use equipment to vault. ▪ To begin to show flexibility in movements. ▪ To roll in a variety of ways including crouched forward roll, forward roll from standing and a tucked backward roll. ▪ To jump in a variety of ways and land with control and balance (straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn and a cat leap). 	<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 their centre of gravity and how this affects the balance. ▪ To begin to develop a good technique when travelling, balancing and using equipment. ▪ To develop strength, technique and flexibility throughout performances. ▪ To roll in a variety of ways including forward roll from standing, straddle 	<ul style="list-style-type: none"> ▪ To select ideas to compose specific sequences of movements, shapes and balances. ▪ To adapt their sequences to it new criteria or suggestions. ▪ To perform jumps, shapes and balances fluently and with control. ▪ To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ▪ To confidently use equipment to vault in a variety of ways. ▪ To apply skills and techniques consistently. ▪ To develop strength, technique and flexibility throughout performances. ▪ To combine equipment with movement to create sequences. ▪ To roll in a variety of ways including forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll and a backward roll to straddle. 	<ul style="list-style-type: none"> ▪ To create their 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 their actions, shapes and balances. ▪ To confidently 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 roll in a variety of ways including forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, dive forward roll, backward roll to standing pike, pike backward roll and a backward roll to straddle. ▪ To jump in a variety of ways and land with control and balance (straight

Key Stage 2

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ▪ To carry out a jump off and onto a raised platform (hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off, pike jump off). ▪ To travel in different ways and link actions to make a sequence (handstand, lunge into handstand, cartwheel, tiptoe, step, jump, hop, hopscotch, skipping, cat leap). ▪ To make large and small body part balances, including standing and kneeling balances. ▪ To balance on apparatus. ▪ To make matching and contrasting partner balances. ▪ To make pike, tuck, star, straight and straddle shapes. ▪ To develop the quality of the actions in their performance. ▪ To perform learnt skills and techniques with control and confidence. 	<p>forward roll, tucked backward roll and backward roll to straddle.</p> <ul style="list-style-type: none"> ▪ To jump in a variety of ways and land with control and balance (straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full turn, cat leap and cat leap half-turn). ▪ To carry out a jump off and onto a raised platform (hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off and pike jump off). ▪ To travel in different ways and link actions to make a sequence (lunge into handstand, lunge into cartwheel, tiptoe, step, jump, hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot). ▪ To make 1,2,3 and 4 point balances. ▪ To balance on apparatus. ▪ To balance with and against a partner. ▪ To make pike, tuck, star, straight and straddle shapes. ▪ To perform and create sequences with fluency and expression. ▪ To perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> ▪ To jump in a variety of ways and land with control and balance (straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full turn, cat leap, cat leap half-turn, stag jump and a split leap). ▪ To carry out a jump off and onto a raised platform (hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off and a squat through vault). ▪ To travel in different ways and link actions to make a sequence (lunge into handstand, lunge into cartwheel, lunge into round off, tiptoe, step, jump, hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot). ▪ To make 1,2,3 and 4 point balances. ▪ To balance on apparatus. ▪ To make part body weight partner balances. ▪ To make pike, tuck, star, straight and straddle shapes. ▪ To perform own longer, more complex sequences in time to music. ▪ To consistently perform and apply skills and techniques with accuracy and control. 	<p>jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full turn, cat leap, cat leap half-turn, cat leap full turn, stag jump, stag leap and a split leap).</p> <ul style="list-style-type: none"> ▪ To carry out a jump off and onto a raised platform (hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault and a straddle over vault). ▪ To travel in different ways and link actions to make a sequence (lunge into cartwheel, lunge into round off, hurdle step, hurdle step into cartwheel, hurdle step into round-off, tiptoe, step, jump, hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, cat leap full turn and a pivot). ▪ To make 1,2,3 and 4 point balances. ▪ To balance on apparatus. ▪ To develop technique, control and complexity of part-weight partner balances. ▪ To make group formations. ▪ To make pike, tuck, star, straight and straddle shapes. ▪ To link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. ▪ To perform and apply a variety of skills and techniques confidently, consistently and with precision.
Athletics	<ul style="list-style-type: none"> ▪ To identify and demonstrate how different techniques can affect their performance in running. ▪ To focus on their arm and leg action to improve their sprinting technique. 	<ul style="list-style-type: none"> ▪ To confidently demonstrate an improved technique for sprinting. ▪ To carry out an effective sprint finish. ▪ To perform a relay, focusing on the baton changeover technique. 	<ul style="list-style-type: none"> ▪ To accelerate from a variety of starting positions and select the preferred position. ▪ To identify their reaction times when performing a sprint start. 	<ul style="list-style-type: none"> ▪ To recap, practise and refine an effective sprinting technique, including reaction time. ▪ To build up speed quickly for a sprint finish.

Key Stage 2

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ▪ To begin to combine running with jumping over hurdles. ▪ To focus on trail leg and lead leg action when running over hurdles. ▪ To understand the importance of adjusting running pace to suit the distance being run. ▪ To use one and two feet to take off and to land with. ▪ To develop an effective take off for the standing long jump. ▪ To develop an effective flight phrase for the standing long jump. ▪ To land safely and with control. ▪ To throw with greater control and accuracy. ▪ To show increasing control in their overarm throw. ▪ To perform a push throw. ▪ To continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> ▪ To speed up and slow down smoothly. ▪ To learn how to combine a hop, step and jump to perform the standing triple jump. ▪ To land safely and with control. ▪ To begin to measure the distance jumped. ▪ To perform a pull throw. ▪ To measure the distance of their throws. ▪ To continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> ▪ To continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ▪ To select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. ▪ To identify and demonstrate stamina, explaining its importance for runners. ▪ To improve techniques for jumping for distance. ▪ To perform an effective standing long jump. ▪ To perform the standing triple jump with increased confidence. ▪ To develop an effective technique for the standing vertical jump (jumping for height) including take off and flight. ▪ To land safely with control. ▪ To measure the distance and height jumped with accuracy. ▪ To investigate different jumping techniques. ▪ To perform a fling throw. ▪ To throw a variety of implements using a range of throwing techniques. ▪ To measure and record the distance of their throws. ▪ To continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> ▪ To run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. ▪ To accelerate to pass other competitors. ▪ 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. ▪ To demonstrate endurance and stamina over longer distances in order to maintain a sustained run. ▪ To develop the technique or the standing vertical jump. ▪ To maintain control at each of the different stages of the triple jump. ▪ To land safely with control. ▪ To develop and improve their 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 an lead jumping activities, including measuring the jumps with confidence and accuracy. ▪ To perform a heave throw. ▪ To measure and read the distance of their throws. ▪ To continue to develop techniques to throw for increased distance and support others in improving their personal best. ▪ To develop and refine techniques to throw for accuracy.
OAA	<ul style="list-style-type: none"> ▪ To orientate themselves with increasing confidence and accuracy around a short trail. ▪ To identify and use effective communication to begin to work as a team. 	<ul style="list-style-type: none"> ▪ To orientate themselves 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. 	<ul style="list-style-type: none"> ▪ To start to orientate themselves with increasing confidence and accuracy around an orienteering course. ▪ To design an orienteering course that can be followed and offers some challenge to others. 	<ul style="list-style-type: none"> ▪ To orientate themselves with confidence and accuracy around an orienteering course when under pressure.

Key Stage 2

Lower Key Stage 2		Upper Key Stage 2	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ To identify symbols used on a key. ▪ To begin to choose equipment that is appropriate for an activity. ▪ To communicate with others. ▪ To begin to complete activities in a set period of time. ▪ To begin to use a simple map to navigate and travel to and from 4 or more control points, using unfamiliar symbols and following a set order. 	<ul style="list-style-type: none"> ▪ To communicate clearly with other people in a team, and with other teams. ▪ To 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 an environment. ▪ 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 with others. ▪ To work as part of a team. ▪ To begin to use a map to complete an orienteering course. ▪ To transfer information on a diagram of map into reality, using unfamiliar symbols, following a set order to travel to and from 4 or more control points with accuracy and efficiency. 	<ul style="list-style-type: none"> ▪ To begin to use navigation equipment to orientate around a trail. ▪ To use clear communication to effectively complete a particular role in a team. ▪ To complete orienteering activities as part of a team and independently. ▪ To identify a key on a map and begin to use the information in activities. ▪ 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 make tactical decisions and identify the quickest route to accurately navigate an orienteering course. ▪ To communicate clearly and effectively with others. ▪ To work effectively as a part of a team. ▪ To successfully use a map to complete an orienteering course. ▪ To begin to use a compass for navigation. ▪ To complete an orienteering course on multiple occasions, in a quicker time due to improved technique. ▪ To improve a trail to increase the challenge of the course. 	<ul style="list-style-type: none"> ▪ To design an orienteering course that is clear to follow and offers challenge to others. ▪ To use more complex maps, orientate, set the map and travel to and from more than 4 points. ▪ To understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change regardless of which way a person is facing. ▪ To use navigation equipment to improve the trail. ▪ 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. ▪ 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 communicate clearly and effectively with others when under pressure. ▪ To work effectively as part of a team, demonstrating leadership skills when necessary. ▪ To successfully use a map to complete an orienteering course. ▪ To use a compass for navigation. ▪ To complete an orienteering course on multiple occasions, in quicker time to improved technique. ▪ To listen to feedback and improve an orienteering course from it.

Key Stage 2				
	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Swimming		<ul style="list-style-type: none"> ▪ To swim competently, confidently and proficiently over a distance of at least 25 metres. ▪ To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ▪ To perform safe self-rescue in different water-based situations. 		
Evaluating	<ul style="list-style-type: none"> ▪ To watch, describe and evaluate the effectiveness of a performance. ▪ To describe how their performance has improved over time. 	<ul style="list-style-type: none"> ▪ To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. ▪ To modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> ▪ To choose and use criteria to evaluate own and other's performance. ▪ To explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> ▪ To thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.