

Progression of Concepts in PE

Concept	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static Balance		<p>On both legs:</p> <ul style="list-style-type: none"> Standstill for 10 seconds <p>Seated:</p> <ul style="list-style-type: none"> Balance with both hands/feet down. Balance with one hand/2 feet down. Balance with two hands/1 foot down. Balance with one hand/1 foot down Balance with one hand or 1 foot down. Balance with no hands or feet down. <p>Floorwork:</p> <ul style="list-style-type: none"> Hold mini front support position. Reach round and point to ceiling with either hand in mini front support. <p>Stance:</p> <ul style="list-style-type: none"> Stand online with good stance for 10 seconds. 	<p>On both legs:</p> <ul style="list-style-type: none"> Stand still for 30 seconds Complete five mini squats <p>Seated:</p> <ul style="list-style-type: none"> Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side. <p>Floorwork:</p> <ul style="list-style-type: none"> Place cone on back and take it off with other hand in mini front support. Hold mini back support position. Place cone on tummy and take it off the other hand in minibag support <p>Stance:</p> <ul style="list-style-type: none"> Stand on low beam with good stands for 10 seconds. 	<p>On both legs:</p> <ul style="list-style-type: none"> Standstill for 30 seconds with eyes closed Complete five squats Complete five uncle extensions <p>Seated:</p> <ul style="list-style-type: none"> Pick up a cone from one side and placed on the other side with the same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for five seconds. <p>Floorwork:</p> <ul style="list-style-type: none"> Hold full front support position Lift one arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support. <p>Stance:</p> <ul style="list-style-type: none"> Receive small force from various angles. Raise alternate feet five times. Raise alternate knees five times. Catch ball at chest height and throw it back. 		<p>On Both legs:</p> <ul style="list-style-type: none"> Stand still on uneven surface for 30 1 seconds. Standstill on uneven surface for 30 seconds with eyes closed Complete 10 squats into ankle extensions Complete five squats with eyes closed <p>Seated:</p> <ul style="list-style-type: none"> Reach and pick up cone And arms distance away, swap hands and place it on the other side (both directions). Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V shape with straight arms and legs for 10 seconds. <p>Floorwork:</p> <ul style="list-style-type: none"> Transfer tennis ball on and off back in a front support. Transfer cone on and off tummy in back support Transfer tennis ball on and off tummy in back support. <p>Stance:</p> <ul style="list-style-type: none"> Raise alternate knees to opposite elbow five times. Catch large ball thrown at knee height and above head. Catch large ball thrown away from body. Catch small ball thrown close to and away from body. 	
Dynamic Balance		<p>On a line</p> <ul style="list-style-type: none"> Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble. <p>Jumping and Landing:</p> <ul style="list-style-type: none"> Jump from 2 feet to 2 feet forwards, backwards and side to side. 	<p>On a line</p> <ul style="list-style-type: none"> Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot unfreeze on landing (on either foot). <p>Jumping and Landing:</p> <ul style="list-style-type: none"> Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on the line and jump from 2 feet to 1 foot unfreeze on 1 3anding (on either foot). 	<p>On a line:</p> <ul style="list-style-type: none"> March, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly lifting heels to bottom and using heel to toe landing. <p>Jumping and Landing:</p> <ul style="list-style-type: none"> Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. Complete tucked jump with 180° turn in either direction. 		<p>On A Line:</p> <ul style="list-style-type: none"> Walk fluidly forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. Lunch walk forwards (heel to bottom, knees, extend the leg, sink hips, heel to landing). Lunge walk forwards, bringing opposite elbow up to a 90° angle. Complete already challenges with eyes closed. <p>Jumping and Landing:</p> <ul style="list-style-type: none"> Jump 2 feet to 2 feet forwards, backwards and side to side. Hop forwards and backwards, freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing. 	
Counter Balance		<p>In Pairs:</p> <ul style="list-style-type: none"> Sit holding hands with toes touching, leaning together then apart. Sit holding one hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side to side. 	<p>In Pairs:</p> <ul style="list-style-type: none"> Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with one hand and, with a long base, lean back, hold balance and then move back together 	<p>In Pairs</p> <ul style="list-style-type: none"> Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with one hand and, with a short bass, lean back, hold balance and then move back together. Perform above challenges with eyes closed. 		<p>In Pairs:</p> <ul style="list-style-type: none"> Stand on one leg holding with one hand, lean back, hold bonds and then move back together. Stand on one leg while holding onto partners opposite foot. 	
Coordination		<p>Sending and Receiving:</p> <ul style="list-style-type: none"> Rule large ball and collect the rebound. Rule small ball and collect the rebound. Throw large ball and catch the rebound with two hands. <p>Ball skills:</p> <ul style="list-style-type: none"> Sit and roll a ball along the floor around body using two hands. Sit and roll a ball along the floor around body using one hand (right and left). Sit on roll a ball down legs and around upperbody using two hands. Stand and roll a ball up and down legs and around upper body using two hands. <p>Footwork:</p> <ul style="list-style-type: none"> Sidestep in both directions. Gallop, leading with either foot. Hop on either foot. Skip. 	<p>Sending and Receiving:</p> <ul style="list-style-type: none"> Through tennis ball, catch rebound with same hand after one bounce. Through tennis ball, catch rebound with the same hand without a bounce. Through tennis ball, catch rebound with other hand after one bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand five times in a rally. <p>Ball skills:</p> <ul style="list-style-type: none"> Sit and roll a ball up and down legs and around upper body using one hand. Stand and roll a ball up and down legs and round upper body using one hand. <p>Footwork:</p> <ul style="list-style-type: none"> Combine sidesteps with 180° front pivot of either foot. Combined sidesteps with 180° reverse pivot of either foot. Skip with me and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<p>Sending and Receiving:</p> <ul style="list-style-type: none"> Strike a ball with alternate hands in a rally Kick a ball with the same foot. Kick a ball with alternate feet. Roll two balls alternately using both hands, sending one as the other is returning <p>Ball skills:</p> <ul style="list-style-type: none"> In 20 seconds or less: Legs apart and move the ball around one leg 16 times (right and left leg). Move a ball round waist 17 times. Stand with legs apart and move the ball around alternate legs 16 times. <p>Footwork:</p> <ul style="list-style-type: none"> Hopcotch forward and backwards, alternating hopping leg each time. Move in a three step zigzag pattern forwards. Move in a three step zigzag pattern backwards. 		<p>Sending and Receiving:</p> <ul style="list-style-type: none"> Alternately throw and catch two tennis balls against a wall. Throw two tennis balls against the wall and catch them with opposite hand (crossover). Throw two tennis balls against the wall in a circuit, in both directions. <p>Ball skills:</p> <ul style="list-style-type: none"> In 20 seconds or less: Stand with your legs apart and move ball in figure of eight around both legs 12 times. Move ball around the waist into figure of eight around both legs 10 times. Move ball around waist and then around alternate legs 12 times. Stand with legs apart and perform 24 criss – crosses, with and then without a bounce. <p>Footwork:</p> <ul style="list-style-type: none"> Combine three-step zigzag patterns with crossover (swerve) and changing lead leg. Move in a three step zigzag pattern, with knee raise a cross body just before changing lead leg and direction. Move in a three step zigzag pattern, lifting foot up behind just before changing lead leg and direction. 	

Agility		<p>Ball chasing:</p> <ul style="list-style-type: none"> Roll a ball, chase and collect it in a balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction <p>Reaction and Response: From 1,2,and 3 metres:</p> <ul style="list-style-type: none"> React and catch a large ball dropped from shoulder height after two bounces. React and catch large ball dropped from shoulder height after 1 bounce.. 	<p>Ball chasing:</p> <ul style="list-style-type: none"> Start in a seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in a seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction <p>Reaction and Response: From 1,2,and 3 metres:</p> <ul style="list-style-type: none"> React and catch tennis ball dropped from shoulder height after one bounce. 	<p>Ball chasing:</p> <ul style="list-style-type: none"> Chase a large rolled ball, let it roll through legs and then collect it in a balanced position facing the opposite direction Chase a large bouncing ball, let it roll through legs and then collect it in a balanced position facing the opposite direction. Complete above challenges with tennis ball. <p>Reaction and Response: From 1,2,and 3 metres:</p> <ul style="list-style-type: none"> React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on one leg. 		<p>Ball chasing:</p> <ul style="list-style-type: none"> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. Form above challenge with tennis ball. Roll on chase large ball stopping with head in front support position facing opposite direction. <p>Reaction and Response: From 1,2,and 3 metres:</p> <ul style="list-style-type: none"> React and step across body, bring hand across body and catch a tennis ball after one bounce 	
Applying Physical Skills	I can move confidently in different ways.	<ul style="list-style-type: none"> 1. I can perform a single skill or movement with some control. 2. I can perform a small range of skills and link two movements together. 	<ul style="list-style-type: none"> 1. I can perform a range of skills with some control and consistency. 2. I can perform a sequence of movements with some changes in level, direction or speed. 	<ul style="list-style-type: none"> 1. I can perform and repeat longer sequences with clear shapes and controlled movement. 2. I can select and apply a range of skills with good control and consistency. 	<ul style="list-style-type: none"> 1. I can perform a variety of movements and skills with good body tension. 2. I can link actions together so that they flow in running, jumping and throwing activities. 	<ul style="list-style-type: none"> 1. I can use combinations of skills confidently in sport specific contexts. 2. I can perform a range of skills fluently and accurately in practice situations. 	<ul style="list-style-type: none"> 1. I can effectively transfer skills and movements across a range of activities and sports. 2. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Cognitive	I can follow simple instructions.	<ul style="list-style-type: none"> 1. I can understand and follow simple rules. 2. I can name some things I am good at. 	<ul style="list-style-type: none"> 1. I can begin to order instructions, movements and skills. 2. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well. 	<ul style="list-style-type: none"> 1. I can understand the simple tactics of attacking and defending. 2. I can explain what I am doing well and I have begun to identify areas for improvement. 	<ul style="list-style-type: none"> 1. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. 2. I can use my awareness of space and others to make good decisions. 	<ul style="list-style-type: none"> 1. I have a clear idea of how to develop my own and others' work. 2. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. 	<ul style="list-style-type: none"> 1. I can review, analyse and evaluate my own and others' strengths and weaknesses 2. I can read and react to different game situations as they develop.
Creative	I can observe and copy others.	<ul style="list-style-type: none"> 1. I can explore and describe different movements. 	<ul style="list-style-type: none"> 1. I can begin to compare my movements and skills with those of others. 2. I can select and link movements together to fit a theme. 	<ul style="list-style-type: none"> 1. I can make up my own rules and versions of activities. 2. I can respond differently to a variety of tasks or music 3. I can recognise similarities and differences in movements and expression. 	<ul style="list-style-type: none"> 1. I can link actions and develop sequences of movements that express my own ideas 2. I can change tactics, rules or tasks to make activities more fun or challenging. 	<ul style="list-style-type: none"> 1. I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. 	<ul style="list-style-type: none"> 1. I can effectively disguise what I am about to do next. 2. I can use variety and creativity to engage an audience.
Personal	I enjoy working on simple tasks with help.	<ul style="list-style-type: none"> 1. I can follow instructions, practise safely and work on simple tasks by myself. 	<ul style="list-style-type: none"> 1. I try several times if at first I don't succeed and I ask for help when appropriate. 	<ul style="list-style-type: none"> 1. I know where I am with my learning and I have begun to challenge myself. 	<ul style="list-style-type: none"> 1. I cope well and react positively when things become difficult. 2. I can persevere with a task and I can improve my performance through regular practice. 	<ul style="list-style-type: none"> 1. I see all new challenges as opportunities to learn and develop. 2. I recognise my strengths and weaknesses and can set myself appropriate targets. 	<ul style="list-style-type: none"> 1. I can create my own learning plan and revise that plan when necessary. 2. I can accept critical feedback and make changes.
Social	I can play with others and take turns and share with help.	<ul style="list-style-type: none"> 1. I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> 1. I can help, praise and encourage others in their learning. 	<ul style="list-style-type: none"> 1. I show patience and support others, listening to them about our work. 2. I am happy to show and tell them about my ideas. 	<ul style="list-style-type: none"> 1. I cooperate well with others and give helpful feedback. 2. I help organise roles and responsibilities and I can guide a small group through a task. 	<ul style="list-style-type: none"> 1. I can give and receive sensitive feedback to improve myself and others. 2. I can negotiate and collaborate appropriately. 	<ul style="list-style-type: none"> 1. I can involve others and motivate those around me to perform better. 2. I seek advice from a variety of sources to help me improve.
Health & Fitness	I am aware of the changes to the way I feel when I exercise.	<ul style="list-style-type: none"> I am aware of why exercise is important for good health. 	<ul style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. 	<ul style="list-style-type: none"> I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down. 	<ul style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. 	<ul style="list-style-type: none"> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 	<ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.
Compete/Perform	<ul style="list-style-type: none"> Control my body when performing a sequence of movements. Participate in simple games 	<ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. 	<ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Perform and create sequences with fluency and expression. 	<ul style="list-style-type: none"> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Perform own longer, more complex sequences in time to music. 	<ul style="list-style-type: none"> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Link actions to create a complex sequence using a full range of movement.
Evaluate	<ul style="list-style-type: none"> Talk about what they have done. Talk about what others have done. 	<ul style="list-style-type: none"> Watch and describe performances. Begin to say how they could improve. 	<ul style="list-style-type: none"> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result 	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Gymnastics	<ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control. • Travel in different ways. • Stretch in different ways. • Jump in a range of ways from one space to another with control. • Begin to balance with control. • Move around, under, over, and through different objects and equipment 	<ul style="list-style-type: none"> • Create and perform a movement sequence. • Copy actions and movement sequences with a beginning, middle and end. • Link two actions to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances. • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. • Move around, under, over, and through different objects and equipment. • Begin to move with control and care. 	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements 	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances.
			Forwards; Backwards; Sideways; Roll; Slow; Body parts; Shape; Jump; Travel; Stretch; Wide; Narrow	Stretch; push; pull; step; spring; crawl; still; slowly; tall; long; forwards; high; low; roll; copy; jump; land; balance	Muscles; Joints; Symmetrical/asymmetrical		
Dance	<ul style="list-style-type: none"> • Join a range of different movements together. • Change the speed of their actions. • Change the style of their movements. • Create a short movement phrase which demonstrates their own ideas. 	<ul style="list-style-type: none"> • Copy and repeat actions. • Put a sequence of actions together to create a motif. • Vary the speed of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Use different transitions within a dance motif. • Move in time to music. • Improve the timing of their actions 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence, still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Demonstrate strong and controlled movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. • Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. • Modify some elements of a sequence as a result of self and peer evaluation. • Use complex dance vocabulary to compare and improve work.
	Vocab		Travel; Stillness; Direction; Space; Body parts; Levels; Speed	Repetition; Action and reaction	Dance style; Technique; Pattern; Rhythm; Variation; Unison; Canon		

Games	Striking and Hitting a Ball	<ul style="list-style-type: none"> Hit a ball with a bat or racquet 	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. 	<ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. 	<ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. 	<ul style="list-style-type: none"> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. 	<ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. 	<ul style="list-style-type: none"> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
	Throwing and Catching a Ball	<ul style="list-style-type: none"> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands 	<ul style="list-style-type: none"> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching 	<ul style="list-style-type: none"> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. 	<ul style="list-style-type: none"> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> Consolidate different ways of throwing and catching, and know when each is appropriate in a game. 	<ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game
	Travelling with a Ball	<ul style="list-style-type: none"> Move a ball in different ways, including bouncing and kicking. 	<ul style="list-style-type: none"> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. 	<ul style="list-style-type: none"> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. 	<ul style="list-style-type: none"> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. 	<ul style="list-style-type: none"> Move with the ball using a range of techniques showing control and fluency. 	<ul style="list-style-type: none"> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. 	<ul style="list-style-type: none"> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
	Passing a Ball	<ul style="list-style-type: none"> Kick an object at a target 	<ul style="list-style-type: none"> Pass the ball to another player in a game. Use kicking skills in a game. 	<ul style="list-style-type: none"> Know how to pass the ball in different ways. 	<ul style="list-style-type: none"> Pass the ball in two different ways in a game situation with some success 	<ul style="list-style-type: none"> Pass the ball with increasing speed, accuracy and success in a game situation. 	<ul style="list-style-type: none"> Pass a ball with speed and accuracy using appropriate techniques in a game situation. 	<ul style="list-style-type: none"> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
	Possession	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know how to keep and win back possession of the ball in a team game 	<ul style="list-style-type: none"> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> Keep and win back possession of the ball effectively in a team game. 	<ul style="list-style-type: none"> Keep and win back possession of the ball effectively and in a variety of ways in a team game.
	Using Space	<ul style="list-style-type: none"> Move safely around the space and equipment. Travel in different ways, including sideways and backwards. 	<ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. 	<ul style="list-style-type: none"> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game 	<ul style="list-style-type: none"> Find a useful space and get into it to support teammates. 	<ul style="list-style-type: none"> Make the best use of space to pass and receive the ball. 	<ul style="list-style-type: none"> Demonstrate an increasing awareness of space. 	<ul style="list-style-type: none"> Demonstrate a good awareness of space.
	Attacking and Defending	<ul style="list-style-type: none"> Play a range of chasing games. 	<ul style="list-style-type: none"> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> Vary the tactics they use in a game. Adapt rules to alter games. 	<ul style="list-style-type: none"> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game
	Tactics and Rules	<ul style="list-style-type: none"> Follow simple rules 	<ul style="list-style-type: none"> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> Vary the tactics they use in a game. Adapt rules to alter games. 	<ul style="list-style-type: none"> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
	Vocab		Striking; Catching; Own space; Team; Speed; Direction; Passing; Controlling; Shooting; Scoring		Keep possession; Scoring goals; Keeping score; Making space; Pass/send/receive; Travel with a ball; Points; Rules; Tactics; Batting; Fielding; Defending; Hitting		Dribbling; Shooting; Support; Marking; Attackers/defenders; Team play	

Athletics	Running	<ul style="list-style-type: none"> Run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. 	<ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. 	<ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. 	<ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. 	<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. 	<ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
	Jumping	<ul style="list-style-type: none"> Jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. 	<ul style="list-style-type: none"> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. 	<ul style="list-style-type: none"> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. 	<ul style="list-style-type: none"> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. 	<ul style="list-style-type: none"> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. 	<ul style="list-style-type: none"> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
	Throwing	<ul style="list-style-type: none"> Roll equipment in different ways. Throw underarm. Throw an object at a target. 	<ul style="list-style-type: none"> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. 	<ul style="list-style-type: none"> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Swimming	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 1. I can submerge the nose and mouth and blow bubbles rhythmically 3 times 2. I can float on the back and front (with aids or support) and regain a standing position 	<ul style="list-style-type: none"> 1. I can push and glide from the wall on the back and front 2. I can swim 5 metres on the front without touching the bottom of the pool 	<ul style="list-style-type: none"> 1. I can swim 5 metres on the front and back without touching the bottom of the pool 2. I can kick 10m using front and back crawl legs 	<ul style="list-style-type: none"> 1. I can submerge to retrieve an object from the bottom of the pool 2. I can swim 10m on the back 	<ul style="list-style-type: none"> 1. I can swim breaststroke 2. I can swim 10 metres on the front and back without touching the bottom of the pool 	<ul style="list-style-type: none"> 1. I can swim breaststroke introducing rhythmical breathing 2. I can swim 25m on the front or back 3. I can perform safe self-rescue in different water-based situations. 	

Outdoor and Adventurous	Trails	•	•	•	• Orientate themselves with increasing confidence and accuracy around a short trail.	• Orientate themselves with accuracy around a short trail. • Create a short trail for others with a physical challenge. • Start to recognise features of an orienteering course.	• Start to orientate themselves with increasing confidence and accuracy around an orienteering course. • Design an orienteering course that can be followed and offers some challenge to others. • Begin to use navigation equipment to orientate around a trail.	• Orientate themselves with confidence and accuracy around an orienteering course when under pressure. • Design an orienteering course that is clear to follow and offers challenge to others. • Use navigation equipment (maps, compasses) to improve the trail.
	Problem-Solving	•	•	•	• Identify and use effective communication to begin to work as a team. • Identify symbols used on a key.	• Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment.	• Use clear communication to effectively complete a particular role in a team. • Complete orienteering activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities.	• Use clear communication to effectively complete a particular role in a team. • Compete in orienteering activities both as part of a team and independently. • Use a range of map styles and make an informed decision on the most effective.
	Preparation and Organisation	•	•	•	• Begin to choose equipment that is appropriate for an activity.	• Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. • Plan and organise a trail that others can follow.	• Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges others. • Create a simple plan of an activity for others to follow. • Identify the quickest route to accurately navigate an orienteering course.	• Choose the best equipment for an outdoor activity. • Prepare an orienteering course for others to follow. • Identify the quickest route to accurately navigate an orienteering course. • Manage an orienteering event for others to compete in.
	Communication	•	•	•	• Communicate with others.	• Complete an orienteering course more than once and begin to identify ways of improving completion time. • Offer an evaluation of both personal performances and activities. • Start to improve trails to increase the challenge of the course.	• Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. • Offer a detailed and effective evaluation of both personal performances and activities. • Improve a trail to increase the challenge of the course.	• Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. • Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. • Listen to feedback and improve an orienteering course from it.