

# PE Curriculum

<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports &amp; activities</li> <li>• Lead healthy, active lives</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing &amp; catching, as well as</li> <li>• Developing balance, agility &amp; co-ordination, &amp; begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking &amp; defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing &amp; catching in isolation &amp; in combination</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders &amp; tennis], &amp; apply basic principles suitable for attacking &amp; defending</li> <li>• Develop flexibility, strength, technique, control &amp; balance (for example, through athletics &amp; gymnastics)</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor &amp; adventurous activity challenges both individually &amp; within a team</li> <li>• Compare their performances with previous ones &amp; demonstrate improvement to achieve their personal best.</li> </ul>
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## Progression Map - Dance

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>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.</p>	<p>Copy &amp; repeat actions. Put a sequence of actions together. Vary the speed of their actions. Use simple choreographic devices such as unison, canon &amp; mirroring. Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember &amp; repeat actions. Create a short motif inspired by a stimulus. Change the speed &amp; level of their actions. Use simple choreographic devices such as unison, canon &amp; mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions</p>	<p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare &amp; adapt movements &amp; motifs to create a larger sequence. Use simple dance vocabulary to compare &amp; improve work. Perform with some awareness of rhythm &amp; expression.</p> <p>Develop the quality of the actions in</p>	<p>Identify &amp; repeat the movement patterns &amp; 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 &amp; some control in response to stimuli. Begin to vary dynamics &amp; develop actions &amp; motifs in response to stimuli. Demonstrate rhythm &amp; spatial awareness. Change parts of a dance as a result of self-evaluation.</p>	<p>Identify &amp; repeat the movement patterns &amp; actions of a chosen dance style. Compose individual, partner &amp; group dances that reflect the chosen dance style. Show a change of pace &amp; timing in their movements. Develop an awareness of their use of space. Demonstrate imagination &amp; 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.</p>	<p>Identify &amp; repeat the movement patterns &amp; actions of a chosen dance style. Compose individual, partner &amp; group dances that reflect the chosen dance style. Use dramatic expression in dance movements &amp; motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong &amp; controlled movements throughout a dance sequence. Combine flexibility, techniques &amp; movements to create a fluent sequence. Move appropriately &amp; with the required style in relation to the stimulus, e.g. using various levels, ways of travelling &amp; motifs. Show a change of pace &amp; timing in their movements.</p>

<p>Control my body when performing a sequence of movements</p> <p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Perform using a range of actions &amp; body parts with some coordination.</p> <p>Begin to perform learnt skills with some control</p> <p>Watch &amp; describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self &amp; others</p> <p>Watch &amp; describe performances, &amp; use what they see to improve their own performance.</p> <p>Talk about the differences between their work &amp; that of others.</p>	<p>their performances.</p> <p>Perform learnt skills &amp; techniques with control &amp; confidence.</p> <p>Compete against self &amp; others in a controlled manner.</p> <p>Watch, describe &amp; evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Use simple dance vocabulary when comparing &amp; improving work.</p> <p>Perform &amp; create sequences with fluency &amp; expression.</p> <p>Perform &amp; apply skills &amp; techniques with control &amp; accuracy.</p> <p>Watch, describe &amp; evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self &amp; peer evaluation.</p> <p>Use more complex dance vocabulary to compare &amp; improve work.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform &amp; apply skills &amp; techniques with accuracy &amp; control.</p> <p>Choose &amp; use criteria to evaluate own &amp; others' performances.</p> <p>Explain why they have used particular skills or techniques, &amp; the effect they have had on their performance</p>	<p>Move rhythmically &amp; accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency &amp; control, linking all movements &amp; ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self &amp; peer evaluation.</p> <p>Use complex dance vocabulary to compare &amp; improve work</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform &amp; apply a variety of skills &amp; techniques confidently, consistently &amp; with precision.</p> <p>Thoroughly evaluate their own &amp; others' work, suggesting thoughtful &amp; appropriate improvements</p>
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# Progression Map - Gymnastics

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, &amp; through different objects &amp; equipment.</p> <p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping Jack</p> <p>Half turn jump</p> <p>Bunny hop</p> <p>Tiptoe, step, jump &amp; hop</p> <p>Standing balances</p> <p>Control my body when performing a sequence of movements.</p>	<p>Create &amp; perform a movement sequence.</p> <p>Copy actions &amp; movement sequences with a beginning, middle &amp; end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise &amp; copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction &amp; speed.</p> <p>Hold still shapes &amp; simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, &amp; through different objects &amp; equipment.</p> <p>Begin to move with control &amp; care</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p>	<p>Copy, explore &amp; remember actions &amp; movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways with increasing control &amp; balance.</p> <p>Climb onto &amp; jump off the equipment safely.</p> <p>Move with increasing control &amp; care</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> <p>Hurdle step onto springboard</p> <p>Straight jump off springboard</p>	<p>Choose ideas to compose a movement sequence independently &amp; with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes &amp; balances.</p> <p>Move with coordination, control &amp; care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control &amp; confidence.</p> <p>Begin to show flexibility in movements</p> <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p> <p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions &amp; levels in their sequences.</p> <p>Move with clarity, fluency &amp; expression.</p> <p>Show changes of direction, speed &amp; level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement &amp; alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity &amp; how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing &amp; using equipment.</p> <p>Develop strength, technique &amp; flexibility throughout performances.</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Star jump</p> <p>Straddle jump</p>	<p>Select ideas to compose specific sequences of movements, shapes &amp; balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes &amp; balances fluently &amp; with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity &amp; where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills &amp; techniques consistently.</p> <p>Develop strength, technique &amp; flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Pike backward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Cat leap full-turn</p> <p>Split leap</p> <p>Stag leap</p>	<p>Create their own complex sequences involving the full range of actions &amp; movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting &amp; stretching.</p> <p>Demonstrate precise &amp; controlled placement of body parts in their actions, shapes &amp; balances.</p> <p>Confidently use equipment to vault &amp; incorporate this into sequences.</p> <p>Apply skills &amp; techniques consistently, showing precision &amp; control.</p> <p>Develop strength, technique &amp; flexibility throughout performances</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Pike backward roll</p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Cat leap full-turn</p> <p>Split leap</p> <p>Stag leap</p>

	<p>Straight jump off springboard</p> <p>Bunny hop Front support wheelbarrow with partner</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Galoping</p> <p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p> <p>Perform using a range of actions &amp; body parts with some coordination. Begin to perform learnt skills with some control</p>	<p>Tuck jump off springboard</p> <p>Bunny hop Front support wheelbarrow with partner T-lever Scissor kick</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Galoping Straight jump half-turn</p> <p>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front &amp; back support</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control</p>	<p>Handstand Lunge into handstand &amp; Cartwheel</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p> <p>Large &amp; small body part balances, including standing &amp; kneeling balances Balances on apparatus Matching &amp; contrasting partner balances Pike, tuck, star, straight, straddle shapes Front &amp; back support</p> <p>Develop the quality of the actions in their performances. Perform learnt skills &amp; techniques with control &amp; confidence. Compete against self &amp; others in a controlled manner.</p>	<p>Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p>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</p> <p>Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p>1, 2, 3 &amp; 4- point balances Balances on apparatus Balances with &amp; against a partner Pike, tuck, star, straight, straddle shapes Front &amp; back support</p> <p>Perform &amp; create sequences with fluency &amp; expression. Perform &amp; apply skills &amp; techniques with control &amp; accuracy</p>	<p>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</p> <p>Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p>1, 2, 3 &amp; 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front &amp; back support</p> <p>Perform own longer, more complex sequences in time to music. Consistently perform &amp; apply skills &amp; techniques with accuracy &amp; control.</p>	<p>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 Straddle over vault</p> <p>Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p>Tiptoe, step, jump &amp; hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p>1, 2, 3 &amp; 4- point balances Balances on apparatus Develop technique, control &amp; complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front &amp; back support</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform &amp; apply a variety of skills &amp; techniques confidently, consistently &amp; with precision. Begin to record their peers' performances, &amp; evaluate these.</p>
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# Progression Map - Athletics

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Run in different ways for a variety of purposes</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target</p> <p>Control their body when performing a sequence of movements</p> <p>Participate in simple games</p> <p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>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.</p> <p>Jump as far as possible. Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>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.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>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</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Throw with greater control and accuracy. Show increasing control in their overarm throw.</p> <p>Perform a push throw. Continue to</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Perform a pull throw. Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p> <p>Perform and apply skills and techniques with control and</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump. Perform the standing triple jump with increased confidence.</p> <p>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.</p> <p>Perform a fling throw. Throw a variety of implements using a range of throwing</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish.</p> <p>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.</p> <p>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.</p> <p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop</p>

	<p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p> <p>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>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.</p> <p>Perform learnt skills with increasing control. Compete against self and others</p> <p>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</p>	<p>develop techniques to throw for increased distance</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. 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</p>	<p>techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy</p> <p>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.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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# Progression Map - Ball Skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Kick an object at a target</p> <p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules to play games.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation</p> <p>Occasionally contribute towards helping their team to keep and win</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes. Play a tennis game using an overhead serve.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game</p>

<p>Control their body when performing a sequence of movements Participate in simple games</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>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.</p> <p>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.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>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</p>	<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p>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.</p> <p>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.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>	<p>back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring</p> <p>Vary the tactics they use in a game. Adapt rules to alter games</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring</p> <p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>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</p>	<p>Demonstrate a good awareness of space</p> <p>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game</p> <p>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.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>
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