

Fundamental movement	Year 1	Year 2
<p>Overview</p>	<p>Children will explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will experiment with different ways of travelling, throwing and jumping, developing awareness of speed, distance and coordination.</p>	<p>Children will continue to explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will further develop different ways of travelling, throwing and jumping, exploring cooperative and competitive tasks.</p> <p>They will further develop their understanding of speed, distance and coordination and setting a 'personal best'.</p>
<p>Skills developed</p>	<ul style="list-style-type: none"> - Running - Jumping - Hopping - -Throwing (push, pull, fling) 	<ul style="list-style-type: none"> - Running - Jumping - Hopping - Throwing (pull & fling)

**Whole child criteria:
Head, Heart, Hands**

- I understand the basic rules of athletic events/tasks.
- I can describe simple athletic techniques.
- I can run fast over short distances.
- I can change speed quickly with control.
- I can demonstrate a basic fling throw.
- I can demonstrate a basic push throw.
- I can use my arms to help jump with increased balance and control.
- I am willing to practice and improve.
- I can share a basic understanding of what happens to my body as we exercise.

- I understand the basic rules of athletic events/tasks.
- I can describe simple athletic techniques.
- I can change speed quickly with control.
- I can demonstrate a basic pull throw.
- I can demonstrate a basic push throw.
- I can use my arms to help jump with increased balance and control.
- I can demonstrate different jumping combinations with control.
- I am willing to help others and receive feedback.
- I can compete in mini challenges as part of a team i.e. relay style games.
- I have a basic understanding of what happens to my body as we exercise.

Ball skills & invasion games	Year 1		Year 2	
Overview	Develop basic game-based skills, particularly the FMS of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of cooperative games and 1v1, 1v2 competitive games.		Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.	
Skills developed	Running Gallop Side stepping Jumping/hopping Rolling a ball	Kicking a ball Underarm throw Catching skills Striking/batting a static ball	Running Gallop Side stepping Jumping/hopping Rolling a ball	Throwing a ball Kicking a ball Catching a ball Dribbling skills Evasion skills

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I can follow simple rules to play games fairly. -I understand and can describe different skills and techniques. -I can demonstrate basic throwing and striking/kicking technique. -I can use throwing and striking/kicking skills in games. -I can dribble using my feet/hands. -I can receive a pass using hands/feet. -I can practice accurate throwing/kicking. -I can work collaboratively with others. -I am willing to practice and improve. -I can share a basic understanding of what happens to my body as we exercise. 		<ul style="list-style-type: none"> -I can follow simple rules to play games fairly. -I understand and can describe different skills and techniques. -I can demonstrate different throwing and striking/kicking techniques with some accuracy. -I can combine throwing and striking skills in games. -I can dribble in different directions using my feet/hands. -I can receive a pass using hands/feet. -I can demonstrate agility, balance and coordination in my actions consistently. -I can work collaboratively with others. I am willing to practice and improve. -I can share a basic understanding of what happens to my body as we exercise. 		
<p>Ball skills & invasion games</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>	

<p>Overview</p>	<p>Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven games.</p>	<p>Further develop basic team game based skills, pupils will explore and further develop dribbling, passing and receiving skills. Pupils will develop resilience and teamwork through a range of games. Pupils will start to develop simple tactics and strategies for attacking. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven small sided games.</p>	<p>Pupils will further explore tactics and strategies relating to invasion games including the use of space both in attack and defence and different marking and evasion tactics.</p> <p>Pupils will start to play larger group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.</p>	<p>Pupils will apply a range of tactics, strategies and skills into different invasion games.</p> <p>They will develop a greater understanding of rules, and when/ why we use certain skills and strategies in a game. they will then apply this into games based activities.</p>
<p>Skills developed</p>	<p>Develop dribbling skills. Developing passing, receiving and scoring skills. Developing evasion skills. Developing attacking and defending skills. Developing movement off the ball Mastering most, if not all fundamental movement skills from KS1 including running, jumping, sidestepping, throwing and catching.</p>	<p>Dribble with greater control. Developing passing, receiving and scoring techniques. Developing evasion and defensive skills Developing attacking skills in uneven and even small sided games. Developing movement off the ball (using space/width).</p>	<p>Dribble with greater control in a range of directions. Master basic passing and receiving techniques. Develop maintaining and regaining possession. Exploring different defensive tactics (marking) Developing movement off the ball (using space/width).</p>	<p>Dribble with greater control in a range of directions. Master basic passing and receiving techniques. Develop maintaining and regaining possession. Exploring different defensive tactics (marking). Developing movement off the ball (using space/width).</p>

<p>Whole child criteria: Head, Heart, Hands</p>	<p>-I understand when I am successful. I can use basic attacking principles, such as movement off the ball. -Pupils can start to display basic decision making skills against opposition, (often shown physically through pass selection). -I can dribble in a range of directions. -I can display a range of passes and can start to apply into activities under some pressure I can identify useful space, and travel to it to support teammates. -I know how to keep and win back possession in a game. -I can show resilience and effort when completing tasks and games. -Pupils can communicate with teammates to complete games and tasks.</p>	<p>-Pupils can identify simple attacking and defending strategies, and why these might help us in a game. -Pupils are starting to develop decision making skills against opposition, and can choose when to pass, run or shoot I can identify good practice and areas of improvement in myself. -Pupils can dribble with increased control and fluency. -Pupils can pass and receive with control and consistency. -Pupils can start to target and attack space when in possession. -I can follow display fair play and sportsmanship with others when playing competitive games. -I will develop my communication skills and explore verbal and non-verbal communication.</p>	<p>-I can make the correct decisions to support teammates in a game. -I can choose the best tactics for attacking and defending. I can develop my dribbling to link with other skills i.e. evasion and passing. I have mastered passes in isolation and can select and apply the correct pass in game situations. - I can identify, explain, apply attacking and defending strategies to retain and win back possession i.e. 'player marking' I have developed a basic understanding of attacking and defending space. -I can contribute towards self-officiated games, following rules fairly. -I can display fair play and sportsmanship when playing games -I can communicate</p>	<p>-Pupils can identify simple attacking and defending strategies, and why these might help us in a game Pupils are starting to develop decision making skills against opposition, and can choose when to pass or run. -I can identify good practice and areas of improvement in myself. -I can choose the best pass to use in a game situation and link a range of skills together with fluency i.e. passing and receiving the ball on the move I am showing confidence and consistency in my dribbling and can negotiate space and change of direction with some consistency in a game. -I can contribute towards a variety of attacking and defending strategies to retain and win back possession i.e. 'player marking'. -I have further developed my dodging/evasion skills and can explain the importance of movement off the ball I have developed a good understanding of attacking and defending</p>
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Dance & Yoga	Year 1	Year 2
Overview	<p>Pupils will explore different body actions e.g. jumping, galloping and turning. They will explore the use of balancing and start to link skills together using different parts of their body to create short sequences.</p> <p>Pupils can respond to different stimuli and themes to create and repeat short dances.</p> <p>Pupils will start to explore using their actions to communicate feelings and emotion through dance.</p>	<p>Pupils will focus on creating and developing short routines based on different stimuli including different ideas, music and themes. They can start to display different emotions, moods and ideas through their actions.</p> <p>Pupils will learn how to use different body parts to create and develop movements, and sequences of movement.</p> <p>Pupils will start to create short dances both individually and with a partner.</p>
Skills developed	<p>Jumping Gallop Jumping Hopping Crawling Skipping Balancing Introduce linking different actions together with increasing fluency</p>	<p>Pupils can copy and explore different actions through a range of stimuli: - Pictures, stories, ideas, music etc.</p> <p>Pupils can start to explore travelling actions, balancing, gestures, jumping, leaping and turning</p> <p>Pupils can start to link multiple actions together to create short sequences</p> <p>Pupils can show a variety of tempo, height, strength and energy in their actions</p>

PE Progression Map

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I can suggest basic ways to improve dance motifs. -I have a basic understanding of timing in dance. -I can copy and repeat simple actions I can use different levels (height). -I can use different tempos (speed). -I can change and vary direction. -I can link movements to form simple dance phrases. -I can respond to different stimuli for dance. -I understand the importance of being physically active. 		<ul style="list-style-type: none"> -I can suggest basic ways to improve dance motifs. -I understand what is meant by an 8-count in dance. -I can copy and repeat simple actions I can use different levels (height). -I can use different tempos (speed). -I can change and vary direction. -I can link movements to form simple dance phrases. -I can respond to different stimuli for dance. -I understand the importance of being physically active. -I can work cooperatively with others. -I can show simple gesture when completing dances. 	
<p>Dance & Yoga</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>Overview</p>	<p>Pupils will perform dances, focusing on creating, adapting and linking a range of dance actions.</p> <p>They will be inspired a range of stimuli including different styles of music, cultures and backgrounds including historical dances such as the haka.</p> <p>They will work in partners and small groups to develop their ability to create, perform and appreciate dance.</p>	<p>Children will further develop their expressive qualities, and will do so by developing character and feelings into our dances.</p> <p>They will explore different styles of dance from different cultures around the world, and will start to explore how they can adapt and develop dances further.</p> <p>Children will place a further focus on linking phrases of movement with increased fluency and control.</p>	<p>Swimming to replace dance.</p>	<p>Drama to replace dance.</p>
<p>Skills developed</p>	<p>Pupils can perform freely, transferring ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities with increasing clarity and control.</p>	<p>Pupils can perform dances freely and with fluency and show sensitivity to the dance stimulus and accompaniment.</p> <p>They will explore ways of displaying expressive qualities through the use of gestures and actions.</p>		

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I can talk about how I might improve my dances. - I can practice and refine short dance phrases. -I can translate ideas from a stimulus into Movements. -I can show fluency and control in my movements. -I can repeat, remember and perform phrases in a dance. -I can share and create dance phrases with a partner. -I can link dance actions to make dance phrases with flow. -I can explain what happens to our body when we warm up and why it is important. -I understand the importance of strength and flexibility in dance. -I am showing confidence in my actions. 	<ul style="list-style-type: none"> -I can develop character and narrative ideas I can suggest improvements for my dances and others. -I can apply basic techniques such as contrast and mirroring. -I can apply different pathways, levels, shape and speed. -I can create increasingly longer dances with a partner. -I can show a sense of rhythm and style when performing. -I can work collaboratively with others. -I have developed my confidence and self-belief I can use gestures and actions to explore different emotions/ feelings/ideas. 		
<p>Gymnastics</p>	<p>Year 1</p>	<p>Year 2</p>		

<p>Overview</p>	<p>Pupils will develop balance, stillness and basic jumping actions on the floor and using apparatus. Pupils will start to explore different travelling actions, negotiating space and equipment safely.</p> <p>Pupils can copy or create short sequences, linking together different actions e.g. jump, jump or balance and a travel action.</p>	<p>Pupils can build on and expand their basic gymnastics skills. They will start to link together different balances, shapes and travel actions to create short sequences.</p> <p>We will start to explore basic compositional ideas including tempo, direction and levels, and adapt actions to transfer from floor to apparatus.</p>
<p>Skills developed</p>	<p>Travelling actions feet:</p> <ul style="list-style-type: none"> - Running, Galloping, Side stepping, jumping, leaping Travelling actions (hands and feet): - Frog, bunny, cat etc. <p>Travelling actions (floor movements)</p> <ul style="list-style-type: none"> - Pencil, egg, forward and teddy bear roll - Use of apparatus <p>Jumping/leaping Jumping actions:</p> <ul style="list-style-type: none"> - Pencil - Star -Tuck <p>Balancing:</p> <ul style="list-style-type: none"> - Supporting weight - Exploring points and patches - Linking balances together 	<p>Travelling actions feet:</p> <ul style="list-style-type: none"> - Running, Galloping, Side stepping, jumping, leaping Travelling actions (hands and feet): - Frog, bunny, cat etc. <p>Travelling actions (floor movements)</p> <ul style="list-style-type: none"> - Pencil, egg, forward and teddybear roll - Developing balancing control - Use of apparatus <p>Jumping/leaping Jumping actions:</p> <ul style="list-style-type: none"> - Pencil - Star -Tuck <p>Exploring gymnastics shapes: Pencil, star, tuck, straddle, pike</p>

Whole child
criteria:
Head, Heart,
Hands

- I can start to link different actions together to create basic sequences.
- I can understand when I am successful and am willing to improve with guidance.
- I can adapt actions to include apparatus.
- I can coordinate my body to complete different balances and actions.
- I can create simple gymnastics shapes.
- I can travel using different body parts.
- I can jump and land safely using basic jumps.
- I can start to use basic compositional ideas such as direction, levels and tempo.
- I can start to show confidence in PE when completing basic balances, shapes and dynamics.
- I can work cooperatively with others.
- I can work safely and responsibly when using apparatus.

- I can link simple balance and travelling actions to create short sequences.
- I can adapt a sequence/task to include apparatus safely.
- I can start to identify different elements of a performance.
- I will develop my understanding of basic gymnastics terminology.
- I can create a range of gymnastics shapes and start to link shapes together.
- I can start to explore balances using different body parts individually and with a partner.
- I can jump and land safely using a range of basic jumps I can continue to develop a range of basic compositional ideas including direction, levels, and tempo.
- I can start to show confidence and some consistency when completing basic balances and actions.
- I can work cooperatively with others.
- I can work safely and responsibly when using apparatus.

Gymnastics	Year 3	Year 4	Year 5	Year 6
<p>Overview</p>	<p>Pupils will focus on improving their actions through greater body tension, and pointing our fingers and toes when completing actions. Pupils will continue to plan and perform actions using a greater number of their own ideas to create sequences that link together more smoothly.</p> <p>Pupils will start to observe and provide simple feedback identifying areas we like and constructive feedback.</p>	<p>Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can create longer, more complex routines individually and with a partner.</p> <p>They will start to explore compositional ideas further and can start to apply them into their routines, for example contrast, unison and canon.</p> <p>Pupils can start to reflect on their own performance and the performances of others to evaluate and refine routines.</p>	<p>Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can develop and refine longer, more complex routines with greater complexities individually and within a small group.</p> <p>Children will create more complex routines, displaying a range of compositional techniques. They are starting to display greater control, confidence and consistency in their actions.</p> <p>Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.</p>	<p>Pupils will demonstrate their knowledge of compositional ideas, and use these techniques to develop, refine and perform a small group routine:</p> <ul style="list-style-type: none"> - Levels, tempo, direction, matching/ mirroring, canon, unison <p>Pupils will develop their understanding of timing in gymnastics and will start to apply routines to an accompaniment</p> <p>Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.</p>

<p>Skills developed</p>	<p>Pupils can display a range of travelling actions using their hands and feet.</p> <p>Pupils can continue to develop a range of basic floor movements.</p> <p>Pupils can master most if not all fundamental movement skills from KS1.</p> <p>Pupils can balance with control using different body parts and will start to explore partner balancing.</p> <p>Pupils can link actions together to create flowing sequences.</p>	<p>Pupils can continue to develop a range of travelling actions using their hands and feet.</p> <p>Pupils can continue to develop a range of floor movements.</p> <p>Pupils can master fundamental movement skills.</p> <p>Pupils can display a range of balances individually and with a partner.</p> <p>Pupils can link actions together to create flowing sequences both individually and with a partner.</p> <p>Pupils can display matching and mirroring in their balancing actions.</p>	<p>Pupils can display a range of partner/group balances:</p> <ul style="list-style-type: none"> - Counter, counter tension, supporting and touching. <p>Pupils can perform more complex jumps, landing safely.</p> <p>Pupils can continue to develop more complex floor movements:</p> <p>Forward roll, barrel roll, cartwheel, round off</p> <p>Pupils can create and refine more complex routines individually and within a small group</p>	<p>Pupils can display a range of partner/group balances:</p> <ul style="list-style-type: none"> - Counter, counter tension, supporting and touching. <p>Pupils can apply a combination of skills learnt to create small group routines to an accompaniment Pupils can continue to develop more complex floor movements:</p> <ul style="list-style-type: none"> - Forward roll, barrel roll, cartwheel, round off. <p>Pupils can explore group dynamics and use formation to enhance routines.</p>
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<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -With some help, I can recognise how performances could be improved. -I am willing to offer and accept feedback to try and improve a performance. -I can use a greater number of my own ideas for movements to respond to a task. -I can choose and plan a sequence on contrasting actions. -I can demonstrate basic jumps with a safe landing. -I can perform with fluency and control. -I can support weight on different body parts individually and with a partner. -I can refine and perform with control a range of basic compositional ideas including direction, levels, tempo mirroring and unison. -I can display resilience and persistence when completing new tasks. -I can work well with a partner. -I am willing to practice and 	<ul style="list-style-type: none"> -I can choose practice and refine a sequence on my own. -I can suggest improvements to my own performance and that of others. -I can apply simple choreographic techniques i.e. unison and canon. -I can combine actions in more physically challenging ways. I can perform with greater fluency; linking sequences of movement. -I can perform more complex gymnastics agilities/actions. I can demonstrate both matching and mirroring to show difference. I can collaborate and adapt sequences to include a partner. -I can explore different relationship techniques with a partner including mirroring, matching, unison and canon. -I understand that strength and flexibility can be 	<ul style="list-style-type: none"> -I can observe and evaluate a performance based on set criteria. -I can adapt my performance to the demands/criteria of a task. -I can explain with context and using key terminology. - I can adapt sequences from floor to apparatus with confidence. -I can show a wider range of actions, shapes and balances. -I can transfer smoothly between movements (link & flow) I can create more complex performances with a partner/group. -I can perform with increasing control, balance and coordination. -I can show good body tension in actions i.e. balances. -I can lead small group warm ups and cool downs. - I can explore different relationship techniques within small groups including mirroring, matching, canon and unison. -I can explain what happens to our body as we warm up and the importance of warming up. 	<ul style="list-style-type: none"> -I am aware of factors that may influence the quality of a performance i.e. body tension, timing etc. -I/we can perform, evaluate and refine our performance throughout the unit. -I/we can create a group performance based on set criteria. -I can start to create longer, more complex partner/group sequences with an accompaniment. -I can develop clear, fluent and accurate movements. -I can perform a practiced group sequence. - I can use apparatus to further develop and enhance our performances. -I can lead small group warm ups and cool downs. - I have confidence and competence to try new actions. -I can explain why activity is good for my health long term.
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Problem solving/ OAA	Year 1	Year 2
Overview	<p>Pupils will explore a variety of tasks and challenges to practice their fundamental movement skills of throwing, running, jumping, hopping and balancing.</p> <p>Pupils will encouraged to work collaboratively with others to complete tasks and challenges, demonstrating teamwork, sharing and helping others.</p>	<p>Pupils will continue explore a variety of tasks and challenges to practice their fundamental movement skills of throwing, running, jumping, hopping and balancing.</p> <p>Pupils will encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others.</p>
Skills developed	<p>Running Gallop Side stepping Jumping Hopping Balancing Throwing</p>	<p>Running Gallop Side stepping Jumping/ hopping Throwing</p>

PE Progression Map

<p>Whole child criteria: Head, Heart, Hands</p>	<p>-I can complete tasks and challenges with others. -I can start to link actions together to complete tasks and challenges. -I can demonstrate a range of basic fundamental movement skills including running, jumping & hopping. -I can demonstrate agility, balance and coordination. -I can work cooperatively with others to complete tasks and challenges. -I can demonstrate sharing, kindness and teamwork with others I can display resilience and patience when completing tasks and challenges.</p>		<p>-I can complete tasks and challenges with others. -I can start to link actions together to complete tasks and challenges. -I can demonstrate and start to master a range of basic fundamental movement skills including running, jumping & hopping I can demonstrate agility, balance and coordination. -I can work cooperatively with others to complete tasks and challenges. -I can demonstrate sharing, kindness and teamwork with others I can display resilience and patience when completing tasks and challenges.</p>	
<p>Problem solving/ OAA</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>Overview</p>	<p>Pupils will explore more complex teamwork and problem solving tasks. They will develop their communication skills and start to show an understanding of why communication is important in a team.</p> <p>Pupils will be encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others.</p> <p>Pupils will start to explore basic map reading and orientating, and use these skills to navigate themselves and others.</p>		<p>Pupils will complete communication and trust based activities in pairs/small groups.</p> <p>They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses.</p> <p>Pupils have good understanding of how orientation, a key and coordinates are used to navigate.</p> <p>Pupils will start to develop their understanding of compass points.</p>	<p>Pupils will complete communication and trust based activities in pairs/ small groups.</p> <p>They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses.</p> <p>Pupils have good understanding of how orientation, a key and coordinates are used to navigate.</p> <p>Pupils will continue to develop their understanding of compass points and pacing.</p>
<p>Skills developed</p>	<p>Orientating a map Navigating courses safely Navigating and trusting others Balancing Running Guiding others</p>		<p>Orientating a map Navigating using coordinates Navigating courses safely Navigating and trusting others Communicating with clarity and precision</p>	<p>Orientating a map Navigating using coordinates Navigating courses safely Navigating and trusting others Communicating with clarity and precision</p>

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I can start to think strategically to complete tasks. -I understand and can explain what is meant by a 'key'. -I can start to plot points on a map. -I can start to navigate using a simple, short map. -I can coordinate my body to complete more difficult tasks and challenges. -I can start to suggest components for a successful warm up. -I can work well with others to complete tasks and challenges. -I can display resilience and patience when completing tasks and challenges. 		<ul style="list-style-type: none"> -I can navigate using a basic coordinates map. -I can create basic trails for others to follow. -I have developed a basic understanding of compass points. -I can think logically to complete tasks and challenges. - I can work with others to complete challenging physical tasks. -I can start to lead short warm ups to a small group I am starting to display leadership skills when completing tasks. -I work well with others and share responsibility. - I can communicate well with others and explain the traits of a good communicator and a poor communicator. 	<ul style="list-style-type: none"> -I can navigate using more complex coordinates map. -I can create longer, more complex trails and challenges for others to follow. -I can show a more developed understanding of coordinates and compass points. -I can work with others to complete more complex physical tasks. -I can collaborate well with others, and allow others to contribute. -I am developing my leadership skills through communication both talking and listening to others. - I am confident in my ability to complete tasks and challenges.
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<p>Strike & field</p>	<p>Year 1</p>	<p>Year 2</p>
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<p>Overview</p>	<p>Develop basic game-based skills, particularly the FMS of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of cooperative games and 1v1, 1v2 competitive games.</p>		<p>Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.</p>	
<p>Skills developed</p>	<p>Running Gallop Side stepping Jumping/hopping Rolling a ball</p>	<p>Kicking a ball Underarm throw Catching skills Striking/batting a static ball</p>	<p>Running Gallop Side stepping Jumping/hopping Rolling a ball</p>	<p>Kicking a ball Underarm throw Catching skills Striking/batting a static ball</p>
<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I can follow simple rules to play games fairly. -I understand and can describe different skills and techniques. -I can demonstrate basic throwing and striking/kicking technique. -I can use throwing and striking/kicking skills in games. -I can dribble using my feet/hands. -I can receive a pass using hands/feet. -I can practice accurate throwing/kicking. -I can work collaboratively with others. -I am willing to practice and improve. -I can share a basic understanding of what happens to my body as we exercise. 		<ul style="list-style-type: none"> -I can follow simple rules to play games fairly. -I understand and can describe different skills and techniques. -I can demonstrate different throwing and striking/kicking techniques with some accuracy. -I can combine throwing and striking skills in games. -I can dribble in different directions using my feet/hands. -I can receive a pass using hands/feet. -I can demonstrate agility, balance and coordination in my actions consistently. -I can work collaboratively with others. I am willing to practice and improve. -I can share a basic understanding of what happens to my body as we exercise. 	

Strike & field	Year 3	Year 4	Year 5	Year 6
Overview	<p>Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.</p>	<p>Further develop basic strike/field game based skills, pupils will explore and further develop striking, throwing and catching skills. Pupils will develop resilience and teamwork through a range of games and tasks. Pupils will start to develop basic tactics and strategies to target space. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.</p>	<p>Pupils will further explore tactics and strategies relating to strike/field games including the use of different shots, formations and targeting space.</p> <p>Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.</p>	<p>Pupils will apply a range of tactics, strategies and skills into different strike/field games.</p> <p>They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games based activities.</p>

<p>Skills developed</p>	<p>Striking a static ball (all). Striking a moving ball (some). Underarm bowling. Pupils will continue to develop, combine and apply throwing and receiving skills. Pupils show mastery in most, if not all fundamental movement skills from KS1 Pupils will develop agility, balance and coordination. Pupils will develop hand-eye coordination. Pupils will explore the use of different equipment when playing games.</p>	<p>Striking a static ball (all). Striking a moving ball (some - most). Underarm bowling. Catching a high and low ball. Pupils will continue to develop, combine and apply throwing and receiving skills. Pupils will develop agility, balance and coordination. Pupils will develop hand-eye coordination. Pupils will explore the use of different equipment when playing games.</p>	<p>Bowl underarm. Bowl overarm (in isolation). Throw overarm. Bat a bowled ball with increasing accuracy and control. Develop a range of receiving skills e.g. long barrier. Field and return a ball quickly.</p>	<p>Bowl underarm. Bowl overarm. Throw overarm. Bat a bowled ball with greater accuracy and control. Apply a combination of batting and fielding skills into games. Field and return a ball quickly.</p>
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<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> - I have an understanding of basic techniques used in Strike/field games. I understand the importance of targeting space when batting. I am starting to display a better understanding of space when fielding. -I am willing to receive feedback, and act on it to further develop my skills. -I can serve a ball with some control and consistency -I can strike/return a moving ball with control and some consistency. -I am showing mastery in most, if not all FMS from KS1 including: Running, balance, throwing, catching, striking. -I have developed my teamwork and communication skills when fielding as a team. -I can display resilience and effort when learning new skills. -I can play fairly with & against others in small games. 	<ul style="list-style-type: none"> -I understand and can display a range of techniques used in strike/field games. - I have developed an understanding of basic strategies and tactics e.g. aiming for space when batting, and positioning when fielding. - I can identify areas of strength and improvement in myself and others and offer feedback to improve. -I am showing a greater understanding of rules through my decision making. -I can strike a moving ball with greater control and consistency. -I can throw/catch with greater accuracy, power and control. -I can continue to apply and develop skills into small collaborative and competitive games. - I can work collaboratively and competitively with others. 	<ul style="list-style-type: none"> -I have a basic understanding of positioning/formations in games and why we may change them. -I can explain the techniques for a range of skills/techniques, and when we would use them e.g. 'long barrier'. -I have developed and can display a better understanding of batting and fielding strategies. -I have developed my decision making skills, I am displaying this through my actions. -I can bat a ball with greater consistency and direction/accuracy. -I have mastered sending and receiving skills in isolation. -I can apply with greater consistency into games. -I am displaying agility, balance and coordination in my actions. -I can apply skills into games under pressure. -I have developed more appropriate communication, relative to the game. -I can display teamwork and collaborative skills. -I am starting to display leadership qualities. 	<ul style="list-style-type: none"> -I have a good understanding of positioning/formations in games and why we may change them. -I can display decision making skills including shot/throw selection and direction. -I can have a more developed understanding of batting and fielding strategies and apply them into games (or at least try to). -I can bat a ball with greater consistency and accuracy into space under pressure. - I am displaying agility, balance and coordination in my actions. -I can apply skills into games under pressure. -I can communicate effectively with my team. -I can display leadership skills e.g. making sure all members of my team are involved & leading warm ups. -We can officiate our own games fairly and with sportsmanship.
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Athletics	Year 1	Year 2
Overview	<p>Children will explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will experiment with different ways of travelling, throwing and jumping, developing awareness of speed, distance and coordination.</p>	<p>Children will continue to explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will further develop different ways of travelling, throwing and jumping, exploring cooperative and competitive tasks.</p> <p>They will further develop their understanding of speed, distance and coordination and setting a 'personal best'.</p>
Skills developed	<p>Running Jumping Hopping Throwing (push, pull, fling)</p>	<p>Running Jumping Hopping Throwing (pull & fling)</p>

PE Progression Map

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I understand the basic rules of athletic events/tasks. -I can describe simple athletic techniques. -I can run fast over short distances. -I can change speed quickly with control. -I can demonstrate a basic fling throw. -I can demonstrate a basic push throw. -I can use my arms to help jump with increased balance and control. -I am willing to practice and improve. -I can share a basic understanding of what happens to my body as we exercise. 		<ul style="list-style-type: none"> -I understand the basic rules of athletic events/tasks. -I can describe simple athletic techniques. -I can change speed quickly with control. -I can demonstrate a basic pull throw. -I can demonstrate a basic push throw. -I can use my arms to help jump with increased balance and control. -I can demonstrate different jumping combinations with control. -I am willing to help others and receive feedback. -I can compete in mini challenges as part of a team i.e. relay style games. -I have a basic understanding of what happens to my body as we exercise. 		
<p>Athletics</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>	

<p>Overview</p>	<p>Children will develop good running, jumping and throwing techniques. Children will explore a range of cooperative and competitive tasks, and will develop their technical understanding across a range of athletic events.</p> <p>They will be encouraged to take on different roles in the unit: athlete, coach, timer to design, complete and officiate different tasks/events.</p>	<p>Children will continue to develop good running, jumping and throwing techniques. Children can demonstrate their knowledge further by helping and encouraging other and will continue to explore competitive tasks. They will further develop their technical understanding across a range of athletic events.</p> <p>They will be encouraged to take on different roles in the unit: athlete, coach, timer to design, complete and officiate different tasks/events.</p>	<p>Children will focus on developing their technical understanding of athletic events. They can set and compete against personal bests across a range of running, throwing and jumping activities.</p> <p>Pupils can start to observe and evaluate the performances of others and provide meaningful feedback with context.</p>	<p>Children will further develop their technical understanding of athletic events. They can set and compete against personal bests across a range of running, throwing and jumping activities.</p> <p>They may start to use heavier equipment to throw (dependent on ability and equipment availability)</p> <p>Pupils can start to observe and evaluate the performances of others and provide meaningful feedback with context.</p>
<p>Skills developed</p>	<p>Running Relaying Jumping combinations Hopping Throwing (push & pull)</p>	<p>Running Hurdling Relaying Jumping combinations Hopping Throwing (push & pull)</p>	<p>Running over varied distances Relaying Different jumping events Hop, step and jump Different throwing events</p>	<p>Running over varied distances Relaying Different jumping events Hop, step and jump Different throwing events</p>

<p>Whole child criteria: Head, Heart, Hands</p>	<ul style="list-style-type: none"> -I understand the basic rules of athletic events/tasks. -I can describe simple athletic techniques. -I can run fast over short distances. -I can change speed quickly with control. -I can demonstrate a basic fling throw. -I can demonstrate a basic push throw. -I can use my arms to help jump with increased balance and control. -I am willing to practice and improve I can share a basic understanding of what happens to my body as we exercise. 	<ul style="list-style-type: none"> - I can describe different athletic techniques. - I can compare performances using key terminology. -I can demonstrate a range of throwing techniques. - I can pace myself to perform for a sustained period. -I can jump using consistent technique. -I can take on different roles within small groups i.e. 'athlete', 'timer' and 'coach'. -I can explain the positive effect of regular activity on my lifestyle. 	<ul style="list-style-type: none"> -I can start to evaluate and offer advice for improvement in more detail. -I can explain the techniques used throughout the unit, I may also be able to explain why these techniques are used. -I can sustain a pace over increasing distances/periods of time. -I can choose the best pace for a running event. - I can take on different roles within a group i.e. 'athlete', 'timer' or 'coach'. -I can lead a warm up to a small group. -I can set and improve on a personal best. -I can explain the positive effect of regular activity on my lifestyle. 	<ul style="list-style-type: none"> -I understand and can explain the rules and techniques to different athletic activities. -I can provide suggestions to improve including why I can identify activities that help develop stamina or power. -I can show control, speed, strength and stamina when completing running, throwing and jumping athletic activities. -I can lead a small group athletic warm up I am willing to receive feedback and improve to work on a personal target
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Health & fitness	Year 3	Year 4	Year 5	Year 6
Overview	<p>Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different physical activities. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different physical activities. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different physical activities. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance. Develop an understanding of how to improve in different physical activities. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

<p>Skills developed</p>	<p>Pupils can show mastery across a range of fundamental movement skills:</p> <ul style="list-style-type: none"> - Running - Jumping combinations - Hopping - Throwing (push & pull) <p>-Basic fitness related exercises such as star jumps & squats</p> <p>-Planning a circuit</p>	<p>Pupils can show mastery across a range of fundamental movement skills:</p> <ul style="list-style-type: none"> - Running - Jumping combinations - Hopping - Throwing (push & pull) <p>-Basic fitness related exercises such as star jumps & squats</p> <p>-Planning a circuit & reflecting on their own performance</p>	<p>Pupils can show mastery across a range of fundamental movement skills:</p> <ul style="list-style-type: none"> - Running - Jumping combinations - Hopping - Throwing (push & pull) <p>-Basic fitness related exercises such as star jumps & squats</p> <p>-Planning a circuit.</p> <p>-Communication: reflecting on their own performance & setting new challenges</p>	<p>Pupils can show mastery across a range of fundamental movement skills:</p> <ul style="list-style-type: none"> - Running - Jumping combinations - Hopping - Throwing (push & pull) <p>-Basic fitness related exercises such as star jumps & squats</p> <p>-Planning a circuit</p> <p>- Communication: reflecting on their own performance & setting new challenges. Giving constructive feedback to others.</p>
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<p>Whole child criteria: Head, Heart, Hands</p>	<p>Pupils have a good understanding of how their body reacts to exercise</p> <ul style="list-style-type: none"> • Pupils understand how exercise can contribute to a healthy active lifestyle • Pupils have developed their knowledge of their anatomy i.e. muscles/body areas use, and whether we • are developing strength, cardio or flexibility • Pupils can apply their knowledge by leading pair and small group activities • Pupils try to complete activities to the best of their ability 	<ul style="list-style-type: none"> • Pupils have a good understanding of how their body reacts to exercise • Pupils understand how exercise can contribute to a healthy active lifestyle • Pupils have developed their knowledge of their anatomy i.e. muscles/body areas use, and whether we are developing strength, cardio or flexibility <p>Pupils can reflect on their own performance & set challenges for future learning.</p> <ul style="list-style-type: none"> • Pupils can apply their knowledge by leading pair and small group activities • Pupils try to complete activities to the best of their ability 	<p>Pupils have a good understanding of how their body reacts to exercise</p> <ul style="list-style-type: none"> • Pupils understand how exercise can contribute to a healthy active lifestyle • Pupils have developed their knowledge of their anatomy i.e. muscles/body areas use, and whether we • are developing strength, cardio or flexibility <p>Pupils can give constructive feedback to others in their class to improve their form</p> <p>Pupils can reflect on their own performance & set challenges for future learning.</p> <ul style="list-style-type: none"> • Pupils can apply their knowledge by leading pair and small group activities • Pupils try to complete activities to the best of their ability 	<ul style="list-style-type: none"> • Pupils have a good understanding of how their body reacts to exercise • Pupils understand how exercise can contribute to a healthy active lifestyle • Pupils have developed their knowledge of their anatomy i.e. muscles/body areas use, and whether we are developing strength, cardio or flexibility <p>Pupils can give constructive feedback to others in their class to improve their form</p> <p>Pupils can reflect on their own performance & set challenges for future learning.</p> <ul style="list-style-type: none"> • Pupils can apply their knowledge by leading pair and small group activities <p>Pupils can set their own challenge based on their abilities & knowledge of an exercise.</p> <ul style="list-style-type: none"> • Pupils try to complete activities to the best of their ability
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Net & wall	Year 1	Year 2
Overview	Pupils will be introduced to playing basic games using different equipment, demonstrating their fundamental movement skills of sending & receiving. Pupils will also learn how to collaborate & show resilience during games.	Pupils will further develop their knowledge of fundamental movement skills whilst playing basic games. Pupils will also demonstrate their understanding of collaboration & resilience during games. Pupils will demonstrate their understanding of fair play and sportsmanship during a variety of games.
Skills developed	An introduction to: Throwing Receiving Rolling Agility Reactions Hand eye coordination Balance Playing games	Developed further: Throwing Receiving Agility Reactions Rolling Hand eye coordination Balance Using skills in isolation & in a combination Showing understanding of fair play

Whole
child
criteria:
Head,
Heart,
Hands

- I can follow simple rules to play games fairly
- I can practice linking actions together to complete tasks and challenges
- I can practice a range of basic fundamental movement skills including running, jumping throwing and catching
- I can demonstrate agility, balance and coordination
- I can demonstrate basic throwing and striking technique
- I can use throwing and striking skills in games
- I can use rolling skills in a game
- I can practice accurate throwing
- I can work collaboratively with others
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise

- I can link actions together for example running, throwing and catching
- I can start to apply the correct action into games/tasks
- I am starting to show an understanding of what success looks like and how to improve
- I can coordinate my body to complete different tasks and challenges
- I can use a range of basic fundamental movement skills including running, jumping & throwing with control and some consistency
- I can demonstrate throwing and striking accuracy
- I can combine throwing/striking and catching skills in games
- I can receive with some consistency
- I can work collaboratively with others
- I can display patience and resilience when completing tasks
- I am willing to help others and receive feedback
- I have a basic understanding of what happens to my body as we exercise

Net & wall	Year 3	Year 4	Year 5	Year 6
Overview	<p>Drama to replace net/wall</p>	<p>Further develop basic net/wall game based skills, pupils will explore and further develop striking, throwing and catching skills. Pupils will develop resilience and teamwork through a range of games and tasks. Pupils will start to develop basic tactics and strategies to target space. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.</p>	<p>Pupils will further explore tactics and strategies relating to net/wall games including the use of different shots, formations and targeting space</p> <p>Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.</p>	<p>Pupils will apply a range of tactics, strategies and skills into different net/wall games.</p> <p>They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games based activities.</p>

<p>Skills developed</p>		<p>Pupils will start to explore more specific serving and returning skills. Pupils will start to combine striking skills with their agility, balance and coordination to explore rallying. Pupils will apply the following skills: agility, balance, coordination, striking, catching, throwing.</p>	<p>Pupils can display serving and returning skills with greater consistency and accuracy. Pupils still start to explore a range of different shots e.g. 'dig & set' or 'forehand and backhand'. Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing.</p>	<p>Pupils can display serving and returning skills with greater consistency, control and accuracy. Pupils can apply a range of shots into small sided games e.g. backhand and forehand. Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing.</p>
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<p>Whole child criteria: Head, Heart, Hands</p>		<ul style="list-style-type: none"> -I understand and can display a range of techniques used in net/wall games. -I have developed an understanding of basic strategies and tactics. -I can identify areas of strength and improvement in myself and others and offer feedback to improve. -I can serve/return a ball with greater control using different techniques. -I can start to maintain a rally with a partner. - I can start to apply skills into collaborative and competitive games. -I can work collaboratively and competitively with others. -I display effort in my work and show greater confidence in my actions. 	<ul style="list-style-type: none"> -I have a basic understanding of positioning/ formations in games. -I can explain the techniques for a range of shots, and when we would use them. -I have developed better understanding of "attacking" and 'defending' strategies. -I can serve a ball with consistency and some accuracy. -I can return a ball with consistency and some accuracy using a range of shots. -I am displaying agility, balance and coordination in my actions -I can apply skills into games under pressure. -I have developed more appropriate communication, relative to the game. -I can display teamwork and collaborative skills. -I am starting to display leadership qualities. - We can officiate our own games fairly and with sportsmanship. 	<ul style="list-style-type: none"> -I have a good understanding of positioning/ formations in games. -I can display decision making skills including shot selection and direction. -I can develop simple 'attacking' and 'defending' strategies and apply them into games. -I can serve a ball with greater consistency and accuracy. I can return a ball with greater consistency and accuracy using a range of shots. I am displaying agility, balance and coordination in my actions. -I can apply skills into games under pressure. -I can communicate effectively with my team. - I can display leadership skills e.g. making sure all members of my team are involved & leading warm ups. -We can officiate our own games fairly and with sportsmanship.
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PE Progression Map

Swimming	Year 3	Year 4	Year 5	Year 6
Overview			<p>Pupils will aim to complete the national curriculum award. This includes:</p> <ul style="list-style-type: none"> -treading water. -swimming a consistent stroke for 25m. -Floating without aid. <p>Pupils will participate in water safety activities.</p>	

PE Progression Map

<p>Skills developed</p>			<p>Floating Treading water Swimming multiple strokes: <ul style="list-style-type: none"> - Front crawl - Breaststroke - Butterfly - Backstroke </p> <p>Developing breathing for different strokes</p>	
<p>Whole child criteria: Head, Heart, Hands</p>				