

## PE Progression Document

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer Thankfulness Love Courage	Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)	Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)	I'm in Otter Class, get me out of here! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)	Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)	Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)	Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)

**National Curriculum Links**

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Games	YR1	YR2
Key Vocabulary	Teamwork, communication, planning, ready position, far, aim, dribbling, throw, score, target, distance, overarm, underarm, received, send, accurate, tactics, continuously, opponent, court, defend, defence, attack, dodging, track, partner, distance, striking, fielding, opponent, batter, bowler, retrieve.	
<p><b>Aim:</b> Play competitive games and apply basic principles of attacking and defending.</p>	<ul style="list-style-type: none"> <li>• Understand and play to the rules of the game.</li> <li>• Demonstrate co-ordination when passing a ball around different parts of the body.</li> <li>• Bounce and pat-bounce a ball with a degree of control.</li> <li>• Understand how to send, receive, kick and dribble a ball and practise to improve the skills.</li> <li>• Show a degree of control when sending and receiving a range of equipment.</li> <li>• Understand that they must 'get in line with a ball to receive it'.</li> <li>• Send a ball in various ways to play individual target games or target games with a partner.</li> <li>• Send a ball, bean bag or quoit one-handed, using under-arm throw, roll or 'skim' and kick.</li> <li>• Kick and dribble a ball with control and roll and retrieve a hoop.</li> <li>• Know and show, individually and in pairs, how to throw and catch using a variety of apparatus.</li> <li>• Steer a ball along the ground with a bat in a controlled way using the different directions and weaving through slaloms.</li> <li>• Balance a ball on a bat when standing still or walking.</li> <li>• Hit a ball with a bat, upwards and downwards, with some control.</li> <li>• Send a ball along the ground and through the air for a partner to catch and receive.</li> <li>• Understand and show skipping with a rope.</li> <li>• Use steering, hitting along the ground and hitting through the air to play individual and co-operative target games.</li> <li>• Aim consistently between, into, at or over a variety of targets using a range of small equipment.</li> <li>• Understand the concept of aiming games and how to make their games harder.</li> <li>• Play an aiming game co-operatively with a partner and 'keep the score'.</li> </ul>	<ul style="list-style-type: none"> <li>• Invent rules and explain how they can improve the game.</li> <li>• Understand how to make up the rules and score points.</li> <li>• Understand the 'beat your own record' activities to put skills under pressure and improve performance.</li> <li>• Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of equipment.</li> <li>• Send and receive with consistency, co-ordination and control using a variety of equipment.</li> <li>• Demonstrate accuracy when using hands and feet in different ways to pass or aim.</li> <li>• Show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction.</li> <li>• Understand and demonstrate striking, passing and receiving with a partner and using a range of equipment.</li> <li>• Play co-operative and competitive striking, net and aiming invasion type games with a partner.</li> <li>• Demonstrate consistency and accuracy of bouncing, kicking, throwing, catching and striking skills.</li> <li>• Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills.</li> <li>• Throw, catch and bounce when in a stationary position or moving about the playing area and aiming at a target.</li> <li>• Understand and use a range of strategies for making games harder.</li> <li>• Understand and use simple tactics to work as a team.</li> <li>• Identify and use simple attacking and defending strategies.</li> <li>• Play with confidence in varying formations.</li> <li>• Observe and copy a partner's game and then improve it.</li> <li>• Choose appropriate equipment for the games they create both individually and in pairs.</li> <li>• Make up rules and know how to make the game harder.</li> </ul>

<p>Assessment</p>	<ol style="list-style-type: none"> <li>1. I can use hitting, rolling and kicking skills in a game.</li> <li>2. I can practise basic striking, sending and receiving.</li> <li>3. I can throw underarm and overarm.</li> <li>4. I can catch and bounce a ball.</li> <li>5. I can practise accurate throwing and consistent catching.</li> <li>6. I can travel with a ball in different ways and directions (side to side, forwards and backwards) with control and fluency.</li> <li>7. I can pass the ball to another player.</li> <li>8. I can run at different speeds.</li> <li>9. I can use the terms attacking and defending.</li> <li>10. I can use simple defensive skills such as, marking a player or defending a space.</li> <li>11. I can follow simple rules to play games including team games.</li> <li>12. I can use simple attacking skills such as dodging to get past a defender.</li> <li>13. I can use simple defensive skills such as marking a player or defending a space.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can strike or hit a ball with increasing control.</li> <li>2. I have learnt skills for playing striking and fielding games.</li> <li>3. I can position my body to strike a ball.</li> <li>4. I can throw different types of equipment in different ways, for accuracy and distance.</li> <li>5. I can throw, catch and bounce a ball with a partner.</li> <li>6. I can use throwing and catching skills in a game.</li> <li>7. I can throw a ball for distance.</li> <li>8. I can use hand-eye coordination to control a ball.</li> <li>9. Vary types of throw used.</li> <li>10. I can move with the ball in a variety of ways with some control</li> <li>11. I can bounce and kick a ball whilst moving.</li> <li>12. I can use kicking skills in a game.</li> <li>13. I can use dribbling skills in a game.</li> <li>14. I know how to pass the ball in different ways.</li> <li>15. I can use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>16. I can change speed and direction whilst running.</li> <li>17. I can begin to choose and use the best space in a game.</li> <li>18. I can begin to use and understand the terms attacking and defending.</li> <li>19. I can use at least one technique to attack or defend to play a game successfully.</li> <li>20. I can understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully</li> </ol>
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Games	YR3	YR4	YR5	YR6
Key Vocabulary	Interception, possession, defence, attack, conceding, opposition, consecutive, conceding, defending, technique, accuracy, consistency, creative, track, focus, control, fielders, batters, continuous, striking, tracking, bowling, outwitting, opponent, consecutive, forehand, backhand, outwit, technique, accuracy, interception, opponent, defend, attack, tracking, possession, defender, attacker, reverse, protective, travelling, communication, obstacle, reflect, planning, navigate, friendship.			
<p><b>Aim:</b> Play competitive games and apply basic principles of attacking and defending.</p>	<ul style="list-style-type: none"> <li>• Can send and receive a ball with some accuracy.</li> <li>• Can use a racket and ball together.</li> <li>• Can throw, catch, stop and hit a ball with some accuracy.</li> <li>• Choose which target to hit to score points.</li> <li>• Can score points using batting and throwing skills.</li> <li>• Choose placement tactics to stop their opponent scoring.</li>   <li>• Play different simple games.</li> <li>• Can repeat and link skills together in a simple game.</li> <li>• Can play games involving attacking and defending skills.</li> <li>• Can play and use rules in a game.</li> <li>• Has some awareness of tactics and skills to use in a game.</li> <li>• Knows and follows the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch a range of equipment with accuracy in varying speeds and directions.</li> <li>• Play games using throwing skills and equipment to bat with.</li> <li>• Learn how to hold different bats or rackets and how to stand.</li> <li>• Choose varying strengths, lengths and directions when throwing a ball.</li> <li>• Use rackets and balls together to hit a target.</li> <li>• Can send and receive accurately to keep better possession.</li> <li>• Can control the ball whilst travelling and can change speed and direction.</li> <li>• Can signal to receive a ball.</li> <li>• Understand how to make it difficult for their opponent to receive a ball.</li>   <li>• Can play a game using various techniques and equipment.</li> <li>• Can play games that involve keeping possession and scoring.</li> <li>• Can identify which passes to use and how to keep possession.</li> <li>• Can devise and use rules in a game.</li> <li>• Can identify space and use it to maintain possession.</li> <li>• Choose &amp; use batting &amp; throwing skills in a game.</li> <li>• Understand how to score and how to stop the opposition.</li> <li>• Understand the rules, and adapt them to involve everyone as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a racket and stand appropriately to hit the ball accurately.</li> <li>• Play shots from both sides of the body and above their heads.</li> <li>• Learn how to field a ball, get in line to stop or catch it and return it quickly and accurately.</li> <li>• Learn different types of bowling.</li> <li>• Can position their body to enable them to send, receive &amp; shoot.</li> <li>• Can shoot in a range of ways.</li> <li>• Can choose when it is best to pass, and when to dribble or travel</li> <li>• Learn where to place the ball in relation to the opposition.</li> <li>• Can defend the ball from an opponent.</li> <li>• Can gain possession from an opponent</li> <li>• Can use simple patterns of play to outwit the opposition.</li> <li>• Can choose positions in a team and know when to attack or defend.</li>   <li>• Use the rules and keep games going without disputes.</li> <li>• Devise a scoring system for accuracy and competitiveness.</li> <li>• Know the rules of a game and keep to them.</li> <li>• Work tactically as a team/pair to beat the opposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Hit the ball accurately into spaces.</li> <li>• Field with increasing accuracy.</li> <li>• Bowl using varying speeds and skills.</li> <li>• Can play a game with speed and control.</li> <li>• Can mark, intercept, tackle and gain possession of the ball.</li> <li>• Can shoot from varying distances with increasing accuracy.</li> <li>• Know where to stand on a court to attack and defend a ball.</li> <li>• Direct the ball reasonably well towards their opponents' court or target area.</li> <li>• Understand where to place the ball to outwit their opponent.</li> <li>• Outwit the opposition when batting, bowling or fielding.</li> <li>• Can outwit an opponent.</li>   <li>• Use attacking and defending skills appropriately in a game.</li> <li>• Choose and use different formations to suit the needs of the game.</li> <li>• Use tactics as a team to outwit the opposition</li> </ul>

<p>Assessment</p>	<ol style="list-style-type: none"> <li>1. I can demonstrate successful hitting and striking skills.</li> <li>2. I have developed a range of skills in striking (and fielding where appropriate).</li> <li>3. I can practise the correct batting technique and use it in a game.</li> <li>4. I can throw and catch with greater control and accuracy.</li> <li>5. I can practise the correct technique for catching a ball and use it in a game.</li> <li>6. I can perform a range of catching and gathering skills with control. Catch with increasing control and accuracy.</li> <li>7. I can throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</li> <li>8. I can move with the ball in a variety of ways with some control.</li> <li>9. I can use two different ways of moving with a ball in a game.</li> <li>10. I can pass the ball in two different ways in a game situation with some success</li> <li>11. I know how to keep and win back possession of the ball in a team game.</li> <li>12. I can find a useful space and get into it to support teammates.</li> <li>13. I can use simple attacking and defending skills in a game.</li> <li>14. I can use fielding skills to stop a ball from travelling past them.</li> <li>15. I can apply and follow rules fairly.</li> <li>16. I understand and begin to apply the basic principles of invasion games.</li> <li>17. I know how to play a striking and fielding game fairly.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</li> <li>2. I can accurately serve underarm.</li> <li>3. I can build a rally with a partner.</li> <li>4. I can use at least two different shots in a game situation.</li> <li>5. I can use hand-eye coordination to strike a moving and a stationary ball.</li> <li>6. I have developed different ways of throwing and catching.</li> <li>7. I can move with the ball using a range of techniques showing control and fluency.</li> <li>8. I can pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>9. I occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>10. I make the best use of space to pass and receive the ball.</li> <li>11. I 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.</li> <li>12. I vary the tactics they use in a game. Adapt rules to alter games.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use different techniques to hit a ball.</li> <li>2. I can identify and apply techniques for hitting a tennis ball.</li> <li>3. I can explore when different shots are best used.</li> <li>4. I can practice techniques for all strokes.</li> <li>5. I can consolidate different ways of throwing and catching, and know when each is appropriate in a game.</li> <li>6. I can use a variety of ways to dribble in a game with success. I can use ball skills in various ways, and begin to link together.</li> <li>7. I pass a ball with speed and accuracy using appropriate techniques in a game situation.</li> <li>8. I keep and win back possession of the ball effectively in a team game.</li> <li>9. I demonstrate an increasing awareness of space.</li> <li>10. I choose the best tactics for attacking and defending.</li> <li>11. I can shoot in a game.</li> <li>12. I use fielding skills as a team to prevent the opposition from scoring.</li> <li>13. I know when to pass and when to dribble in a game.</li> <li>14. I can devise and adapt rules to create their own game.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can hit a bowled ball over longer distances.</li> <li>2. I can use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>3. I understand how to serve in order to start a game.</li> <li>4. I can throw and catch accurately and successfully under pressure in a game.</li> <li>5. I show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>6. I 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.</li> <li>7. I keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>8. I demonstrate a good awareness of space.</li> <li>9. I think ahead and create a plan of attack or defence.</li> <li>10. I apply knowledge of skills for attacking and defending.</li> <li>11. I work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>12. I can follow and create complicated rules to play a game successfully.</li> <li>13. I communicate plans to others during a game.</li> <li>14. I can lead others during a game</li> </ol>
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Gymnastics	YR1	YR2
Key Vocabulary	Balance, muscle, body parts, direction, narrow, wide, straight, barrel, tuck, pike, straddle, sequence.	
<p><b>Aim:</b> Develop flexibility, strength, technique, control and balance.</p>	<ul style="list-style-type: none"> <li>• Lift, carry and erect their own apparatus in a co-operative and safe way.</li> <li>• Demonstrate different ways of travelling on small and large parts of the body; showing long and narrow, wide, short and curled-up shapes.</li> <li>• Travel and balance showing an understanding of close to the ground apparatus and far away from the ground or apparatus.</li> <li>• Hop, bounce, spring in different directions whilst understating how to land safely.</li> <li>• Bounce using feet in different combinations and repeat a pattern of movements.</li> <li>• Identify, describe and show thin and wide shapes and turning jumps.</li> <li>• Link together a jump, safe landing and rolling action showing different combinations of shapes.</li> <li>• Balance (taking weight) upon small and large body parts safely.</li> <li>• Show high and low balanced positions using different combinations.</li> <li>• Balance upon large body parts and know how to vary the shape of the balances.</li> <li>• Make a simple and balanced shape for a partner to step over or travel underneath.</li> <li>• Know, understand and how which parts of the body can be used for spinning and rocking (Inc. rocking on different body parts to stand up or turn over).</li> <li>• Demonstrate various types of rolling (sideways, curled-up and stretched) safely.</li> <li>• Join together a jump, turning movement and stretched balance.</li> <li>• Select, apply, adapt and transfer all these ideas, actions and linked movements to simple, low level apparatus at every stage of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lift, carry and erect their own apparatus in a co-operative and safe manner.</li> <li>• Show various ways of travelling and balancing with the body with different parts of the body being at the highest point or closest to the ground.</li> <li>• Observe and copy a partner in a 'follow-my-leader' formation to show different pathways and link appropriate movement.</li> <li>• Travel underneath a partner who is holding a balanced bridge position</li> <li>• Take weight confidently on hands to lift the feet high.</li> <li>• Understand and show a variety of controlled turning jumps.</li> <li>• Use a jump link together a turning movement in the air with a turning or spinning movement on the floor.</li> <li>• Compose a short, simple sequence of three or more movements using different combinations or travel, roll, balance, and jump and show changes in directions.</li> <li>• Plan and link together two or three movements showing control and co-ordination and an awareness of contrast in speed and levels.</li> <li>• Perform a simple sequence with a partner. The sequence should show a definite beginning, middle and end.</li> <li>• Transfer, modify, and apply the ideas and linked movements to appropriate apparatus at every stage of learning, with the emphasis being on body parts close to and far away from, the apparatus.</li> <li>• Transfer and apply the knowledge, understanding and individual skills and linked movements to apparatus at every stage of their learning.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I am confident to perform in front of others.</li> <li>2. I can link simple actions together to create a sequence.</li> <li>3. I can make my body tense, relaxed, stretched and curled.</li> <li>4. I can remember and repeat action and shapes.</li> <li>5. I can use apparatus safely and wait for my turn.</li> </ol>	<ol style="list-style-type: none"> <li>1. I am proud of my work and confident to perform in front of others.</li> <li>2. I can perform the basic gymnastic actions with some control and balance.</li> <li>3. I can plan and repeat simple sequences of actions.</li> <li>4. I can use directions and levels to make my work look interesting.</li> <li>5. I can use shapes when performing other skills.</li> <li>6. I can work safely with others and apparatus.</li> </ol>

Gymnastics	YR3	YR4	YR5	YR6
Key Vocabulary	Extension, body tension, momentum, rotate, extension, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation, counter balance, counter tension.			
<b>Aim:</b> Develop flexibility, strength, technique, control and balance.	<ul style="list-style-type: none"> <li>• Explore different shapes and movements with control and coordination.</li> <li>• Link and repeat movements with control and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform competent gymnastic actions, shapes and balances including rolls – using hands to bear their weight.</li> <li>• Able to link phrases together to perform a sequence of movements.</li> <li>• Plan and perform a movement sequence showing contrasts in speed, level and direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed further the range of rolls, balances, actions and shapes competently completed.</li> <li>• Performed skills and actions more accurately and consistently.</li> <li>• Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform consistently and fluently using travelling, flight, balance, shapes and actions.</li> <li>• Plan and perform with precision, control and fluency a motif showing variations in levels, speeds and direction.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I can adapt sequences to suit different types of apparatus.</li> <li>2. I can choose actions that flow well into one another.</li> <li>3. I can choose and plan sequences of contrasting actions.</li> <li>4. I can complete actions with increasing balance and control.</li> <li>5. I can move in unison with a partner.</li> <li>6. I use a greater number of my own ideas for movements in response to a task.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify muscle groups used in gymnastic activities.</li> <li>2. I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>3. I can safely perform balances individual and with a partner.</li> <li>4. I understand how body tension can improve the control and quality of movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can create and perform sequences using apparatus, individually and with a partner.</li> <li>2. I can lead a partner through short warm-up routines.</li> <li>3. I can use canon and synchronization, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>4. I can use strength and flexibility to improve the quality of a performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can combine and perform actions, shapes and balances with control and fluency.</li> <li>2. I can create and perform sequences using compositional devices to improve the quality.</li> <li>3. I can lead a small group through a short warm-up routine.</li> <li>4. I can work collaboratively with others to create a sequence.</li> <li>5. I understand how to work safely when learning a new skill.</li> <li>6. I understand what counter balance and counter tension is and can show examples with a partner.</li> </ol>

Dance	YR1	YR2
Key Vocabulary	Space, body parts, twist, turn, direction, expression, pathway, direction, perform, dynamics swaying, floating, gust, swirling, galloping	
<b>Aim:</b> Perform dances using a range of movement patterns.	<ul style="list-style-type: none"> <li>• Explore actions (including improvisation) in response to the stimuli.</li> <li>• Know and perform basic dance skills in relation to dance ideas.</li> <li>• Demonstrate the ability to look at and listen to the story in order to store ideas, language, images and initial movement responses.</li> <li>• Show the understanding of dance, communicating mood, feelings and ideas and unfolding characters and stories.</li> <li>• Perform a whole dance that has a simple structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to different types of stimulus.</li> <li>• Repeat movement phrases and patterns with some level of coordination and control.</li> <li>• Demonstrate, repeat, remember and perform different rhythms and rhythmic patterns in different formations (Inc. unison and canon).</li> <li>• Know and perform basic dance actions with some understanding of mood and feeling (turning, jumping, travelling, gesture, shape and contrasting speeds).</li> <li>• Show an understanding of dance and communicating ideas and unfolding stories.</li> <li>• Perform whole dances (in pairs and small groups) that have a simple structure.</li> <li>• Recognise different dance forms and compositional skills and be able to describe them and comment on quality.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I am beginning to use counts.</li> <li>2. I can copy, remember and repeat actions.</li> <li>3. I can move confidently and safely.</li> <li>4. I can use different parts of the body in isolation and together.</li> <li>5. I can work with others to share ideas and select actions.</li> <li>6. I choose appropriate movements for different dance ideas.</li> <li>7. I show some sense of dynamic and expressive qualities in my dance.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can copy, remember, repeat and create dance phrases.</li> <li>2. I can describe how my body feels during exercise.</li> <li>3. I can show a character and idea through the actions and dynamics I choose.</li> <li>4. I can use counts to stay in time with the music.</li> <li>5. I can work with a partner using mirroring and unison in our actions.</li> <li>6. I show confidence to perform.</li> </ol>

Dance	YR3	YR4	YR5	YR6
Key Vocabulary	Stimulus, dynamics, formations, choreograph, relationship, contrasting, unison, canon, shape, phrase,			
<b>Aim:</b> Perform dances using a range of movement patterns.	<ul style="list-style-type: none"> <li>• Explore movements with different dynamics, actions and levels.</li> <li>• Improvise movements based upon ideas, moods and feelings</li> <li>• Perform a short dance with control and coordination to sounds or music.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvises freely, individually and with a partner.</li> <li>• Can translate ideas from a stimulus into movement.</li> <li>• Apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency.</li> <li>• Can incorporate different dynamics and develop new actions with a partner and in a group</li> <li>• Compare, develop and adapt movement motifs to create longer dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform and create motifs in a variety of dance styles with accuracy and consistency.</li> <li>• Select and use a wider range of compositional skills to demonstrate their dance ideas.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I am respectful of others when watching them perform.</li> <li>2. I can repeat, remember and perform a dance phrase.</li> <li>3. I can use counts to keep in time with a partner and group.</li> <li>4. I can use dynamic and expressive qualities in relation to an idea.</li> <li>5. I can work with a partner and in a small group, sharing ideas.</li> <li>6. I create short dance phrases that communicate the idea.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can choose actions and dynamics to convey a character or idea.</li> <li>2. I can copy and remember set choreography.</li> <li>3. I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>4. I can use changes in timing and spacing to develop a dance.</li> <li>5. I can use counts to keep in time with others and the music.</li> <li>6. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>7. I show respect for others when working as a group and watching others perform.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can accurately copy and repeat set choreography.</li> <li>2. I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>3. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> <li>4. I can lead a group through short warm-up routines.</li> <li>5. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> <li>6. I can use counts when choreographing to stay in time with others and the music.</li> <li>7. I can use feedback provided to improve my work.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can choreograph a dance and work safely using a prop.</li> <li>2. I can lead a small group through a short warm-up routine.</li> <li>3. I can perform dances confidently and fluently with accuracy and good timing.</li> <li>4. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>5. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ol>

Athletics	YR1	YR2
Key Vocabulary	Speed, power, strength, accuracy.	
<b>Aim:</b> Use running, jumping, throwing and catching in isolation and combination.	<ul style="list-style-type: none"> <li>• Demonstrate basic jumps and make up simple combinations with a partner.</li> <li>• Move at different speeds and change of direction with a pivot action.</li> <li>• Demonstrate an underarm throw and the basic two-handed push throw.</li> <li>• Demonstrate the overarm throw and show increasing accuracy into targets.</li> <li>• Identify different ways of travelling, jumping and throwing.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.</li> <li>• Show the difference between running at speed and jogging and be able to maintain a steady rhythm.</li> <li>• Take part in a relay activity.</li> <li>• Demonstrate the underarm throw for accuracy and distance.</li> <li>• Throw with increasing accuracy using a variety of games equipment</li> <li>• Use different techniques for running, jumping and throwing.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I am able to throw towards a target.</li> <li>2. I am beginning to show balance and co-ordination when changing direction.</li> <li>3. I am developing overarm throwing.</li> <li>4. I can run at different speeds.</li> <li>5. I can work with others and make safe choices.</li> <li>6. I try my best.</li> <li>7. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify good technique.</li> <li>2. I can jump and land with control.</li> <li>3. I can use an overarm throw to help me to throw for distance.</li> <li>4. I can work with others, taking turns and sharing ideas.</li> <li>5. I show balance and co-ordination when running at different speeds.</li> <li>6. I try my best.</li> </ol>

Athletics	YR3	YR4	YR5	YR6
Key Vocabulary	Power, speed, strength, vertical, progressive, consistent, down sweep, upsweep, bounding, momentum.			
<b>Aim:</b> Use running, jumping, throwing and catching in isolation and combination.	<ul style="list-style-type: none"> <li>• Run at different speeds.</li> <li>• Throw a variety of objects with one hand</li> <li>• Jump from a standing position</li> <li>• Change speed and direction whilst running</li> </ul>	<ul style="list-style-type: none"> <li>• Run, jump and throw with control and precision and some accuracy</li> <li>• Understand and demonstrate differences in running, jumping and throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Run at different paces suitable for the length of the race</li> <li>• Have control at take off in jumps.</li> <li>• Shows good technique and accuracy in throwing</li> <li>• Understand how stamina and power help performance in specific events.</li> </ul>	<ul style="list-style-type: none"> <li>• Show good control, speed, strength and stamina when running, jumping and throwing.</li> <li>• Adapt their skills and techniques to different challenges and equipment</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. I am developing jumping for distance.</li> <li>2. I can identify when I was successful.</li> <li>3. I can take part in a relay activity, remembering when to run and what to do.</li> <li>4. I can throw a variety of objects, changing my action for accuracy and distance.</li> <li>5. I can use different take off and landings when jumping.</li> <li>6. I can use key points to help me to improve my sprinting technique.</li> <li>7. I can work with a partner and in a small group, sharing ideas.</li> <li>8. I show determination to achieve my personal best.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can demonstrate the difference in sprinting and jogging techniques.</li> <li>2. I can explain what happens in my body when I warm up.</li> <li>3. I can identify when I was successful and what I need to do to improve.</li> <li>4. I can jump for distance with balance and control.</li> <li>5. I can throw with some accuracy and power to a target area.</li> <li>6. I show determination to improve my personal best.</li> <li>7. I support and encourage others to work to their best.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can choose the best pace for a running event.</li> <li>2. I can identify good athletic performance and explain why it is good.</li> <li>3. I can perform a range of jumps showing some technique.</li> <li>4. I can show control at take-off and landing in jumping activities.</li> <li>5. I can take on the role of coach, official and timer when working in a group.</li> <li>6. I can use feedback to improve my sprinting technique.</li> <li>7. I persevere to achieve my personal best.</li> <li>8. I show accuracy and power when throwing for distance.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can compete within the rules showing fair play and honesty.</li> <li>2. I can help others to improve their technique using key teaching points.</li> <li>3. I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>4. I can perform jumps for distance using good technique.</li> <li>5. I can select and apply the best pace for a running event.</li> <li>6. I can show accuracy and good technique when throwing for distance.</li> <li>7. I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>8. I use different strategies to persevere to achieve my personal best.</li> </ol>

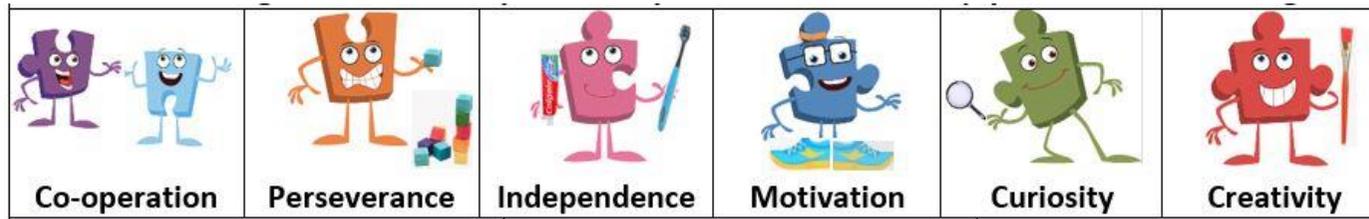
OAA	YR1		YR2	
OAA	YR3	YR4	YR5	YR6
Key Vocabulary	Communication, obstacle, reflect, planning, navigate, friendship, planning, navigate.			
<p><b>Aim:</b> Take part in outdoor adventurous activity challenges both individually and within a team.</p>	<ul style="list-style-type: none"> <li>Map colours and common basic symbols.</li> <li>Use maps and diagrams to orientate themselves and successfully navigate around a simple course.</li> <li>Undertake simple orienteering exercises both indoors and in the school grounds.</li> <li>Apply the safety considerations required when participating in a particular activity.</li> <li>Participate in a range of activities which involve working with and trusting others.</li> <li>Respond to simple challenges and problem solving tasks in a familiar environment.</li> <li>Listen and follow instructions and recognise what is needed to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>Read a map using more complex keys and symbols to complete a variety of orienteering exercises.</li> <li>Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc...</li> <li>Construct a basic shelter in a safe environment.</li> <li>Respond to more varied challenges in different environments.</li> <li>Recognise what is needed to keep themselves and others safe.</li> <li>The need for and correct use of specialist equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Show increased water competence when performing and developing basic survival skills.</li> <li>Plan and organise a simple orienteering trail using a variety of map reading and compass skills.</li> <li>Make more complex route choices.</li> <li>Develop skills in unfamiliar and varying terrain.</li> <li>Apply the skills and safety requirements for survival in an outdoor environment.</li> <li>Devise appropriate responses to challenges and tasks and adapt to changing circumstances.</li> <li>Accept responsibility for personal and group safety.</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing control when performing more advanced survival skills.</li> <li>Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings.</li> <li>Plan and undertake a journey in the outdoors.</li> <li>Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering.</li> <li>Plan and respond to more complex challenges in different environments and in unfamiliar circumstances.</li> <li>Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>I am developing map reading skills.</li> <li>I can follow and give instructions.</li> <li>I can listen to and am accepting of others' ideas.</li> <li>I can plan and attempt to apply strategies to solve problems.</li> <li>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</li> <li>I can work collaboratively with a partner and a small group.</li> </ol>	<ol style="list-style-type: none"> <li>I can accurately follow and give instructions.</li> <li>I can confidently communicate ideas and listen to others.</li> <li>I can identify key symbols on a map and use a key to help navigate around a grid.</li> <li>I can plan and apply strategies to solve problems.</li> <li>I can reflect on when and why I was successful at solving challenges.</li> <li>I can work collaboratively and effectively with a partner and a small group.</li> </ol>	<ol style="list-style-type: none"> <li>I am inclusive of others and can share job roles.</li> <li>I can navigate around a course using a map.</li> <li>I can orientate a map confidently.</li> <li>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</li> <li>I can use critical thinking to approach a task.</li> <li>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> </ol>	<ol style="list-style-type: none"> <li>I am inclusive of others, can share job roles and lead when necessary.</li> <li>I can orientate a map efficiently to navigate around a course.</li> <li>I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>I can work effectively with a partner and a group to solve challenges.</li> <li>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</li> </ol>

<b>Swimming</b>	KS1	KS2
Key Vocabulary		Backstroke, breaststroke, butterfly, dolphin kick, flutter kick, freestyle, frog kick, lap, medley, open water, relay, starting block, stroke, touch pad.
	Skill requirement is met in KS2 curriculum.	<ul style="list-style-type: none"> <li>• Swim competently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>
Assessment		<ol style="list-style-type: none"> <li>1. I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>2. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>3. I can perform safe self-rescue in different water-based situations</li> </ol>

Evaluating	YR1		YR2	
Key Vocabulary	Success, strengths, improve, change, feedback.			
<b>Aim:</b> Evaluating and improving performance to achieve their personal best.	<ul style="list-style-type: none"> <li>Engage in challenges with some confidence and success.</li> <li>Use skills to meet different challenges.</li> <li>Observe, copy and describe the movement of others using appropriate vocabulary.</li> <li>Explain what they have to do to perform better.</li> </ul>		<ul style="list-style-type: none"> <li>Use skills they have developed to meet different challenges.</li> <li>Use appropriate vocabulary to describe what they and others are doing.</li> <li>Observe each other performing and identify and describe the different actions, relationships, formations and quality and performances.</li> <li>Observe each other and explain what was successful and what they need to do to perform better.</li> </ul>	
Assessment	<ol style="list-style-type: none"> <li>I can say why I liked about someone else's performance.</li> <li>Engage in competitive activities and team games.</li> </ol>		<ol style="list-style-type: none"> <li>I am beginning to provide feedback using key words.</li> <li>Compete against self and others.</li> </ol>	
Evaluating	YR3	YR4	YR5	YR6
Key Vocabulary	Analyse, apply, challenge, effectiveness, technique, strategy, improve, adapt, attempt, strengths, feedback, observing, evaluating, creativity.			
<b>Aim:</b> Evaluating and improving performance to achieve their personal best.	<ul style="list-style-type: none"> <li>Talk about differences in their own and others performance and suggest improvements.</li> <li>Help others to solve problems.</li> <li>Talk about what they and others have done using the appropriate key words. Make suggestions with guidance about how to</li> <li>Improve performance</li> <li>Use visual and linguistic prompts effectively to guide discussion and improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</li> <li>Describe what they and others have done using an increasing range of vocabulary in order to improve their performances</li> <li>Make use of ICT to view performances</li> </ul>	<ul style="list-style-type: none"> <li>From observation of others can begin to describe constructively how to refine improve and modify performance</li> <li>Refine own performance in response to comments of others and self-analysis.</li> <li>Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary</li> <li>Record, view and evaluate their own performances independently</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance showing sound knowledge and understanding.</li> <li>View and appraise their own and others performances with confidence using range of appropriate language</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>I can provide feedback using key words.</li> <li>With help, I can recognise how performances can be improved.</li> <li>Compete against self and others in a controlled manner.</li> </ol>	<ol style="list-style-type: none"> <li>I can provide feedback using appropriate language relating to the lesson.</li> <li>I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>Take part in a range of competitive games and activities.</li> </ol>	<ol style="list-style-type: none"> <li>I can use feedback provided to improve my work.</li> <li>I can use set criteria to make simple judgements and performances and suggest ways they could be improved.</li> <li>I can suggest ways to improve my own and other people's work using key terminology.</li> <li>Take part in competitive games with a strong understanding of tactics and composition.</li> </ol>	<ol style="list-style-type: none"> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>Take part in competitive games with a strong understanding of tactics and composition.</li> </ol>

<b>Health and Fitness</b>	YR1		YR2	
Key Vocabulary			Co-ordination, agility, stamina, continuous.	
<b>Aim: To lead healthy, active lives</b>	<ul style="list-style-type: none"> <li>Describe what happens to their heart, breathing and temperature when they engage in different types of activity.</li> <li>Recognise how their bodies feel when they are active and understand that exercise improves health, makes you feel good and helps the body to work well.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to warm up and cool down.</li> <li>Describe what happens to their breathing, heart-rate and temperature when they have been moving in different ways.</li> <li>Recognise how their bodies feel when they are active and understand that exercise improves health, makes you feel good and helps the body to work well.</li> <li>Understand and tell you how important it is to be active.</li> </ul>	
Assessment	<ol style="list-style-type: none"> <li>I can describe how my body feels before, during and after exercise.</li> <li>I can recognise changes in my body when I exercise.</li> </ol>		<ol style="list-style-type: none"> <li>I can recognise and describe how the body feels during and after different physical activities.</li> <li>I can explain what I need to stay healthy.</li> </ol>	
<b>Health and Fitness</b>	YR3	YR4	YR5	YR6
Key Vocabulary	Co-ordination, personal, technique, agility, stamina, continuous.			
<b>Aim: To lead healthy, active lives</b>	<ul style="list-style-type: none"> <li>Recognise a change in temperature and heart rate during exercise.</li> <li>Understand about exercising and safety and the short term effects of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest appropriate warm up ideas.</li> <li>Children dress appropriately for all aspects of PE.</li> <li>Can work in a responsible and safe manner.</li> <li>Recognise changes in body temperature, heart rate and breathing.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate activities for specific aspects of warm-up: raising HR and breathing rates stretching, loosening. Describe the effects of exercise on body showing understanding of principles of respiration, temperature, fatigue and recovery.</li> </ul>	<ul style="list-style-type: none"> <li>Can show responsibility for personal warm up programme specific to the activity.</li> <li>Demonstrate all round safe practice, including handling of equipment, safety of self and others, playing within accepted rules and conventions.</li> </ul>
Assessment	<ol style="list-style-type: none"> <li>I can recognize and describe the effects of exercise on the body.</li> <li>I know the importance of strength and flexibility for physical activity.</li> <li>I can explain why it is important to warm up and cool down.</li> </ol>	<ol style="list-style-type: none"> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can explain why exercise is good for</li> </ol>	<ol style="list-style-type: none"> <li>I know and understand the reasons for warming up and cooling down.</li> <li>I can explain some safety principles when preparing for and during exercise.</li> </ol>	<ol style="list-style-type: none"> <li>I can carry out warm-ups and cool-downs safely and effectively.</li> <li>I understand why exercise is good for health, fitness and wellbeing.</li> <li>I know ways that I can become healthier.</li> </ol>

<p>Value Links</p>	<p><b><u>Thankfulness</u></b></p> <p>I am thankful for the space to take part in sport.  I am thankful for the equipment I can use.  I am thankful for sports clubs and sports events.  I am thankful for my body and what it is able to do.</p>	<p><b><u>Love</u></b></p> <p>I am supportive towards others.  I will include and encourage others in all activities.  When I win, I am thoughtful and gracious.  I love my body and take good care of it.</p>	<p><b><u>Courage</u></b></p> <p>I have the courage to keep going and try again.  I have the courage to try new activities.  I have the courage to pursue my goals and dreams.  I have the courage to be body confident.</p>
<p>Metacognition Links</p>	<p><b><u>KS1</u></b></p> <p>Cooperation – I can work in pairs and small groups.  Perseverance – If something is difficult, I will keep trying.  Independence - I can listen to and follow instructions.  Motivation – I am motivated to do my best.  Curiosity – I am keen to learn new skills.  Creativity – I can suggest ways to change games and activities. I can add my own movements to a sequence or routine.</p>		<p><b><u>KS2</u></b></p> <p>Cooperation – I can work in pairs, small groups and teams.  Perseverance – I will try my best to practice and improve my performance.  Independence – I will listen and follow instructions, ensuring that my behavior is respectable and safe.  Motivation – I can self-motivate and motivate others.  Curiosity – I can ask questions to further my knowledge and understanding.  Creativity - I can create new games and activities with a set of rules. I can choreograph sequences and routines using a stimulus.</p>



See EYFS (area of EYFS) progression document for information on EYFS curriculum.