



## P.E Progression Document

| Strands            | F1 - Physical Development: Gross Motor Skills   | F2 - Physical Development: Gross Motor Skills  |
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|                    | <p><b>Early Learning Goal (ELG):</b></p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>  | <p><b>Early Learning Goal (ELG):</b></p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>   |
| <b>Flexibility</b> | <ul style="list-style-type: none"><li>• I can match my developing and physical skills to tasks and activities in the setting.</li><li>• I can stop confidently when moving around the environment.</li><li>• I am beginning to use large -muscle movements in my play (e.g. waving a flag)</li><li>• I am beginning to understand how directions like "over" and "under" affect my movement.</li><li>• I understand how to jump up and down and move in different ways.</li><li>• I understand how to adjust speed or direction when playing games.</li></ul> | <ul style="list-style-type: none"><li>• I can show control, flexibility and awareness of my own body, for example run and jump confidently landing safely on two feet.</li><li>• I can move in a variety of ways for example skipping, slithering and shuffling.</li><li>• I can copy simple dance moves and gestures (e.g. tip-toeing around the room)</li><li>• I can show improved spatial awareness.</li><li>• I am aware of and can follow safety rules (e.g. not running near the climbing frame)</li><li>• I can move body parts in response to music (stamping and clapping)</li></ul> |

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|                                | <ul style="list-style-type: none"> <li>• I can run skilfully, adjusting speed or direction to avoid obstacles.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can negotiate obstacles when running in a large space.</li> <li>• I can adjust speed and direction for example, when in chasing games.</li> <li>• I can travel skilfully and safely on and around (e.g. on the climbing frame, over and through)</li> <li>• I can start to express feelings using music.</li> <li>• I can move in a wide range of ways with flexibility and spatial awareness (e.g. skilfully and confidently roll, crawl, jump, hop, skip, climb)</li> <li>• I can start to respond and move my body to stimulus (e.g. to faster or slower music)</li> <li>• I can replicate and make up simple dances.</li> </ul>  |
| <b>Hand - eye coordination</b> | <ul style="list-style-type: none"> <li>• I am starting to show a preference for a dominant hand when eating and can accurately aim for my mouth.</li> <li>• I am developing my hand-eye coordination (e.g. kicking a large ball into an open space)</li> <li>• I can use hand-eye coordination to be increasingly independent in meeting my own needs (e.g. putting on my own coat)</li> <li>• I am developing my hand-eye coordination by beginning to use one-handed tools (e.g. making snips in paper)</li> </ul> | <ul style="list-style-type: none"> <li>• I can show some hand-eye coordination with larger objects. (e.g. throwing or kicking a large ball)</li> <li>• I can show improved hand-eye coordination (e.g. catch a large ball / throw a soft ball into a bucket)</li> <li>• I can show further hand-eye coordination (e.g. throw a large ball with increased control to a friend)</li> <li>• I can show increasing control ( e.g. hold a small ball on a spoon)</li> <li>• I can show good hand-eye coordination (throw and catch a small ball -tennis ball/ and skilfully throw/kick a large ball. Pop bubbles with one finger / trace a shape or line with one finger)</li> </ul> |

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| <p><b>Balance</b></p>    | <ul style="list-style-type: none"> <li>• I can show some balance and control on a secure tool (e.g. on a tricycle)</li> <li>• I can show balance and control on two feet and when controlling my body. (e.g. understanding of how to walk up and down stairs.)</li> <li>• I can show increasing balance and control (e.g. squatting on two feet and holding a pose when playing games)</li> <li>• I can show increasing balance and control (climbing up apparatus/ using alternative feet)</li> </ul> | <ul style="list-style-type: none"> <li>• I can start to develop balance by safely using equipment in the playground. (e.g. a fireman's pole/ balance bean and start to sit cross legged on the carpet)</li> <li>• I can show increasing balance (e.g. balancing on one foot and can hop confidently, use a balance bike, scooter etc)</li> <li>• I can balance when using climbing equipment (e.g. from one stepping tyre to another)</li> <li>• I can walk, jump and hop to sounds.</li> <li>• I can self-balance (e.g. when walking across a PE bench)</li> <li>• I understand how to pull myself onto something higher (e.g. a climbing frame)</li> </ul> |
| <p><b>Strength</b></p>   | <ul style="list-style-type: none"> <li>• I can choose and use the right resources to carry out my own plan. (e.g. choosing a spade when digging)</li> <li>• I can collaborate with others to manage large items (e.g moving a long plank safely)</li> </ul>  | <ul style="list-style-type: none"> <li>• I can show some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands.</li> <li>• I can demonstrate better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</li> <li>• I can show further improved core strength and demonstrate better posture whilst sitting at the table or on the carpet.</li> </ul>  |
| <p><b>Vocabulary</b></p> | <p>run, jump, skip, hop, crawl, climb, roll, land, safe, rules, obstacle, speed, fast slow, direction, forward, backwards, stand, carry move, hop, crawl, climb, roll, tiptoe, dance, feelings, happy, sad, excited, music, fast, slow, copy, throw, kick, ball</p>  | <p>run, jump, skip, hop, crawl, climb, roll, land, safe, rules, obstacle, speed, fast slow, direction, forward, backwards, sideways, stand, carry move, hop, crawl, climb, roll, slither, shuffle, tiptoe, dance, feelings, happy, sad, excited, music, fast, slow, copy, throw, kick, ball</p>  |

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|  | space, fast, slow, direction, forward, backward, sideways, safe, on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull, move, music, stamp, clap, feelings, fast, slow, catch, throw, on, over, through, under, land, balance, pull | space, obstacle, avoid, speed, fast, slow, direction, forward, backward, sideways, safe, on, over, through, under, roll, crawl, skip, hop, jump, land, balance, pull, move, music, stamp, clap, feelings, fast, slow, catch, throw, on, over, through, under, land, balance, pull<br>throw, accurate, catch, pop, trace, kick |
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## KS1 and KS2

| Strands | Year 1  | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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|         | <p><b><u>Fairness and respect</u></b> - Fairness and respect within physical education is demonstrated and developed as follows, by:</p> <p><b>Fairness</b></p> <ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Sharing equipment and apparatus</li> <li>• Following rules and making up rules for games</li> <li>• Recognising and accommodating the different abilities of their peers</li> <li>• Sharing ideas and knowledge</li> </ul> |        |        |        |        |        |

- Accepting anyone can take part regardless of their race, religion, gender or sex.

**Respect**

- Caring for equipment and apparatus
- Keeping themselves and others safe i.e. when travelling in a space, moving equipment
- Celebrating others' successes, including of opponents
- Listening to teachers' instructions
- Listening and responding to others' ideas
- Understanding everyone has a right to take part regardless of ability
- Recognising others' contributions.

**Fundamental  
Movement  
skills and  
Games**

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| I can show correct technique when rolling and sending a ball. | I can show correct technique when rolling and sending a ball. | I understand game tactics and can vary how I should respond.  | I can vary skills, actions and ideas and link these in ways that suit the games activity.                                     | I can vary skills, actions and ideas and link these in ways that suit a range of games.  | I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.  |
| I can send a ball into a space.                               | I can aim and send a ball into a space.                       | I can vary skills, actions and ideas and link these in ways that suit the games activity.                 | I can demonstrate a range of ball skills and can link these together e.g. <i>dribbling, bouncing, kicking etc.</i>            | I can confidently demonstrate a range of ball skills and can link these together e.g. <i>dribbling, bouncing, kicking etc.</i> | I can confidently demonstrate a range of ball skills and can link these together effectively e.g. <i>dribbling, bouncing, kicking etc.</i> |
| I can explore ways of stopping a ball.                        | I can retrieve a ball with accuracy                           | I can begin to communicate with others and take part in invasion games (see <i>games overview doc.</i> ). | I can use skills with co-ordination, control and fluency.   | I can apply and demonstrate co-ordination, control and fluency skills.   | I can keep possession of a ball during games situations.   |
| I can control my body when retrieving a ball.                 | I can explore ways of stopping a ball.                        | I can use skills with co-ordination and control.  | I can take part in competitive games with a strong understanding of tactics and composition (see <i>games overview doc.</i> ) | I can take part in a range of invasion/competitive games.  | I can consistently apply and demonstrate co-ordination, control  |
| I can make simple decisions on where to send a ball in a game | I can control my body when retrieving a ball.                 | I can identify what works well in a group to develop various games.                                       | I can create my own   | I can accurately apply basic skills for attacking and  |  |
| I can begin to develop hand-eye co-ordination skills.         | I can make simple decisions on where to send a ball in a game |   |   |  |  |
|   | I can begin to  |   |   |  |  |

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|  | <p>I can demonstrate simple tactics in a game.</p> <p>I can discuss and make choices with team mates.</p> <p>I can point and look at my target.</p> <p>I can travel in a variety of ways including running and jumping.</p> <p>I can begin to perform a range of throws.</p> <p>I can receive a ball with basic control</p> <p>I can participate in team games</p> | <p>develop hand-eye co-ordination skills.</p> <p>I can discuss and make choices with team mates.</p> <p>I can point and look at my target.</p> <p>I can begin to control power when throwing.</p> <p>I can confidently send a ball to others in a range of ways.</p> <p>I am beginning to apply and combine a variety of skills in a game situation.</p> <p>I understand spatial awareness.</p> <p>I can show control and accuracy when throwing and catching.</p> <p>I understand the importance of rules in games.</p> | <p>I am beginning to understand how to compete with others in a controlled manner.</p> <p>I can begin to select resources independently to carry out different skills.</p> <p>I can develop simple tactics and use them appropriately.</p> <p>I understand and can identify attacking/defending.</p> | <p>games using knowledge and skills.</p> <p>I can discuss what works well in a group to develop various games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can make suggestions as to what resources can be used to differentiate a game.</p> <p>I can apply basic skills for attacking and defending.</p> <p>I can run, jump, throw and catch in isolation and combination.</p> | <p>defending.</p> <p>I can run, jump, throw and catch in isolation and combination.</p> <p>I can refine and adapt skills into technique.</p> | <p>and fluency skills.</p> <p>I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (<i>KS2 games overview doc.</i>).</p> <p>I can confidently create my own games using knowledge and skills.</p> <p>I can modify competitive games.</p> <p>I can compare and comments on skills to support creation of new games.</p> <p>I can apply knowledge of skills for attacking and defending effectively.</p> <p>I can run, jump, throw and catch in isolation and combination.</p> <p>I can refine and</p> |
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|                                  |  | <p>I can develop simple tactics and use them appropriately.</p> <p>I am beginning to develop an understanding of attacking/defending</p>   |  |  |  | adapt skills into technique.   |
| Subject Knowledge and Vocabulary | <p>Fundamental movement skills categories include:</p> <ol style="list-style-type: none"> <li><b>Balance skills</b> - Movements where the body remains in place, but moves around its horizontal and vertical axes.</li> <li><b>Locomotor skills</b> - such as running, jumping, hopping, and galloping.</li> <li><b>Ball skills</b> - such as catching, throwing, kicking, underarm roll and striking.</li> </ol> |  |  |  |  |  |
|                                  | <p><b>Fundamental Movement Skills:</b></p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Balance:</b> To control body whilst holding a position.</p> <p><b>Co-ordination</b> - The ability to control the movement of the body in co-</p>  | <p><b>Fundamental Movement Skills:</b></p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Balance:</b> To control body whilst holding a position.</p> <p><b>Static Balance</b> - The ability to retain the centre of mass above the base of support in a stationary position.</p> <p><b>Co-ordination</b> -</p> | <p><b>Tactic</b> - The particular method used or selected to achieve something</p> <p><b>Technique</b> - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:</p> <p><b>Cooperative physical activities</b> - Cooperation is a behaviour demonstrated by individuals working</p> | <p><b>Tactic</b> - The particular method used or selected to achieve something</p> <p><b>Technique</b> - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:</p> <p><b>Cooperative physical activities</b> - Cooperation is a behaviour demonstrated by individuals working</p> | <p><b>Tactic</b> - The particular method used or selected to achieve something</p> <p><b>Technique</b> - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:</p> <p><b>Cooperative physical activities</b> - Cooperation is a behaviour demonstrated by individuals working</p> | <p><b>Tactic</b> - The particular method used or selected to achieve something</p> <p><b>Technique</b> - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:</p> <p><b>Cooperative physical activities</b> - Cooperation is a behaviour</p> |

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|  | <p>operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination)</p> <p><b>Speed:</b> To move limbs fast to travel at speed.</p> <p><b>Control</b> - To exercise restraint or direction over; dominate; command.</p> <p><b>Cooperative physical activities</b><br/>-Cooperation is a behaviour demonstrated by individuals working together toward shared goals</p> <p><b>Running:</b> Move legs at speed.</p> <p><b>Jumping:</b> lift both feet off the floor with control.</p> <p><b>Throwing:</b> to propel an object:</p> <ul style="list-style-type: none"> <li>• <b>Underarm throw:</b> The arm pulls back and swings</li> </ul> | <p>The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination)</p> <p><b>Speed:</b> To move limbs fast to travel at speed.</p> <p><b>Control</b> - To exercise restraint or direction over; dominate; command.</p> <p><b>Cooperative physical activities</b> - Cooperation is a behaviour demonstrated by individuals working together toward shared goals</p> <p><b>Running:</b> Move legs at speed.</p> <p><b>Jumping:</b> lift both feet off the floor with control.</p> <p><b>Throwing:</b> to propel an object:</p> <ul style="list-style-type: none"> <li>• <b>Underarm throw:</b> The arm pulls back and</li> </ul> | <p>together toward shared goals</p> <p><b>Core movement</b> - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Invasion game:</b> Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced <b>games</b> focus on teamwork, keeping possession, scoring and defending.</p> <p><b>Striking:</b><br/><b>Striking with a part of the body:</b> using a part of the body to deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object to a target or space.</p> <p><b>Good control of the ball using</b></p> | <p>together toward shared goals</p> <p><b>Core movement</b> - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Invasion game:</b> Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced <b>games</b> focus on teamwork, keeping possession, scoring and defending.</p> <p><b>Striking:</b><br/><b>Striking with a part of the body:</b> using a part of the body to deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object to a target or space.</p> <p><b>Good control of the ball using feet:</b> Using the</p> | <p>together toward shared goals</p> <p><b>Core movement</b> - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Strategy:</b> The intended or chosen plan to achieve a particular purpose or to solve a problem in outdoor education</p> <p><b>Invasion game:</b> Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced <b>games</b> focus on teamwork, keeping possession, scoring and defending.</p> <p><b>Striking:</b><br/><b>Striking with a part of the body:</b> using a part of the body to</p> | <p>demonstrated by individuals working together toward shared goals</p> <p><b>Core movement</b> - The competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Strategy:</b> The intended or chosen plan to achieve a particular purpose or to solve a problem in outdoor education</p> <p><b>Effectiveness</b> - Adequate to accomplish a purpose; producing the intended or expected result.</p> <p><b>Invasion game:</b> Where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal</p> |
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|  | <p>forward without going over the shoulder.</p> <ul style="list-style-type: none"> <li>• <b>Overarm throw:</b> Ball is propelled into the air by the arm going over the shoulder. It is used to get height.</li> </ul> <p><b>Catching:</b> Using hands or other parts of the body to stop and control an object:</p> <ul style="list-style-type: none"> <li>• <b>Control of the ball using hands:</b> Ball should be caught before it is passed to a team mate, Children should work together to ensure each other are ready.</li> </ul> <p><b>Passing:</b> using limbs of the body</p> | <p>swings forward without going over the shoulder.</p> <ul style="list-style-type: none"> <li>• <b>Overarm throw:</b> Ball is propelled into the air by the arm going over the shoulder. It is used to get height.</li> </ul> <p><b>Catching:</b> Using hands or other parts of the body to stop and control an object:</p> <ul style="list-style-type: none"> <li>• <b>Control of the ball using hands:</b> Ball should be caught before it is passed to a team mate, Children should work together to ensure each other are ready.</li> </ul> <p><b>Passing:</b> using limbs of the body to move an object to another person:</p> <ul style="list-style-type: none"> <li>• <b>Chest pass:</b></li> </ul> | <p><b>feet:</b> Using the inside of the feet to stop the ball. Then when under control pushing it forward to pass</p> <p><b>Fielding:</b> attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining advantage.</p> <p><b>Attacking:</b> the movement of the team in possession of the ball</p> <p><b>Defending:</b> Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.</p> | <p>inside of the feet to stop the ball. Then when under control pushing it forward to pass</p> <p><b>Fielding:</b> attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining</p> <p><b>Attacking:</b> the movement of the team in possession of the ball</p> <p><b>Defending:</b> Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.</p> <p>Games:<br/>Tag Rugby<br/>Netball</p> | <p>deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object to a target or space.</p> <p><b>Good control of the ball using feet:</b> Using the inside of the feet to stop the ball. Then when under control pushing it forward to pass</p> <p><b>Fielding:</b> attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the opposing team from scoring or gaining.</p> <p><b>Attacking:</b> the movement of the team in possession of the ball</p> <p><b>Defending:</b> Stopping the attack in order to prevent the opposing team from</p> | <p>players these fast paced <b>games</b> focus on teamwork, keeping possession, scoring and defending.</p> <p><b>Striking:</b></p> <p><b>Striking with a part of the body:</b> using a part of the body to deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object to a target or space.</p> <p><b>Good control of the ball using feet:</b> Using the inside of the feet to stop the ball. Then when under control pushing it forward to pass</p> <p><b>Fielding:</b> attempt to catch or stop the ball and return it after it has been hit by the batsman or batter, thereby preventing the</p> |
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|  | <p>to move an object to another person:</p> <ul style="list-style-type: none"> <li>• <b>Chest pass:</b> both hands holding the ball into the chest where it is pushed forward to a target or space.</li> <li>• <b>Bounce pass:</b> ball is pushed into the ground so it can bounce off the floor before meeting target.</li> </ul> <p><b>Kicking:</b> using legs to propel an object to a target or space.</p> <p><b>Striking with a part of the body:</b> using a part of the body to deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object</p> | <p>both hands holding the ball into the chest where it is pushed forward to a target or space.</p> <ul style="list-style-type: none"> <li>• <b>Bounce pass:</b> ball is pushed into the ground so it can bounce off the floor before meeting target.</li> </ul> <p><b>Kicking:</b> using legs to propel an object to a target or space.</p> <p><b>Striking with a part of the body:</b> using a part of the body to deflect an object to a target or space.</p> <p><b>Striking with an implement:</b> using an implement to deflect an object to a target or space.</p> <p><b>Good control of the ball using feet:</b> Using the inside of the</p> | <p>Games:</p> <p>Tag Rugby<br/>Netball<br/>Basketball<br/>Quick-stick hockey<br/>Handball<br/>Tennis<br/>Football</p> | <p>Basketball<br/>Quick-stick hockey<br/>Handball<br/>Tennis<br/>Football</p> | <p>scoring goals and gaining advantage in the game.</p> <p>Games:</p> <p>Tag Rugby<br/>Netball<br/>Basketball<br/>Quick-stick hockey<br/>Handball<br/>Tennis<br/>Rounders<br/>Football</p> | <p>opposing team from scoring or gaining</p> <p><b>Attacking:</b> the movement of the team in possession of the ball</p> <p><b>Defending:</b> Stopping the attack in order to prevent the opposing team from scoring goals and gaining advantage in the game.</p> <p>Games:</p> <p>Tag Rugby<br/>Netball<br/>Basketball<br/>Quick-stick hockey<br/>Handball<br/>Tennis<br/>Rounders<br/>Football</p> |
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|   | <p>to a target or space.</p> <p><b>Good control of the ball using feet:</b> Using the inside of the feet to stop the ball. Then when under control pushing it forward to pass.</p> <p>Games:<br/>Team Games<br/>Sports day preparation</p> | <p>feet to stop the ball. Then when under control pushing it forward to pass</p> <p>Games:<br/>Team Games<br/>Sports day preparation</p>   |  |   |   |  |
| <p><b><u>Outdoor Adventurous Activities</u></b></p> | <p>I can listen carefully to and try to follow instructions.</p> <p>I can begin to understand how to create movements and patterns with the body.</p> <p>I can solve simple problems as part of a group involving exploration and</p>      | <p>I can listens to and follow instructions from an adult or partner.</p> <p>I understand how to create simple movements and patterns with the body.</p> <p>I can use resources to solve problems as part of a group involving exploration and</p> | <p>I can listen to and follow instructions from a partner/ adult.</p> <p>I can begin to think about how I will approach activities and problem solve.</p> <p>I can discuss and work with different partners and groups.</p> <p>I can demonstrate an understanding of how to stay safe.</p> | <p>I can listen to and follow instructions from a partner/ adult and within a group.</p> <p>I can think about how I will approach activities and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>I can discuss, work and reflect with different partners</p> | <p>I can listen to and follow instructions from a partner/ adult and within a group.</p> <p>I can use and interprets maps.</p> <p>I can apply the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p> | <p>I can confidently think a range of activities through and problem solve using general knowledge.</p> <p>I can apply the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p> |

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|  | <p>discovery.</p> <p>I can begin to discuss and work with others in a group.</p> <p>I can travel safely to and from orienteering control marker signs</p> | <p>discovery.</p> <p>I can discuss and work with others in a group.</p> <p>I can travel safely to and from orienteering control marker signs</p> | <p>I can interpret a simple map, showing basic awareness of symbols.</p> <p>I am beginning to understand how spatial awareness on a map transfers to reality</p> <p>I am beginning to understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p> <p>I can apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)</p> <p>I can identify basic orienteering symbols</p> | <p>and groups.</p> <p>I can demonstrate an understanding of how to stay safe.</p> <p>I can understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p> <p>I can identify explain the key on a map</p> <p>I know the key is the most important part of the map</p> <p>I can apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)</p> | <p>I can identify orienteering symbols and colours using a map key</p> <p>I can explain why the key is the most important part of the map</p> <p>I can think activities through and problem solve using general knowledge.</p> <p>I can organise and plan an event using map reading skills</p> <p>I understand that the orienteering map is a 'bird's eye view' diagram of the ground</p> <p>I can apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)</p> <p>I can set up an</p> | <p>I can confidently identify a range of orienteering symbols and colours using a map key</p> <p>I can explain why the key is the most important part of the map</p> <p>I can accurately organise and plan an event using map reading skills</p> <p>I can recognise, orientate and follow the school orienteering map.</p> <p>I can confidently apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)</p> <p>I can use the key to recognise the</p> |
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|  |  |  | <p>and colours using a map key</p> <p>I can identify the key on a map</p> <p>I know the key is the most important part of the map</p> |  | <p>orienteeing course using the school orienteeing map</p> <p>I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event</p> <p>I can demonstrate and provide feedback on how to stay safe in a range of environments.</p> | <p>relevant symbols and features on the school orienteeing map</p> <p>I can set up an orienteeing course using the school orienteeing map</p> <p>I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event</p> <p>I can tactically plan a strategy to travel around the orienteeing course as quickly as possible</p> <p>I can confidently use reflection and understanding to provide feedback and opinions when discussing and working with different partners and groups.</p> |
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|   |  |   |   |   |   | I can confidently demonstrate and provide feedback on how to stay safe in a range of environments.  |
| <b>Vocabulary</b>                       | Orienteering, control, marker, signs, direction instruction, partner, movement   | Orienteering, control, marker, signs, direction instruction, partner, movement  | Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination   | Orienteering, control, marker, symbols, keys, interpret, direction, position, agility, balance, co-ordination   | Orienteering, control, marker, symbols, agility, balance, co-ordination, translate, directional language - compass points, navigate, location   | Orienteering, control, marker, symbols, agility, balance, co-ordination, translate, directional language - compass points, navigate, location   |
| <b>Subject Knowledge and Vocabulary</b> | <p>Develop to apply and fundamental movement skills.</p> <p>Orienteering: Look at their position in relation to unfamiliar surroundings.</p> <p>Children should be exploring and following short trails.</p> | <p>Develop to apply and master some fundamental movement skills.</p> <p>Orienteering: Look at their position in relation to unfamiliar surroundings and to guide peers in a specified direction</p> <p>Children should be exploring and following short trails.</p> | <p>OAA must include:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Adventure and challenge</li> <li>Problem-solving activities</li> <li>Teamwork</li> </ul> <p>Develop to begin to master fundamental movement skills.</p> <p>Children should be creating short trails for others which require problem</p> | <p>OAA must include:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Adventure and challenge</li> <li>Problem-solving activities</li> <li>Teamwork</li> </ul> <p>Develop to begin to master fundamental movement skills.</p> <p>Children should be creating short trails for others which require problem</p> | <p>OAA must include:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Adventure and challenge</li> <li>Problem-solving activities</li> <li>Teamwork</li> </ul> <p>Children should be able to design their own problems and challenge others.</p> <p>Children should have opportunities to start navigating using equipment such as compasses and</p> | <p>OAA must include:</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Adventure and challenge</li> <li>Problem-solving activities</li> <li>Teamwork.</li> </ul> <p>Children should be orientating themselves with confidence and develop resilience by having the opportunity to think under pressure.</p> |

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|  |  |  | <p>solving.</p> <p>Children should be recognising features of orienteering courses.</p> <p><b>Conditional instructions</b> involve two parts. First, the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps. Conditional instructions can be difficult for children to comprehend because they have two parts.</p> | <p>solving.</p> <p>Children should be recognising features of orienteering courses.</p> <p><b>Conditional instructions</b> involve two parts. First, the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps. Conditional instructions can be difficult for children to comprehend because they have two parts.</p> <p><b>A control point</b> is a marked position used in orienteering. They are located in the competition area and then marked on the orienteering map. The aim is for the</p> | <p>maps</p> <p><b>Conditional instructions</b> involve two parts. First, the child must decide if the instruction relates to them and then, they must follow the instruction as directed, e.g. if you have a brother, do five star jumps. Conditional instructions can be difficult for children to comprehend because they have two parts.</p> <p><b>Orienteering:</b> an exciting outdoor adventure sport which is similar to a cross-country race.</p> <p><b>Orienteering</b> involves walking or running while navigating around a course, such as the woods, using a</p> | <p>Navigate using equipment such as compasses and maps</p> <p><b>Orienteering</b> involves walking or running while navigating around a course, such as the woods, using a detailed map and sometimes a compass. The aim is to navigate in the correct order between a set of control points, deciding on the best route to complete the course in the quickest time.</p> <p>When using <b>orienteering maps:</b> This is making sure that your map is the correct way round or orientated so that the features on the ground and on the map are in the same position to</p> |
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|  |  |  |  | <p>orienteer to locate the controls by using the map to find them in the fastest possible time.</p> | <p>detailed map and sometimes a compass. The aim is to navigate in the correct order between a set of control points, deciding on the best route to complete the course in the quickest time.</p> <p>When using <b>orienteeing maps</b>: This is making sure that your map is the correct way round or orientated so that the features on the ground and on the map are in the same position to where you are looking. Each time you change direction, you should re-orientate your map so that the features match up with what is on the map.</p> | <p>where you are looking. Each time you change direction, you should re-orientate your map so that the features match up with what is on the map.</p> <p>Orienteering map symbols:</p> <p>A set of map symbols used universally and specifically for orienteeing. They are also colour specific.</p> <p>A <b>control point</b> is a marked position used in orienteeing. They are located in the competition area and then marked on the orienteeing map. The aim is for the orienteer to locate the controls by using the map to</p> |
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|                          |   |   |   |  | <p>Orienteering map symbols:</p> <p>A set of map symbols used universally and specifically for orienteering. They are also colour specific.</p>   | <p>find them in the fastest possible time.</p>   |
| <b><u>Gymnastics</u></b> | <p>I can create a sequence, linking 2-3 simple movements.</p> <p>I can copy action and movement sequences with control and coordination.</p> <p>I can show three gymnastic positions including a pike, straddle and tuck showing good control and extension.</p> <p>I can roll in</p> | <p>I can explore and create different pathways and patterns.</p> <p>I can link a series of movements together including rolls, balances, movements and jumps, to create a sequence.</p> <p>I can perform a range of rolls including a teddy bear roll, forward roll and backwards roll showing extension and control.</p> | <p>I can copy, explore and remembers a variety of movements and use these to create sequences independently and with others.</p> <p>I can perform a range of jumps e.g straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight</p> <p>I can use a range of jumps in sequences. I am beginning to use</p> | <p>I can plan, perform and repeat a simple sequence of movement showing good tension, extension and control.</p> <p>I can perform a range of jumps e.g straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, cat leap and half-turn</p> <p>I can use equipment to vault in a variety of ways.</p> <p>I can practise and perform a set sequence using a range of</p> | <p>I can plan, perform and repeat a sequence of movement showing good control, technique, co-ordination and fluency.</p> <p>I can perform jumps, shapes and balances fluently and with control.</p> <p>(Jumps: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, half-turn, straight jump,</p> | <p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can vault onto a piece of apparatus and dismount safely showing good body control, extension and tension.</p> <p>I can create complex sequences involving the full</p> |

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| <p>different ways e.g log roll (controlled), curled side roll and teddy bear roll.</p> <p>I can perform balances with control e.g standing and kneeling balances.</p> <p>I can perform different body shapes.</p> <p>I can stretch in different ways.</p> <p>I can perform a 2-footed jump, straight jump, tuck jump and half turn jump</p> <p>I can carry out a range of simple jumps and land safely.</p> <p>I can move around, under, over, and</p> | <p>For example:<br/>Log roll (controlled), curled side roll, teddy bear roll, rocking for forward roll and crouched forward roll.</p> <p>I can hold a still shape whilst balancing on different points of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.<br/>For example: 2-footed jump, straight jump, tuck jump, jumping jack, half turn jump, cat spring and cat spring to straddle</p> <p>Climb onto and jump off the equipment safely.</p> <p>I can perform a half jump with good control.<br/>I can perform a 360</p> | <p>equipment to vault</p> <p>I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll</p> <p>I am beginning to show flexibility in movements (performing a range of stretches including splits)</p> <p>I can link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>I can practise and refine movements showing strong body control, extension and tension.<br/>I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control.</p> | <p>movements, balances, supports and rolls showing extension, tension and body control.<br/>(forward roll from standing, straddle forward roll, tucked backward roll and backward roll to straddle.</p> <p>I can move with clarity, fluency and expression.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I understand composition by performing more complex sequences.</p> <p>I am beginning to use gymnastic vocabulary</p> | <p>full-turn and cat leap)</p> <p>I can confidently show a range of balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>I can confidently use equipment to vault in a variety of ways</p> <p>I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>I can plan and demonstrate a sequence of movements on a piece of apparatus including balances, movements and turns.</p> <p>I can perform a cartwheel something increased control.</p> | <p>range of actions and movements:<br/>travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>I can confidently use equipment to vault and incorporate this into sequences.</p> <p>I can gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> |
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|                                  | <p>through different objects and equipment.<br/>I can perform at different levels.<br/>I can use equipment safely</p> | <p>jump with good control.<br/>I can perform a balance on a piece of apparatus showing good control.</p> | <p>I can create interesting body shapes while holding balances with control and confidence.</p> <p>I am beginning to notice similarities and differences between sequences.</p> <p>I am beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>I can move with coordination, control and care. Use turns whilst travelling in a variety of ways.</p> | <p>to describe how to improve and refine performances.</p> <p>I am developing strength, technique and flexibility throughout performances.</p> <p>I can create sequences using various body shapes and equipment.</p> <p>I can combine equipment with movement to create sequences.</p> | <p>I can perform a range of stretches including splits to show good flexibility.</p> <p>I can select ideas to compose specific sequences of movements, shapes and balances.</p> <p>I can adapt sequences to fit new criteria or suggestions</p> <p>I can use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> | <p>I can use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>I can develop strength, technique and flexibility throughout performances</p> |
| Subject Knowledge and Vocabulary | <b>Pike:</b> Sitting up with legs stretched out in-front, toes pointed  | <b>Mount: going onto the apparatus.</b><br>Consider the starting position and                            | <b>Extension:</b> limbs are stretched out showing control.<br><b>Tension:</b> Muscles are  | <b>Front Support:</b> similar position to a plank. Arms shoulder width apart and stretched  | <b>Bridge:</b> consider the starting position, action and finish. Back is ached with  | <b>Vault:</b> The method used to mount a piece of apparatus. This can be from a  |

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|  | <p>and together. Arms should be stretched out in front of body, shoulder width apart.</p> <p><b>Straddle:</b> similar to pike but legs are apart.</p> <p><b>Tuck:</b> Sat on the floor, legs together with knees in chest. Children shouldn't be holding their knees.</p> <p><b>Log roll:</b> Arms above head and legs together, lying flat on the floor. Children roll long ways across the floor.</p> <p><b>Teddy bear roll:</b> sat on floor, legs stretched out, arms holding legs. Children lean to one side, pushing shoulder into the floor, roll across their back and onto the second shoulder where</p> | <p>grip of the apparatus before mounting it. Should the mount be a step, leap or jump?</p> <p><b>Dismount:</b> leaving the apparatus. Consider the starting position, method of dismount and bending knees on landing.</p> <p><b>Balance:</b> consider starting position, controlling body during balance and position of limbs.</p> <p><b>Series of movements:</b> consider the transition between the movements. Encourage children make movements fluid going from one to the other smoothly.</p> <p><b>Extension:</b> limbs are stretched out showing control.</p> | <p>tightened to control limbs and body.</p> <p><b>Front Support:</b> similar position to a plank. Arms shoulder width apart and stretched out. Legs stretched out and balancing on toes.</p> <p><b>Shoulder Stand:</b> lying back on shoulders with legs stretched into the air pointed and together.</p> <p><b>Tuck Jump:</b> jump into air, tuck knees into chest and extend again before landing with knees bent.</p> <p><b>Star Jump:</b> jump into air, stretch arms and legs out before bring them back towards body for landing with knees bent.</p> <p><b>Left Split:</b> left leg in front, right leg behind.</p> <p><b>Right Split:</b> right leg in front and left leg behind.</p> <p><b>Box Split:</b> body facing forwards with legs out to side.</p> | <p>out. Legs stretched out and balancing on toes.</p> <p><b>Cartwheel:</b> consider the starting position, action and finish. Movement should be controlled and limbs extended.</p> <p><b>Dismount:</b> how you leave the balance or apparatus.</p> | <p>arms above head.</p> <p><b>Handstand:</b> consider starting position, action and finish. All limbs should show extension and tension.</p> <p><b>Cartwheel:</b> consider the starting position, action and finish. Movement should be controlled and limbs extended.</p> <p><b>Box Split:</b> body facing forwards with legs out to side.</p> <p><b>Choreograph:</b> creating a series of movements that are linked together.</p> | <p>run up.</p> <p><b>Dismount:</b> how you leave the balance or apparatus.</p> <p><b>Choreograph:</b> creating a series of movements that are linked together.</p> |
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|                  | <p>they lift the body back to a starting position.</p> <p><b>Rolls:</b> Consider the starting position, action and finish.</p> <p><b>Balances:</b> consider starting position, controlling body during balance and position of limbs.</p>   |  |   |   |  |  |
| <b>Athletics</b> | <p>I can run at different speeds.</p> <p>I can jump from a standing position</p> <p>I can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>I can jump as high as possible and as far as possible.</p> <p>I can land safely and with control.</p> | <p>I can change speed and direction whilst running.</p> <p>I can use a variety of different stride lengths.</p> <p>I can complete an obstacle course.</p> <p>I can jump from a standing position with accuracy.</p> <p>I can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to</p> | <p>I can begin to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>I can perform a running jump with some accuracy</p> <p>I can use one and two feet to take off and to land with.</p> <p>I can develop an effective take-off for the standing long jump.</p> <p>I can land safely and with control</p> <p>I can perform a</p> | <p>I can begin to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop, skip, jump (triple jump)</i></p> <p>I can land safely and with control.</p> <p>I can begin to measure the distance jumped</p> <p>I can demonstrates accuracy in throwing</p> | <p>I can begin to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can improve techniques for jumping for distance.</p> <p>I can perform an effective standing long jump.</p> <p>I can perform the</p> | <p>I can begin to build a variety of running techniques and use with confidence.</p> <p>I can develop the technique for the standing vertical jump.</p> <p>I can maintain control at each of the different stages of the triple jump.</p> <p>I can land safely and with control.</p> <p>I can develop and improve techniques for jumping for height and distance</p> |

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| <p>I can work with a partner to develop the control of jumps.</p> <p>I can perform a variety of throws with basic control (underarm and overarm)</p> <p>I can throw a ball towards a target with increasing accuracy.</p> <p>I can improve the distance I can throw by using more power.</p> | <p>opposite foot.</p> <p>I can jump for distance from a standing position with accuracy and control.</p> <p>I know that the leg muscles are used when performing a jumping action</p> <p>I can perform a variety of throws with control and co-ordination.</p> <p>I can throw different types of equipment in different ways, for accuracy and distance</p> <p>I can investigate ways to alter their throwing technique to achieve greater distance.</p> <p>I can use equipment safely</p> | <p>variety of throws using a selection of equipment.</p> <p>I can throw with greater control and accuracy.</p> <p>I can show increasing control in their overarm throw.</p> <p>I can perform a push throw.</p> <p>I can continue to develop techniques to throw for increased distance</p> <p>I can use equipment safely and with good control.</p> <p>I am beginning to understand how to prepare for shot put and javelin</p> | <p>and catching activities.</p> <p>I can measure the distance of their throws.</p> <p>I can continue to develop techniques to throw for increased distance.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I understand how to prepare for shot put and javelin</p> | <p>standing triple jump with increased confidence.</p> <p>I can land safely and with control.</p> <p>I can measure the distance and height jumped with accuracy.</p> <p>I can investigate different jumping techniques.</p> <p>I can record peers performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> | <p>and support others in improving their performance.</p> <p>I can perform and apply different types of jumps in other contexts.</p> <p>I can set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>I can begin to record peers performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching in a range of athletic activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good</p> |
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|                                  |  |  |  |  |  | control.   |
| Subject Knowledge and Vocabulary | <p><b>Control</b> - To exercise restraint or direction over; dominate; command.</p> <p><b>Running:</b> Move legs at speed.</p> <p><b>Jumping:</b> lift both feet off the floor with control.</p> <p><b>Throwing:</b> to propel an object:</p> <ul style="list-style-type: none"> <li>• <b>Underarm throw:</b> The arm pulls back and swings forward without going over the shoulder.</li> </ul> <p><b>Overarm throw:</b> Ball is propelled into the air by the arm going over the shoulder. It is used to get height</p> | <p><b>Control</b> - To exercise restraint or direction over; dominate; command.</p> <p><b>Running:</b> Move legs at speed.</p> <p><b>Jumping:</b> lift both feet off the floor with control.</p> <p><b>Throwing:</b> to propel an object:</p> <ul style="list-style-type: none"> <li>• <b>Underarm throw:</b> The arm pulls back and swings forward without going over the shoulder.</li> </ul> <p><b>Overarm throw:</b> Ball is propelled into the air by the arm going over the shoulder. It is used to get height</p> <p><b>Standing Long Jump:</b> both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When</p> | <p><b>Vocabulary:</b> sprint, hurdles, shot put, over arm, long jump.</p> <p><b>Sprint:</b> encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.</p> <p><b>Hurdles:</b> encourage children to use a leading leg to help develop technique of the hurdles.</p> <p><b>Shot up:</b> starting position: holding the back of the ball with one hand. Place in cavity between neck and ear. The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.</p> <p><b>Overarm throw:</b> Ball is propelled into the</p> | <p><b>Vocabulary:</b> sprint, hurdles, shot put, over arm, long jump.</p> <p><b>Sprint:</b> encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.</p> <p><b>Hurdles:</b> encourage children to use a leading leg to help develop technique of the hurdles.</p> <p><b>Shot up:</b> starting position: holding the back of the ball with one hand. Place in cavity between neck and ear. The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.</p> <p><b>Overarm throw:</b> Ball is propelled into the air</p> | <p><b>Vocabulary:</b> sprint, hurdles, shot put, over arm, long jump, pace.</p> <p><b>Sprint:</b> encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.</p> <p><b>Hurdles:</b> encourage children to use a leading leg to help develop technique of the hurdles.</p> <p><b>Shot up:</b> starting position: holding the back of the ball with one hand. Place in cavity between neck and ear. The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.</p> <p><b>Overarm throw:</b> Ball</p> | <p><b>Vocabulary:</b> sprint, hurdles, shot put, over arm, long jump, pace.</p> <p><b>Sprint:</b> encourage children to go as fast as they can and use their arms to propel their body forward. Talk about how to build momentum.</p> <p><b>Hurdles:</b> encourage children to use a leading leg to help develop technique of the hurdles.</p> <p><b>Shot up:</b> starting position: holding the back of the ball with one hand. Place in cavity between neck and ear. The leg on the same side as holding the ball should in front of the other leg but shoulder width apart. Encourage children to push ball forward rather than throw it.</p> <p><b>Overarm throw:</b> Ball</p> |

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|  |  | <p>jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.</p> | <p>air by the arm going over the shoulder. It is used to get height.<br/> <b>Standing Long Jump:</b> both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.</p> | <p>by the arm going over the shoulder. It is used to get height.<br/> <b>Javelin Throw:</b> Do from standing with a leading leg in-front of the other, shoulder width apart. Encourage children to push the javelin forward aiming to get it to travel as far as they can rather than as high as they can.<br/> <b>Standing Long Jump:</b> both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.<br/> <b>Hop, skip, jump sequence:</b> This will be used at the start of a triple jump and is the first progressive practice to the skill. Encourage children to</p> | <p>is propelled into the air by the arm going over the shoulder. It is used to get height.<br/> <b>Javelin Throw:</b> Do from standing with a leading leg in-front of the other, shoulder width apart. Encourage children to push the javelin forward aiming to get it to travel as far as they can rather than as high as they can.<br/> <b>Standing Long Jump:</b> both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.<br/> <b>Analyse:</b> encourage children to talk about what went well and what they need to do next time to improve personal best.</p> | <p>is propelled into the air by the arm going over the shoulder. It is used to get height.<br/> <b>Javelin Throw:</b> Do from standing with a leading leg in-front of the other, shoulder width apart. Encourage children to push the javelin forward aiming to get it to travel as far as they can rather than as high as they can.<br/> <b>Standing Long Jump:</b> both feet starting behind the starting line, shoulder with apart. Bend knees and draw arms behind. When jumping, use arms to launch body forward. Encourage children to land with both feet together and bend knees to ensure safe landing.<br/> <b>Analyse:</b> encourage children to talk about what went well and what they need</p> |
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|              |  |   |  | co-ordinate the hop and skip first. Once smooth add in the jump. The skip should be used to launch them into the jump.  | <b>Hop, skip, jump sequence:</b> This will be used at the start of a triple jump and is the first progressive practice to the skill. Encourage children to co-ordinate the hop and skip first. Once smooth add in the jump. The skip should be used to launch them into the jump. | to do next time to improve personal best.<br><b>Hop, skip, jump sequence:</b> This will be used at the start of a triple jump and is the first progressive practice to the skill. Encourage children to co-ordinate the hop and skip first. Once smooth add in the jump. The skip should be used to launch them into the jump. |
| <u>Dance</u> | I can copy and explore basic movements and body patterns.<br>I can sequence three or more movements in a routine.<br>I can recall simple movements and dance steps.<br>I can links movements to sounds and music.<br>I can move in time to a beat. | I can copy and explore basic movements with clear control.<br>I can sequence four or more movements in a routine.<br>I can show a variation of levels and speed in sequence.<br>I can show a variation of sizes in body shapes.<br>I can add change of direction to a | I can begin to improvise independently to create a simple dance.<br>I can change level and speed within a routine.<br>I can begin to improvise with a partner to create a simple dance.<br>I can translates ideas from stimuli | I can choreograph a routine showing simple structure independently, with a partner or as part of a group<br>I can synchronise my movements independently, with a partner or within a group.<br>I can perform a routine to a small audience showing simple structure independently, with a | I can begin to exaggerate dance movements and motifs (using expression when moving).<br>I can combine flexibility, techniques and movements to create a fluent sequence.<br>I can move appropriately and with the required style in relation to                                   | I can exaggerate dance movements and motifs (using expression when moving)<br>I can perform with confidence, using a range of movement patterns.<br>I can demonstrate strong movements throughout a dance sequence.<br>I can combine   |

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|  | <p>I can move in time to music.<br/>I can express ideas to a range of music genres.<br/>I can respond to range of stimuli.</p> | <p>sequence.<br/>I can use space well and negotiate space clearly.<br/>I can describe a short dance using appropriate vocabulary.<br/>I can responds imaginatively to stimuli.</p> | <p>into movement with support.<br/>I can begin to compare and adapt movements and motifs to create a larger sequence.<br/>I can use simple dance vocabulary to compare and improve work.</p> | <p>partner or as part of a group.<br/>I can demonstrate precision and some control in response to stimuli.<br/>I can demonstrates rhythm and spatial awareness.<br/>I can modify parts of a sequence as a result of self-evaluation.<br/>I can use simple dance vocabulary to compare and improve work</p> | <p>the stimulus.<br/><i>e.g using various levels, ways of travelling and motifs.</i><br/>I can begin to show a change of pace and timing in their movements.<br/>I can use the space provided to his maximum potential.<br/>I can improvise with confidence, still demonstrating fluency across their sequence.<br/><br/>I can modify parts of a sequence as a result of self and peer evaluation.<br/>I can use more complex dance vocabulary to compare and improve work.</p> | <p>flexibility, techniques and movements to create a fluent sequence.<br/>I can move appropriately and with the required style in relation to the stimulus.<br/><i>e.g using various levels, ways of travelling and motifs.</i><br/>I can begin to show a change of pace and timing in their movements.<br/><br/>I can move to a beat accurately in dance sequence.<br/>I can dance with fluency, linking all movements and ensuring they flow.<br/>I can modify parts of a sequence as a result of self and peer evaluation.<br/>I can use more</p> |
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|                                  |  |  |  |   |  | complex dance vocabulary to compare and improve work   |
| Subject Knowledge and Vocabulary | <p><b>Vocabulary:</b> sequence, timing, beat, movement.</p> <p><b>Sequence of movements:</b> consider how children can transition from one movement to the next using different heights.</p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Balance:</b> To control body whilst holding a position.</p> <p><b>Co-ordination</b> - The ability to control the movement of the body in co-operation with the body's sensory</p> | <p><b>Vocabulary:</b> co-ordination, sequence.</p> <p><b>Co-ordination:</b> timing of the limbs effectively.</p> <p><b>Flexibility:</b></p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Balance:</b> To control body whilst holding a position.</p> <p><b>Co-ordination</b> -The ability to control the movement of the body in co-operation with the body's sensory functions,</p> <p><b>Speed:</b> To move limbs fast to travel at speed.</p> <p><b>Control</b> - To exercise restraint or direction</p> | <p><b>Vocabulary:</b> speed, pace, levels, beat.</p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Co-ordination</b> -The ability to control the movement of the body in co-operation with the body's sensory functions,</p> <p><b>Speed:</b> To move limbs fast to travel at speed.</p> <p><b>Control</b> - To exercise restraint or direction</p> <p><b>Movement:</b> should start to show extension and tension of the limbs.</p> <p><b>Extension:</b> stretching the limbs as long as possible. For example pointing the feet and stretching fingers out to a point.</p> | <p><b>Vocabulary:</b> cannon, pitch, symmetry, synchronise.</p> <p><b>Agility</b> - The ability to make the body change direction in an efficient and effective manner.</p> <p><b>Co-ordination</b> -The ability to control the movement of the body in co-operation with the body's sensory functions,</p> <p><b>Speed:</b> To move limbs fast to travel at speed.</p> <p><b>Control</b> - To exercise restraint or direction</p> <p><b>Choreograph a simple routine with structure:</b> a start, middle and ending needed.</p> <p><b>Precision:</b> To perform with quality, condition and accuracy</p> | <p><b>Vocabulary:</b> levels, speed, direction, choreograph, structure.</p> <p><b>Control</b> - To exercise restraint or direction</p> <p><b>Choreograph a simple routine with structure:</b> a start, middle and ending needed.</p> <p><b>Precision:</b> To perform with quality, condition and accuracy</p> <p><b>Stimuli:</b> Something that would evoke/encourage a reaction, energy or activity.</p> <p><b>Genres around the world:</b> Bollywood, Spanish, Brazilian, New Zealand.</p> <p><b>Choreograph principles:</b> linking series of movements</p> | <p><b>Vocabulary:</b> collaboration, expression, choreograph, , timing, extension, tension, synchronisation.</p> <p><b>Control</b> - To exercise restraint or direction</p> <p><b>Choreograph a simple routine with structure:</b> a start, middle and ending needed.</p> <p><b>Precision:</b> To perform with quality, condition and accuracy</p> <p><b>Stimuli:</b> Something that would evoke/encourage a reaction, energy or activity.</p> <p><b>Different genres:</b> Think about old and model dance for</p> |

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|                        | <p>functions,<br/> <b>Speed:</b> To move limbs fast to travel at speed.<br/> <b>Control</b> - To exercise restraint or direction</p> |  | <p><b>Tension:</b> tensing the muscles in the limbs to show control.</p>   | <p><b>Stimuli:</b> Something that would evoke/encourage a reaction, energy or activity.</p> | <p>to different parts of the music. For example a section of routine for a chorus that is repeated each time.</p> <p>Choreography may have a climax and decline. Consider the movement sequence to represent this.</p> <p>Good <b>technique</b> will, prevent injuries, build strength and flexibility, and refine movement quality. All of which provide the ability to <b>dance</b> using correct body placement and alignment and beautiful lines.</p> | <p>example Northern Soul, Rock and Roll, Charleston etc.</p> <p>Good <b>technique</b> will, prevent injuries, build strength and flexibility, and refine movement quality. All of which provide the ability to <b>dance</b> using correct body placement and alignment and beautiful lines.</p> |
| <p><b>Swimming</b></p> |  |  | <p>I know how to keep myself safe in and around water.</p> <ul style="list-style-type: none"> <li>• I can perform a safe, self-rescue in different water based situations.</li> <li>• I can</li> </ul> |   | <p>I know how to keep myself safe in and around water.</p> <ul style="list-style-type: none"> <li>• I can perform a safe, self-rescue in different water based situations.</li> <li>• I can</li> </ul>  |   |

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|                                  |  |  | <p>confidently swim at least 25 metres (must show confidence over the whole distance).</p> <ul style="list-style-type: none"> <li>I can use a range of stroke effectively showing good timing and co-ordination. (front crawl, backstroke and breaststroke)</li> </ul> |   | <p>confidently swim at least 25 metres (must show confidence over the whole distance).</p> <ul style="list-style-type: none"> <li>I can use a range of stroke effectively showing good timing and co-ordination. (front crawl, backstroke and breaststroke)</li> </ul> |  |
| Subject Knowledge and Vocabulary |  |  |  | <p><b>Strokes:</b> Front crawl, Backstroke. Breaststroke and butterfly.</p> <p><b>Components of the strokes:</b> Body Position<br/>Leg Kick<br/>Arm Pull<br/>Breathing<br/>Timing</p> <p><b>25 metres:</b> One length of a 25 metre pool.</p> <p><b>Safe rescue:</b> to be completed from</p> |  |  |

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|                           |  |   | <p>poolside. Children are taught not to enter the water to rescue anyone from water.</p> <p><b>Children to perform a shout and signal rescue, reach rescue or throw rescue.</b></p>  |  |
| <b>Evaluation</b>         | <p>I can comment on own and others performance</p> <p>I can give comments on how to improve performance.</p> <p>I can use appropriate vocabulary when giving feedback.</p> | <p>I can watch and describe performances accurately using correct vocabulary (PE).</p> <p>I can begin to think about how I can improve and adapt my own work.</p> <p>I can work with a partner or small group to improve skills.</p> <p>I can make comparisons between my work and others, commenting on similarities and differences.</p> <p>I can discuss tactics, strategies and compositional ideas to achieve set objectives and improve performance</p> | <p>I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p> <p>I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve</p> <p>I can comment on strategies, tactics and technique to help improve performances.</p> |  |
| <b>Healthy Lifestyles</b> | <p>I am beginning to describe the effect exercise has on the body</p> <p>I can begin to explain the importance of exercise and a healthy lifestyle.</p>                    | <p>I can describe the effect exercise has on the body</p> <p>I can explain the importance of exercise and a healthy lifestyle, giving examples.</p> <p>I understand the need to warm up and</p>   | <p>I can describe the effect exercise has on the body in depth, using research to evidence my views.</p> <p>I can explain the importance of exercise and a healthy lifestyle.</p>  |  |

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|  |  | cool down. | <p>I can demonstrate warming up and cooling down strategies.</p> <p>I understand and can explain how/why physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.</p> |
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