



Churchill Primary School PE Progression Map

PE Sports Coverage
 (Blue = Sport covered in year)
 (Yellow = Read notes at bottom)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Football							
Netball							
Basketball							
Hockey							
Handball							
Dance							
Gymnastics							
Tennis							
Tag Rigby							
Cricket							
Rounders							
Athletics							
Volleyball							
Swimming							
Bikeability							

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Football		<p>Develop fundamental movement skills, becoming increasingly confident and competent Move fluently, changing direction and speed</p> <p>Recognise space in games and use it to their advantage. Describe what it feels like to breath quickly during exercise</p> <p>Show control of a ball with basic actions. Describe what they have done or seen others doing</p> <p>Move fluently, changing direction and speed. Explore different ways to use and move with a ball</p> <p>Apply skills and tactics in simple games. Use skills in different ways when playing games</p>	<p>Show good awareness of others when playing games 2. Recognise what is successful</p> <p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Develop agility, balance and coordination 3. Understand and describe changes to their heart rate when playing a game</p> <p>Perform a variety of skills keeping the ball under control 2. Understand and describe changes to their heart rate when playing a game</p> <p>Dribble a ball with control, changing speed and direction 2. Show control when moving 3. Use actions and ideas they have seen to improve their own skills</p> <p>Pass a ball with control 2. Participate in team games</p> <p>Show good awareness of others when playing games 2. Recognise what is successful</p>	<p>Move to support teammates when not in possession of the ball 2. Employ simple tactics in game situations</p> <p>Develop control 2. Perform the basic skills needed for the games with control and accuracy 3. Describe how their bodies feel when exercising</p> <p>Move with a ball keeping it under close control 2. Identify what they need to practice to improve their performance</p> <p>Pass/Send a ball with increasing accuracy 2. Pass/Send a ball at different speeds - fast and slow</p> <p>Shoot and score with increased success 2. Recognise and explain good performances</p> <p>Apply basic principles suitable for attacking 2. Find and use space in game situations</p> <p>Challenge a player in possession of the ball 2. Apply basic principles suitable for defending</p> <p>Employ simple tactics in game situations 2. Find and use space in game situations</p>	<p>Move with a ball keeping it under control whilst changing direction 2. Learn how to evaluate and recognise their own success</p> <p>Pass/Send a ball with increasing accuracy 2. Receive a ball successfully 3. Describe how their bodies feel when exercising</p> <p>Shoot and score with increased success 2. Learn how to evaluate and recognise their own success</p> <p>Apply basic principles suitable for attacking 2. Explain the tactics they have used in games</p> <p>Challenge a player in possession of the ball 2. Apply basic principles suitable for defending 3. Understand the link between heart rate and breathing when exercising</p> <p>Employ simple tactics in game situations 2. Find and use space in game situations 3. Explain the tactics they have used in games</p> <p>Employ simple tactics in game situations 2. Explain the tactics they have used in games</p>	<p>Choose skills that meet the needs of the situation 2. Participate in competitive games, modified where appropriate 3. Show good awareness of others in game situations</p> <p>Develop technique 2. Pass with accuracy, confidence and control 3. Adapt games and activities making sure everyone has a role to play</p> <p>Change speed and direction to get away from a defender 2. Develop control whilst performing skills at speed</p> <p>Keep possession of a ball when faced with opponents 2. Perform skills with accuracy, confidence and control</p> <p>Apply basic principles suitable for attacking 2. Use a variety of tactics to keep possession of a ball 3. Learn how to evaluate and recognise their own success</p> <p>Apply basic principles suitable for defending 2. Defend by marking, covering and tracking opponents as appropriate 3. Understand how physical activity can contribute to a healthy lifestyle</p>	<p>Use different skills to keep possession of a ball as part of a team 2. Show good awareness of others in game situations 3. Identify parts of the game where they are performing well</p> <p>Change speed and direction to get away from a defender 2. Develop control whilst performing skills at speed 3. Recognise exercise and activities that help strength, speed and stamina</p> <p>Apply basic principles suitable for attacking 2. Show good awareness of others in game situations 3. Recognise part of a performance that could be improved and explain how</p> <p>Apply basic principles suitable for defending 2. Show good awareness of others in game situations 3. Identify parts of the game where they are performing well</p> <p>Apply basic principles suitable for attacking and defending 2. Choose different formations to suit the needs of the game 3. Learn how to evaluate and recognise their own success</p> <p>Choose skills that meet the needs of the situation 2. Understand the</p>

						<p>Combine and perform skills with control 2. Choose different formations to suit the needs of the game 3. Watch and evaluate the success of games</p> <p>Show good awareness of others in game situations 2. Choose skills that meet the needs of the situation 3. Identify parts of the game where they are performing well</p>	<p>positions in a team and the role they play 3. Adapt games and activities making sure everyone has a role to play</p>
Netball		<p>Explore different ways to use/move with the ball. Watch and copy others movements</p> <p>Show control of the ball with basic actions. Copy what they see and say why it is good</p> <p>Develop catching and gathering skills. Send the ball in different ways</p> <p>Use skills individually and in combination to suit the game. Can move to defend the goal. Can describe</p>		<p>Keep possession of a ball as part of a team Move to support teammates when not in possession of the ball</p> <p>Move with a ball keeping it under close control. Describe how their bodies feel when exercising</p> <p>Develop control. Move with a ball keeping it under control whilst changing direction. Understand the link between heart rate and breathing when exercising</p> <p>Pass/Send a ball with increasing accuracy.</p>			

		<p>what they have done or seen others doing</p> <p>Show control and accuracy when rolling the ball. Use skills in different ways in different games. Describe why running and playing games is good for them</p>		<p>Receive a ball successfully</p> <p>Take up space/positions that make it difficult for opponents. Find and use space in game situations. Recognise and explain good performances</p> <p>Employ simple tactics in game situations. Use a range of tactics to keep possession of a ball. Explain the tactics they have used in games</p>			
Basketball			<p>Choose and use simple tactics to suit different situations. Watch and describe a performance accurately</p> <p>Perform a variety of skills keeping the ball under control. Understand and describe changes to their heart rate when playing a game</p> <p>Throw/hit a ball in different ways e.g. High, low, fast, slow</p>		<p>Work well as part of a team. Perform the basic skills needed for the games with control and accuracy. Use a range of tactics to keep possession of a ball</p> <p>Move with a ball keeping it under control whilst changing direction. Understand the link between heart rate and breathing when exercising</p> <p>Pass/send a ball using a variety of</p>	<p>Keep possession of a ball when faced with opponents. Choose skills that meet the needs of the situation. Watch and evaluate the success of games</p> <p>Change speed and direction to get away from a defender. Develop control whilst performing skills at speed. Create short warm up routines that follow basic principle e.g. raise body temperature,</p>	<p>Choose skills that meet the needs of the situation. Choose different formations to suit the needs of the game. Learn how to evaluate and recognise their own success</p> <p>Develop control whilst performing skills at speed. Create short warm up routines that follow basic principle e.g. raise body temperature,</p>

			<p>Recognise what is successful</p> <p>Master basic throwing technique. Catch with increasing control and accuracy</p> <p>Apply skills and tactics in small sided games. Begin to understand the importance of preparing safely and carefully for exercise - warming up</p> <p>Show good awareness of others when playing games. React to situations in ways that make it difficult for opponents</p>		<p>techniques. Pass the ball in different ways e.g. high, low, bounced, fast, slow. Describe how their bodies feel when exercising</p> <p>Shoot and score with increased success. Develop technique</p> <p>Apply basic principles suitable for attacking and defending. Keep and follow the rules of games. Identify what they need to practice to improve their performance</p> <p>Find and use space in game situations. Employ simple tactics in game situations. Explain the tactics they have used in games</p>	<p>mobilise joints and muscles</p> <p>Pass with accuracy, confidence and control. Use different skills to keep possession of a ball as part of a team. Explain how their body reacts and feels when taking part in different activities and undertaking different roles</p> <p>Perform skills with accuracy, confidence and control. Apply basic principles suitable for attacking. Learn how to evaluate and recognise their own success</p> <p>Perform skills with accuracy, confidence and control. Apply basic principles suitable for attacking. Learn how to evaluate and recognise their own success</p> <p>Work effectively as part of a team . Explain why a</p>	<p>mobilise joints and muscles</p> <p>Apply basic principles suitable for attacking and defending. Work effectively as part of a team. Recognise part of a performance that could be improved and explain how</p> <p>Use different skills to keep possession of a ball as part of a team. Apply basic principles suitable for attacking. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Apply basic principles suitable for attacking and defending. Work effectively as part of a team. Recognise part of a performance that could be improved and explain how</p> <p>Show good awareness of others in game situations. Defend by marking, covering and tracking opponents as</p>
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						performance is good. Understand how physical activity can contribute to a healthy lifestyle	appropriate. Adapt games and activities making sure everyone has a role to play
Hockey		<p>Show control of a ball with basic actions. Work individually and with others</p> <p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Move fluently, changing direction and speed</p> <p>Show control of a ball with basic actions 2. Understand why being active and playing games is good for you</p> <p>Develop agility, balance and coordination 2. Recognise space in games and use it to their advantage</p> <p>Move fluently, changing direction and speed 2. Explore different ways to use and move with a ball 3. Describe what they have done or seen others doing</p> <p>Send/Pass a ball 2. Successfully receive (catch/stop) a ball</p> <p>Apply skills in a range of activities 2. Use skills in different ways when playing games</p>				<p>Choose skills that meet the needs of the situation 2. Participate in competitive games, modified where appropriate 3. Show good awareness of others in game situations</p> <p>Change speed and direction to get away from a defender 2. Develop control whilst performing skills at speed 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles</p> <p>Pass with accuracy, confidence and control 2. Develop control whilst performing skills at speed 3. Understand how the muscles work, e.g. work by getting shorter, relax by getting longer</p> <p>Keep possession of a ball when faced with opponents 2. Perform skills with accuracy, confidence and control 3. Understand the importance of being physically fit</p> <p>Use different skills to keep possession of a ball as part of a team 2. Choose when to pass or dribble to keep possession of a ball</p>	<p>Continue to apply and develop a broader range of skills 2. Choose skills that meet the needs of the situation 3. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Change speed and direction to get away from a defender 2. Develop control whilst performing skills at speed 3. Provide constructive feedback about a performance</p> <p>Use different skills to keep possession of a ball as part of a team 2. Show good awareness of others in game situations 3. Understand how the muscles work, e.g. work by getting shorter, relax by getting longer</p> <p>Keep possession of a ball when faced with opponents 2. Use a variety of tactics to keep possession of a ball 3. Identify parts of the game where they are performing well</p> <p>Choose when to pass or dribble to keep possession of a ball 2. Show good awareness of</p>

		Apply skills and tactics in simple games 2. Use skills in different ways when playing games				<p>3. Learn how to evaluate and recognise their own success</p> <p>Apply basic principles suitable for defending 2. Defend by marking, covering and tracking opponents as appropriate 3. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Work effectively as part of a team 2. Choose different formations to suit the needs of the game 3. Explain why a performance is good</p> <p>Combine and perform skills with control 2. Show good awareness of others in game situations 3. Identify parts of the game where they are performing well</p>	<p>others in game situations 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles</p> <p>Apply basic principles suitable for defending 2. Show good awareness of others in game situations 3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles</p> <p>Apply basic principles suitable for attacking and defending 2. Choose different formations to suit the needs of the game 3. Watch and evaluate the success of games</p> <p>Choose skills that meet the needs of the situation 2. Choose different formations to suit the needs of the game 3. Adapt games and activities making sure everyone has a role to play</p>
Handball				<p>Pass and receive the ball with control. Use a range of skills to keep possession of the ball. Identify what they do best and what they find most difficult</p> <p>Keep the ball under control. Begin to</p>	<p>Get into good positions to pass the ball. Get into good positions to receive the ball. Develop the understanding of the importance of speed when playing invasion games</p>		

				<p>understand why they get hotter when playing games</p> <p>Receive the ball with control. Choose a space/positions where they can receive a pass or support a teammate. Recognise players who play well in games and give reasons why</p> <p>Pass the ball with control. Pass with increasing accuracy</p> <p>Move to support teammates once they have passed the ball. Use a range of skills to keep possession of the ball. Know how to use space in games</p> <p>Take up space/positions that make it difficult for their opponents. Recognise and describe what happens to their breathing and heart rate when playing games</p>	<p>Show growing consistency and control during games. Choose different ways of practicing these tactics and skills</p> <p>Pass the ball in different ways e.g. high, low, bounced, fast, slow. Pass the ball using different techniques. Find and use space in game situations</p> <p>Have simple plans that they know they can make work. Identify what skills they need to practice</p> <p>Keep and follow the rules of the games. Choose and adapt their techniques to keep possession and give them the chance to shoot. Develop set moves that can be used in attacking play</p> <p>Use a range of tactics to keep possession of the ball to shoot or score . Develop the understanding of the importance of</p>		
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					stamina in invasion games		
Dance		<p>Respond imaginatively to a range of stimuli 2. Combine different ways of travelling</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction 2. Perform movement phrases using a range of different body actions and body parts</p> <p>Perform dances using simple movement patterns 2. Move fluently, changing direction and speed</p> <p>Respond imaginatively to a range of stimuli 2. Compose and link movement phrases to make simple dances with clear beginnings, middles and ends 3. Describe what it feels like to breath quickly during exercise</p> <p>Create linked movement phrases with beginnings, middles and ends 2. Describe what they have done or seen others doing</p> <p>Perform movement phrases and short dances with control and accuracy 2. Understand why being active and playing games is good for you</p> <p>Work individually and with others 2. Perform movement</p>	<p>Perform dances using simple movement patterns 2. Explore, remember, repeat and link a range of actions with coordination and control</p> <p>Develop agility, balance and coordination 2. Perform dances using simple movement patterns 3. Watch and describe a performance accurately</p> <p>Perform a range of actions with control and coordination 2. Work individually and with others</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas 2. Begin to understand the importance of preparing safely and carefully for exercise - warming up</p> <p>Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings 2. Describe dance phrases and expressive qualities</p> <p>Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance 2. Remember and repeat a short dance</p>	<p>Explore and create narratives in response to a range of stimuli. Understand the link between heart rate and breathing when exercising</p> <p>Show control, accuracy and fluency of movement when performing actions on their own. Perform more complex dance phrases and dances that communicate character and narrative</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. Work well as part of a team</p> <p>Combine actions and maintain the quality of performance when performing at the same time as a partner. Show</p>	<p>Explore and create characters and narratives in response to a range of stimuli 2. Show control, accuracy and fluency of movement when performing actions on their own 3. Understand the link between heart rate and breathing when exercising</p> <p>Perform dances using a range of movement patterns 2. Perform more complex dance phrases and dances that communicate character and narrative</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer 2. Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction</p> <p>Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others 2. Identify what they need to practice to improve their performance</p> <p>Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level,</p>	<p>Perform dances using a range of movement patterns 2. Perform more complex dance phrases and dances that communicate character and narrative</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer 2. Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction</p> <p>Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others 2. Identify what they need to practice to improve their performance</p> <p>Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level,</p>	<p>Explore and practice movement ideas inspired by a stimulus 2. Use basic compositional principles when creating their dances</p> <p>Combine and perform skills with control 2. Perform movements accurately with a sense of rhythm</p> <p>Collaborate with others 2. Combine and perform skills with control 3. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Explore, improvise and combine movement ideas fluently and effectively 2. Begin to apply basic movements in a range of activities and in combination</p> <p>Create dance motifs to show ideas, developing expressive qualities 2. Create and structure motifs, phrases and sections of dances</p> <p>Perform combinations of actions and movements that show clear differences between levels, speeds and direction 2. Learn how to evaluate and recognise their own success</p>

		<p>phrases and short dances with control and accuracy</p>	<p>phrase, showing greater control, coordination and spatial awareness 3. Recognise what is successful</p> <p>Explore, remember, repeat and link a range of actions with an awareness of the expressive qualities of dance 2. Show control when moving</p>	<p>control, accuracy and fluency of movement when performing actions with a partner</p> <p>Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. Collaborate with others. Describe and evaluate the effectiveness and quality of a performance</p> <p>Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others. Describe, interpret and evaluate their own dance, taking account of character and narrative</p>	<p>speed and pathway 2. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group</p> <p>Perform skills more accurately and consistently 2. Work well as part of a team</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group 2. Perform a range of actions and agilities with consistency, fluency and clarity of movement 3. Describe, interpret and evaluate their own dance, taking account of character and narrative</p>	<p>consistently 2. Work well as part of a team</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group 2. Perform a range of actions and agilities with consistency, fluency and clarity of movement 3. Describe, interpret and evaluate their own dance, taking account of character and narrative</p> <p>Perform combinations of actions and movements that show clear differences between levels, speeds and direction 2. Learn how to evaluate and recognise their own success</p> <p>Perform dances using a range of movement patterns 2. Explain why a performance is good</p>	<p>Perform dances using a range of movement patterns 2. Explain why a performance is good</p>
Gymnastics		<p>Perform basic gymnastic actions, including travelling, rolling, jumping and stay still 2. Explore and link a range of movements and/or shapes</p>	<p>Perform a range of actions with control and coordination 2. Combine ways of travelling, balancing and stillness using both the floor and apparatus</p>	<p>Learn how to use skills in different ways and link them to make actions and sequences of movement 2. Perform a range of actions and agilities with</p>	<p>Perform skills more accurately and consistently 2. Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end</p>	<p>Link skills to make actions and sequences of movement 2. Combine and perform gymnastic actions, shapes and balances more fluently and effectively</p>	<p>Learn how to use skills in different ways and link them to make actions and sequences of movement 2. Explore, improvise and combine movement ideas fluently and effectively</p>

		<p>Develop agility, balance and coordination 2. Describe what they have done or seen others doing</p> <p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Combine different ways of travelling</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction 2. Combine different ways of travelling</p> <p>Develop agility 2. Develop balance</p> <p>Develop balance 2. Create linked movement phrases with beginnings, middles and ends</p> <p>Develop agility, balance and coordination 2. Explore and link a range of movements and/or shapes</p> <p>Begin to apply basic movements in a range of activities 2. Understand how to play in a safe way</p> <p>Create linked movement phrases with beginnings, middles and ends 2. Perform movement phrases using a range of different body actions and body parts</p> <p>Perform basic gymnastic actions, including travelling, rolling, jumping</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Develop coordination</p> <p>Show control when moving 2. Form simple sequences of different actions, using the floor and a variety of apparatus</p> <p>Develop agility, balance and coordination 2. Develop balance</p> <p>Perform a range of actions with control and coordination 2. Remember and repeat a range of gymnastics actions with control and precision</p> <p>Perform a range of actions with control and coordination 2. Combine ways of travelling, balancing and stillness using both the floor and apparatus</p>	<p>consistency, fluency and clarity of movement</p> <p>Develop flexibility, strength, technique, control and balance 2. Perform skills more accurately and consistently</p> <p>Show control, accuracy and fluency of movement when performing actions on their own 2. Describe how their bodies feel when exercising</p> <p>Link skills to make actions and sequences of movement 2. Develop balance</p> <p>Combine actions to make sequences with changes of speed, level and direction, and clarity of shape 2. Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction 3. Describe and evaluate the effectiveness and quality of a performance</p> <p>Learn how to use skills in different ways and link them to make actions and sequences of movement 2. Perform a range of actions and abilities with consistency, fluency and clarity of movement 3. Learn how to evaluate and recognise their own success</p>	<p>Apply and develop a broader range of skills 2. Perform skills more accurately and consistently 3. Recognise what they do well and what they find difficult</p> <p>Show control, accuracy and fluency of movement when performing actions on their own 2. Understand the link between heart rate and breathing when exercising</p> <p>Perform a range of actions and abilities with consistency, fluency and clarity of movement 2. Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction</p> <p>Collaborate with others 2. Show control, accuracy and fluency of movement when performing actions with a partner 3. Combine actions to make sequences with changes of speed, level and direction, and clarity of shape</p> <p>Perform skills more accurately and consistently 2. Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end</p>	<p>Collaborate with others 2. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 3. Recognise part of a performance that could be improved and explain how</p> <p>Learn how to use skills in different ways and link them to make actions and sequences of movement 2. Choose and apply basic compositional ideas to the sequences they create 3. Identify which aspects were performed consistently, accurately, fluently and clearly</p> <p>Make up longer sequences and perform them with fluency and clarity of movement 2. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 3. Provide constructive feedback about a performance</p> <p>Perform movements accurately with a sense of rhythm 2. Learn how to evaluate and recognise their own success</p> <p>Link skills to make actions and sequences of movement 2. Combine and perform gymnastic actions, shapes and balances more fluently and effectively</p>	<p>Perform combinations of actions and movements that show clear differences between levels, speeds and direction 2. Choose and apply basic compositional ideas to the sequences they create 3. Learn how to evaluate and recognise their own success</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles 2. Vary direction, levels and pathways, to improve the look of a sequence 3. Provide constructive feedback about a performance</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively 2. Work effectively as part of a team 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles</p> <p>Perform movements accurately with a sense of rhythm 2. Use combinations of dynamics using the space effectively e.g. different pathways</p> <p>Learn how to use skills in different ways and link them to make actions and sequences of movement 2. Explore, improvise and combine movement ideas fluently and effectively 3. Identify which aspects</p>
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		and stay still 2. Explore and link a range of movements and/or shapes					were performed consistently, accurately, fluently and clearly
Tennis		<p>Show control of a ball with basic actions 2. Use the correct skills to meet the challenges</p> <p>Develop throwing technique 2. Describe what they have done or seen others doing</p> <p>Explore different ways to use and move with a ball 2. Understand why being active and playing games is good for you</p> <p>Develop agility, balance and coordination 2. Move fluently, changing direction and speed</p> <p>Send/Pass a ball 2. Show basic control and accuracy when striking a ball 3. Describe what they have done or seen others doing</p> <p>Successfully receive (catch/stop) a ball 2. Understand the concept of moving to get in line with a ball to receive it</p> <p>Show control of a ball with basic actions 2. Engage in cooperative physical activities</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Develop balance 3. Develop coordination 4. Use and move with a tennis racket with control 5. Perform a variety of skills keeping the ball under control 6. Choose the correct skills to meet a challenge 7. Recognise what is successful 8. Use actions and ideas they have seen to improve their own skills</p> <p>Throw/hit a ball in different ways e.g. High, low, fast, slow 2. Watch and describe a performance accurately</p> <p>Use and move with a tennis racket with control 2. Perform a range of actions with control of the ball</p> <p>Send/Pass a ball with increasing accuracy and consistency 2. Begin to understand the importance of preparing safely and carefully for exercise - warming up</p> <p>Perform a range of catching and gathering skills with control</p>		<p>Perform the basic skills needed for the games with control and accuracy 2. Send a ball into space at different speeds and heights to make it difficult for opponent</p> <p>Begin to apply basic movements in a range of activities and in combination 2. Understand the link between heart rate and breathing when exercising</p> <p>Perform basic forehand action with control and accuracy 2. Hit a ball into space at different speeds and heights to make it difficult for opponent</p> <p>Keep the rally going using a range shots 2. Recognise and explain good performances</p> <p>Hit the ball accurately towards a target 2. Find and use space in game situations</p> <p>Keep and follow the rules of games 2. Describe how their bodies feel when exercising</p>	<p>Choose skills that meet the needs of the situation 2. Hit the ball with purpose, varying speed, height and direction</p> <p>Play shots on the forehand and backhand side of body 2. Use good footwork that allows the ball to be hit with good technique</p> <p>Direct the ball towards the opponents court or target area 2. Identify spaces and understand the tactic of hitting into gaps</p> <p>Adopt a good ready position 2. Show good position on court 3. Recognise part of a performance that could be improved and explain how</p> <p>Continue to apply and develop a broader range of skills 2. Participate in competitive games, modified where appropriate</p> <p>Play shots on the forehand and backhand side of body 2. Show good awareness of others in game situations 3. Learn how to evaluate</p>	<p>Play shots on the forehand and backhand side of body 2. Hit the ball with purpose, varying speed, height and direction 3. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles</p> <p>Adopt a good ready position 2. Show good position on court</p> <p>Direct the ball towards the opponents court or target area 2. Identify spaces and understand the tactic of hitting into gaps</p> <p>Perform skills with accuracy, confidence and control 2. Hit the ball with purpose, varying speed, height and direction</p> <p>Develop control 2. Identify spaces and understand the tactic of hitting into gaps 3. Explain why a performance is good</p> <p>Participate in competitive games, modified where appropriate 2. Explain how their body reacts and feels when taking part in different</p>

		<p>Apply skills and tactics in simple games 2. Change the way they use skills in response to their opponents actions</p>	<p>2. Use actions and ideas they have seen to improve their own skills</p> <p>Show good awareness of others when playing games 2. Engage in cooperative physical activities</p> <p>Understand and follow the rules of games 2. Choose the correct skills to meet a challenge</p> <p>Understand and follow the rules of games 2. Choose and use simple tactics to suit different situations</p>		<p>Apply basic principles suitable for attacking 2. Hit a ball into space at different speeds and heights to make it difficult for opponent 3. Learn how to evaluate and recognise their own success</p> <p>Perform the basic skills needed for the games with control and accuracy 2. Send a ball into space at different speeds and heights to make it difficult for opponent</p>	<p>and recognise their own success</p> <p>Participate in competitive games, modified where appropriate 2. Identify spaces and understand the tactic of hitting into gaps 3. Explain why a performance is good</p> <p>Identify spaces and understand the tactic of hitting into gaps 2. Show good position on court 3. Watch and evaluate the success of games</p>	<p>activities and undertaking different roles</p> <p>Apply basic principles suitable for attacking 2. Identify spaces and understand the tactic of hitting into gaps 3. Learn how to evaluate and recognise their own success</p> <p>Play shots on the forehand and backhand side of body 2. Hit the ball with purpose, varying speed, height and direction 3. Identify parts of the game where they are performing well</p>
Tag Rugby			<p>Follow basic rules of tag rugby. Throw and catch a rugby ball. Learn how to tag other players.</p> <p>Build on knowledge of the rules. To be able to beat a defender. Know how to throw and catch a rugby ball.</p> <p>Very simple tactics in a game. To be able to pass the ball in a game situation. Attacking and defending skills.</p> <p>Develop understanding of tag rugby. Passing backwards. Beating defenders.</p> <p>Play simple tag rugby games with</p>	<p>Follow basic rules of the game. Know how to tag another player. Pass the ball to another member.</p> <p>To throw the ball backwards to another player. Simple attacking and defending skills.</p> <p>Develop attacking and defending skills.</p> <p>Make decisions at the right time during a game.</p> <p>Develop understanding of the game. Build on decision making skills. Play small sided games.</p>		<p>Keep control of the ball when running and passing. To pass and catch the ball whilst running at different speeds. To achieve tasks accurately as a team and individual.</p> <p>Pass accurately. Pass on the move.</p> <p>Run at spaces not faces. Learn to keep in line and spread out. Pass backwards and start to incorporate the rules of the game.</p> <p>Learn to mark the opposition. Move forward to defend as a line. Successfully</p>	

			understanding of basic rules.	Play the game with understanding of basic rules.		remove tags in accordance to the rules. Perform skills and tactics learnt. Develop physical characteristics needed – speed, fitness, agility. Be able to play a full game of tag rugby. Understand the rules of the game. Carefully consider the best way to score a try and win the game.	
Cricket		<p>Understand and follow simple rules for games 2. Use skills in different ways when playing games</p> <p>Develop agility, balance and coordination 2. Move fluently, changing direction and speed 3. Understand why being active and playing games is good for you</p> <p>Show control of a ball with basic actions 2. Describe what it feels like to breath quickly during exercise</p> <p>Show control of a ball with basic actions 2. Understand the concept</p>	<p>Show good awareness of others when playing games 2. React to situations in ways that make it difficult for opponents</p> <p>Develop fundamental movement skills, becoming increasingly confident and competent 2. Develop agility, balance and coordination</p> <p>Perform a range of catching and gathering skills with control 2. Perform a range of actions with control of the ball 3. Begin to understand the importance of preparing</p>	<p>Perform the basic skills needed for the games with control and accuracy 2. Identify what they need to practice to improve their performance</p> <p>Run, jump, catch and throw in isolation and in combination 2. Apply and develop a broader range of skills</p> <p>Intercept and stop the ball consistently 2. Perform the basic skills needed for the games with control and accuracy 3. Devise suitable warm-up activities</p>	<p>Perform the basic skills needed for the games with control and accuracy 2. Take up space/positions that make it difficult for opponents 3. Find and use space in game situations</p> <p>Throw a ball increased accuracy 2. Catch a ball with increasing consistency</p> <p>Hit a ball with increasing control from a tee 2. Hit a ball with increasing control</p> <p>Show control, coordination and consistency when</p>		

		<p>of moving to get in line with a ball to receive it</p> <p>Develop catching technique 2. Successfully receive (catch/stop) a ball 3. Describe what they have done or seen others doing</p> <p>Show basic control and accuracy when striking a ball 2. Describe what they have done or seen others doing</p> <p>Engage in competitive physical activities (both against self and against others) 2. Recognise space in games and use it to their advantage</p> <p>Apply skills and tactics in simple games 2. Use skills in different ways when playing games</p>	<p>safely and carefully for exercise - warming up</p> <p>Catch with increasing control and accuracy 2. Perform a range of catching and gathering skills with control</p> <p>Hit a ball with increasing control and accuracy 2. Recognise what is successful</p> <p>Throw/hit a ball in different ways e.g. High, low, fast, slow 2. Understand that hitting the ball into space helps them score points</p> <p>. Show good awareness of others when playing games 2. Understand and follow the rules of games</p> <p>Choose and use simple tactics to suit different situations 2. Choose the correct skills to meet a challenge 3. Recognise what is successful</p>	<p>Throw a ball increasing distances 2. Catch a ball with increasing consistency 3. Understand the link between heart rate and breathing when exercising</p> <p>Hit a ball with increasing control from a tee 2. Hit a ball with the correct technique</p> <p>Employ simple tactics in game situations 2. Work well as part of a fielding team to make it harder for the batter</p> <p>Perform the basic skills needed for the games with control and accuracy 2. Work well as part of a team 3. Explain the tactics they have used in games</p> <p>Employ simple tactics in game situations 2. Choose fielding skills which make it difficult for opponent</p>	<p>throwing 2. Identify what they need to practice to improve their performance</p> <p>Choose fielding skills which make it difficult for opponent 2. Work well as part of a fielding team to make it harder for the batter 3. Recognise what they do well and what they find difficult</p> <p>Communicate, collaborate and compete with others 2. Keep and follow the rules of games</p> <p>Participate in competitive games, modified where appropriate 2. Employ simple tactics in game situations 3. Recognise and explain good performances</p> <p>Work well as part of a team 2. Take up space/positions that make it difficult for opponents 3. Explain the tactics they have used in games</p>		
Rounders		<p>Understand and follow simple rules for games 2. Use skills in different ways when playing games</p> <p>Develop agility, balance and coordination 2. Move fluently, changing direction and speed 3. Understand why being</p>		<p>Perform the basic skills needed for the games with control and accuracy 2. Identify what they need to practice to improve their performance</p> <p>Intercept and stop the ball consistently 2. Perform the basic skills needed for the games with control and accuracy 3.</p>	<p>Perform the basic skills needed for the games with control and accuracy 2. Take up space/positions that make it difficult for opponents 3. Find and use space in game situations</p> <p>Throw a ball increased accuracy 2. Catch a ball with</p>	<p>Choose skills that meet the needs of the situation 2. Show good awareness of others in game situations 3. Watch and evaluate the success of games</p> <p>Use skills and tactics to outwit opponents when fielding 2. Work as part of a team that covers the area to</p>	<p>Use skills and tactics to outwit opponents when batting 2. Use skills and tactics to outwit opponents when fielding</p> <p>Choose skills that meet the needs of the situation 2. Use skills and tactics to outwit opponents when fielding 3. Watch and</p>

		<p>active and playing games is good for you</p> <p>Show control of a ball with basic actions 2. Describe what it feels like to breath quickly during exercise</p> <p>Show control of a ball with basic actions 2. Send/Pass a ball</p> <p>Develop coordination 2. Understand the concept of moving to get in line with a ball to receive it</p> <p>Develop catching technique 2. Successfully receive (catch/stop) a ball 3. Describe what they have done or seen others doing</p> <p>Develop throwing technique 2. Demonstrate a basic underarm throwing action with control and accuracy</p> <p>Show control of a ball with basic actions 2. Successfully receive (catch/stop) a ball 3. Demonstrate a basic underarm throwing action with control and accuracy</p> <p>Show basic control and accuracy when striking a ball 2. Describe what they have done or seen others doing</p> <p>Show basic control and accuracy when striking a ball 2. Recognise space in</p>		<p>Devise suitable warm-up activities for the upcoming activities</p> <p>Throw a ball increasing distances 2. Catch a ball with increasing consistency 3. Understand the link between heart rate and breathing when exercising</p> <p>Hit a ball with increasing control from a tee 2. Hit a ball with the correct technique</p> <p>Employ simple tactics in game situations 2. Work well as part of a fielding team to make it harder for the batter 3. Describe how their bodies feel when exercising</p> <p>Employ simple tactics in game situations 2. Choose fielding skills which make it difficult for opponent</p>	<p>increasing consistency 3. Learn how to evaluate and recognise their own success</p> <p>Hit a ball with increasing control 2. Hit the ball accurately towards a target</p> <p>Show control, coordination and consistency when throwing 2. Identify what they need to practice to improve their performance</p> <p>Work well as part of a team 2. Take up space/positions that make it difficult for opponents 3. Explain the tactics they have used in games</p>	<p>make it hard for the batter to score runs 3. Explain why a performance is good</p> <p>Develop control 2. Begin bowl at different speeds 3. Watch and evaluate the success of games</p> <p>. Hit the ball with purpose, varying speed, height and direction 2. Identify spaces and understand the tactic of hitting into gaps 3. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Use skills and tactics to outwit the opponent when batting, bowling or fielding 2. Explain how their body reacts and feels when taking part in different activities and undertaking different roles</p> <p>Work effectively as part of a team 2. Choose skills that meet the needs of the situation 3. Identify parts of the game where they are performing well</p>	<p>evaluate the success of games</p> <p>Develop control 2. Perform skills with accuracy, confidence and control 3. Learn how to evaluate and recognise their own success</p> <p>Use skills and tactics to outwit opponents when batting 2. Identify spaces and understand the tactic of hitting into gaps 3. Watch and evaluate the success of games</p> <p>Work as part of a team that covers the area to make it hard for the batter to score runs 2. Develop an understanding of how to improve in different physical activities and sports 3. Adapt games and activities making sure everyone has a role to play</p> <p>Play shots that allow the ball to be hit to different areas of the field into spaces 2. Use tactics that involve bowlers and fielders working together 3. Identify parts of the game where they are performing well</p>
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		<p>games and use it to their advantage 3. Understand how to play in a safe way</p> <p>Engage in competitive physical activities (both against self and against others) 2. Recognise space in games and use it to their advantage</p> <p>Apply skills and tactics in simple games 2. Use skills in different ways when playing games</p>					
Athletics	Sports Day Activities	Sports Day Activities	Sports Day Activities	<p>Show control, coordination and consistency when running 2. Show control, coordination and consistency when throwing 3. Show control, coordination and consistency when jumping</p> <p>Apply and develop a broader range of skills 2. Use skills in different ways 3. Describe how their bodies feel when exercising</p> <p>Show control, coordination and consistency when running 2. Understand the link between heart rate and breathing when exercising</p> <p>Develop technique 2. Show control,</p>	<p>Show control, coordination and consistency when running 2. Show control, coordination and consistency when throwing 3. Show control, coordination and consistency when jumping</p> <p>Choose the appropriate running speed to meet the demand of the task 2. Understand how to pace your speed when running over a increased distance 3. Describe how their bodies feel when exercising</p> <p>Combine basic jump actions to form a jump combination 2. Devise suitable warm-up activities for the upcoming activities</p> <p>Develop technique 2. Learn how to evaluate</p>	<p>Choose the appropriate speed to run at for the distance to be covered 2. Choose the appropriate throwing technique to meet the demands of the task 3. Choose the appropriate jumping technique to meet the demands of the task</p> <p>Communicate, collaborate and compete with others 2. Develop control whilst performing skills at speed 3. Understand the importance of being physically fit</p> <p>Develop technique 2. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment 3. Recognise part of a performance that could be improved and explain how</p>	<p>Choose the appropriate speed to run at for the distance to be covered 2. Choose the appropriate throwing technique to meet the demands of the task 3. Choose the appropriate jumping technique to meet the demands of the task</p> <p>Communicate, collaborate and compete with others 2. Develop control whilst performing skills at speed 3. Understand the importance of being physically fit</p> <p>Throw overarm with accuracy and for good distance 2. Choose the appropriate throwing technique to meet the demands of the task 3. Compare their performance with previous ones and demonstrate improvement</p>

				<p>coordination and consistency when jumping</p> <p>Develop technique 2. Show control, coordination and consistency when throwing 3. Recognise what they do well and what they find difficult</p> <p>Choose the appropriate running speed to meet the demand of the task 2. Understand how to pace your speed when running over a increased distance</p> <p>Compete with others 2. Identify what they need to practice to improve their performance</p> <p>Show control, coordination and consistency when running 2. Show control, coordination and consistency when throwing 3. Show control, coordination and consistency when jumping</p>	<p>and recognise their own success</p> <p>Choose the appropriate running speed to meet the demand of the task 2. Understand the link between heart rate and breathing when exercising</p> <p>Show control, coordination and consistency when jumping 2. Recognise and explain good performances</p> <p>Show control, coordination and consistency when throwing 2. Compete with others 3. Recognise what they do well and what they find difficult</p>	<p>Run, jump, catch and throw in isolation and in combination 2. Understand how the muscles work, e.g. work by getting shorter, relax by getting longer</p> <p>Run, jump, catch and throw in isolation and in combination 2. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles</p> <p>Compete with others 2. Work effectively as part of a team 3. Understand how physical activity can contribute to a healthy lifestyle</p> <p>Choose skills that meet the needs of the situation 2. Combine and perform skills with control 3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles</p> <p>Choose the appropriate speed to run at for the distance to be covered 2. Choose the appropriate throwing technique to meet the demands of the task 3. Choose the appropriate jumping technique to meet the demands of the task</p>	<p>to achieve their personal best 4. Recognise part of a performance that could be improved and explain how</p> <p>Run, jump, catch and throw in isolation and in combination 2. Compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>Choose the appropriate speed to run at for the distance to be covered 2. Explain why a performance is good</p> <p>Compete with others 2. Work effectively as part of a team 3. Explain how their body reacts and feels when taking part in different activities and undertaking different roles</p> <p>Choose skills that meet the needs of the situation 2. Combine and perform skills with control 3. Develop an understanding of how to improve in different physical activities and sports</p>
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Volleyball

Develop control whilst performing skills at speed. Hit the ball with purpose, varying speed, height and direction. Understand the importance of being physically fit

Perform skills with accuracy, confidence and control . Use good footwork that allows the ball to be hit with good technique. Understand how physical activity can contribute to a healthy lifestyle

Identify spaces and understand the tactic of hitting into gaps. Apply basic principles suitable for attacking. Adapt games and activities making sure everyone has a role to play

Apply basic principles suitable for defending. Show good position on court. Create short warm up routines that follow basic principle e.g. raise

							<p>body temperature, mobilise joints and muscles</p> <p>Work effectively as part of a team . Apply basic principles suitable for attacking and defending . Learn how to evaluate and recognise their own success</p> <p>Participate in competitive games, modified where appropriate. Choose skills that meet the needs of the situation. Recognise part of a performance that could be improved and explain how</p>
Swimming	<p>By having swimming lessons for a term in each of Year 4, 5 and 6, we aim for children to have developed the following skills by the end of Year 6:</p> <ul style="list-style-type: none"> ♣ 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. 						

<p>Bikeability</p>	<p>Bikeability will be covered in Year 4 and Year 6.</p> <p>Year 4 will look at basic safety, riding ability and rules - all within the playground.</p> <ul style="list-style-type: none"> • Be taught in the playground • Prepare for a journey • Help to check your bicycle is ready for a journey • Help you to set off, pedal, slow down and stop (including looking behind, cycling one handed, turning and controlling speed) <p>Year 6 will build upon their knowledge of Year 4 by recapping and then performing the correct signals and rules. Be taught on quiet local roads</p> <ul style="list-style-type: none"> • Help you to cycle safely and responsibly • Help you identify and respond to hazards • Help you to start and stop on-road journeys and maintain suitable riding positions • Show you how to share the road and communicate with other road users • Help you to understand signals, signs and road markings • Help you to understand how to manage risk when cycling and help you negotiate junctions (pass side roads, turn at T junctions, and crossroads and roundabouts)
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Reception = show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment with increasing control and precision and make healthy choices.

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.