



Physical Education Progression of Skills, Knowledge and Vocabulary Map 2024-2025

Physical Development	Foundation Stage	
	<p>EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
Gross Motor	<p style="text-align: center;">Foundation Stage 1 Power, Cause and Effect, Structures</p>	<p style="text-align: center;">Foundation Stage 2 Power, Cause and Effect, Structures</p>
	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. Ride wheeled toys such as scooters, trikes and balance bikes. Kick a stationary ball with either foot. Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Go up steps and stairs, or climb up apparatus, using alternate feet. Stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Start taking part in some group activities. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Continue to develop the movement skills in hopping, galloping and skipping. Gain confidence and the skills required to ride a balance bike or pedal bike independently. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. Work cooperatively, as a team, when playing games.</p>
Fine Motor	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, after a key person has started it off.</p>	
Key Vocabulary	<p><i>Bounce, goal, underarm, overarm.</i> <i>Full turn, half turn, curl, roll, slow, fast, jog, gallop, march, stretch, wide, narrow.</i> <i>Travel, perform, direction, space, levels, high, low, speed.</i> <i>The language used when ‘talking through’ forming different movements, patterns and lines (straight, up and down, curved, spot, round, circle, wavy, cross, zig zag, spiral) and shared/individual writing. Pinch, grip, pincer.</i></p>	



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy, remember and repeat actions to represent a theme.</p> <p>Create my own actions in relation to a theme.</p> <p>Explore varying speeds to represent an idea.</p> <p>Explore pathways within my performance.</p> <p>Begin to explore actions and pathways with a partner.</p> <p>Perform on my own and with others to an audience.</p> <p>Understand that actions can be sequenced to create a dance.</p> <p>Understand the need to create fast and slow actions to show an idea.</p> <p>Understand that there are different directions and pathways within space.</p> <p>Understand that when dancing with a partner, it is important to be aware of each other and keep in time.</p> <p>Know that standing still at the start and at the end of the dance lets the audience know when the dance has started and finished.</p> <p>Know that by using exaggerated actions, it helps the audience to see them clearly.</p>	<p>Accurately remember, repeat and link actions to express an idea.</p> <p>Develop an understanding of dynamics.</p> <p>Develop the use of pathways and travelling actions to include levels.</p> <p>Explore working with a partner using unison, matching and mirroring.</p> <p>Develop the use of facial expressions in my performance.</p> <p>Know that sequencing actions in a particular order will help to tell the story of my dance.</p> <p>Understand that they are able to change the way they perform actions to show an idea.</p> <p>Know that different directions, pathways and levels can be used in a dance.</p> <p>Know that using counts of 8 will help to stay in time with a partner and the music.</p> <p>Know that using facial expressions helps to show the mood of a dance.</p> <p>Know that practising a dance will improve the performance.</p>	<p>Create actions in response to a stimulus individually and in groups.</p> <p>Use dynamics effectively to express an idea.</p> <p>Use direction to transition between formations.</p> <p>Develop an understanding of formations.</p> <p>Perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Understand that sharing ideas with others enables a group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Understand that all actions can be performed differently to help show effect.</p> <p>Understand that using space will help a dance to flow.</p> <p>Understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics</p> <p>Understand that by using timing techniques such as canon and unison, can create effect.</p> <p>Know that by showing sensitivity to the music, the performance will look more complete.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Change dynamics confidently within a performance to express changes in character.</p> <p>Confidently use changes in level, direction and pathway.</p> <p>Use action and reaction to present an idea.</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Understand that space can be used to express a certain character, mood or idea.</p> <p>Understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Know that being aware of other performers in a group will help the group to move in time.</p> <p>Know that a range of dance techniques can be selected to translate ideas.</p>	<p>Choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Confidently use dynamics to express different dance styles.</p> <p>Confidently use direction and patterning to express different dance styles.</p> <p>Confidently use formations, canon and unison to express a dance idea.</p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Understand that different dance styles utilise selected dynamics to express mood.</p> <p>Understand that space relates to where the body moves both on the floor and in the air.</p> <p>Understand that different dance styles utilise selected relationships to express mood.</p> <p>Understand what makes a performance effective and know how to apply these principles to work.</p>	<p>Show controlled movement which express emotion and feeling.</p> <p>Explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Use a variety of compositional principles when creating my own dances.</p> <p>Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p>Understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Understand that selecting a variety of dynamics in my performance helps to take the audience on a journey through a dance idea.</p> <p>Know that combining space and relationships with a prop can help to express a dance idea.</p> <p>Understand how a leader can ensure a dance group performs together.</p> <p>Know that by keeping in character throughout, it will help to express an atmosphere or mood that can be interpreted by the audience.</p>



Key Vocabulary	<i>Beat, level, pathway, pose, timing</i>	<i>Dynamics, expression, mirroring, perform, unison</i>	<i>Canon, explore, extend, feedback, formation, interact</i>	<i>Action and reaction, flow, order, phrase, performance, relationship, represent, rhythm, structure</i>	<i>Choreograph, choreography, collaboratively, genre, posture, motif, transition, quality</i>	<i>Aesthetic, express, inspiration, refine, freeze frame, style, stimulus, mood, rehearse</i>
Assessment and indicators	<p>Begin to use counts.</p> <p>Copy, remember and repeat actions.</p> <p>Move confidently and safely.</p> <p>Use different parts of the body in isolation and together.</p> <p>Work with others to share ideas and select actions.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Express what was enjoyable about someone else's performance.</p> <p>Show some sense of dynamic and expressive qualities in dance.</p>	<p>Begin to provide feedback using key words.</p> <p>Copy, remember, repeat and create dance phrases.</p> <p>Describe how the body feels during exercise.</p> <p>Show a character and idea through the actions and dynamics chosen.</p> <p>Use counts to stay in time with the music.</p> <p>Work with a partner using mirroring and unison in actions.</p> <p>Show confidence to perform.</p>	<p>Be respectful of others when watching them perform.</p> <p>Provide feedback using key words.</p> <p>Repeat, remember and perform a dance phrase.</p> <p>Use counts to keep in time with a partner and group.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Create short dance phrases that communicate the idea.</p>	<p>Choose actions and dynamics to convey a character or idea.</p> <p>Copy and remember set choreography.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>Use changes in timing and spacing to develop a dance.</p> <p>Use counts to keep in time with others and the music.</p> <p>Use simple movement patterns to structure dance phrases independently, with a partner and in a group.</p> <p>Show respect for others when working as a group and watching others perform.</p>	<p>Accurately copy and repeat set choreography.</p> <p>Choreograph phrases individually and with others considering actions and dynamics.</p> <p>Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>Lead a group through short warmup routines.</p> <p>Refine the use of actions, dynamics, relationships and space in dance in response to a stimulus.</p> <p>Suggest ways to improve own and other peoples work using key terminology.</p> <p>Use counts when choreographing to stay in time with others and the music.</p> <p>Use feedback provided to improve own work.</p>	<p>Choreograph a dance and work safely using a prop.</p> <p>Lead a small group through a short warmup routine.</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Refine the use of actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>Use appropriate language to evaluate and refine own and others' work.</p> <p>Use feedback provided to improve the quality of own work.</p> <p>Work creatively and imaginatively independently, with a partner and in a group to choreograph and structure dances.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Explore basic shapes straight, tuck, straddle, and pike.</p> <p>Perform balances making my body tense, stretched and curled.</p> <p>Explore barrel, straight and forward roll progressions.</p>	<p>Explore using shapes in different gymnastic balances.</p> <p>Remember, repeat and link combinations of gymnastic balances.</p> <p>Explore barrel, straight and forward roll and put into sequence work.</p>	<p>Explore matching and contrasting shapes.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Develop the straight, barrel, and forward roll.</p> <p>Develop stepping into shape jumps with control.</p>	<p>Develop the range of shapes I use in my sequences.</p> <p>Develop control and fluency in individual and partner balances.</p> <p>Develop strength in bridge and shoulder stand.</p> <p>Develop the straight, barrel, forward and straddle</p>	<p>Perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Explore symmetrical and asymmetrical balances.</p> <p>Explore progressions of a cartwheel.</p>	<p>Combine and perform gymnastic shapes more fluently and effectively.</p> <p>Explore counter balance and counter tension.</p> <p>Develop control in progressions of a cartwheel and a headstand.</p>



	<p>Explore shape jumps including jumping off low apparatus.</p> <p>Understand that by extending parts of the body it will improve the shape.</p> <p>Know that balances should be held for 5 seconds.</p> <p>Know that when rolling different shapes can be used.</p> <p>Know that landing on the balls of the feet helps to land with control.</p> <p>Know that by using a starting and finishing position, people will know when the sequence has begun and when it has ended.</p>	<p>Explore shape jumps and take off combinations.</p> <p>Know that some shapes link well together.</p> <p>Understand that squeezing muscles help to improve balance.</p> <p>Understand that there are different touching points for different rolls.</p> <p>Understand that looking forward will help you to land with control.</p> <p>Know that by using shapes that link well together it will help a sequence to flow.</p>	<p>Understand how to use body tension to make shapes look better.</p> <p>Understand that balances can be made to look interesting by using different levels.</p> <p>Understand the safety considerations when performing more difficult rolls.</p> <p>Understand that changing the take off and shape of jumps can make them look interesting.</p> <p>Know that using different levels will help to make a sequence look interesting.</p>	<p>roll and perform them with increased control.</p> <p>Develop control in performing and landing rotation jumps.</p> <p>Understand how shapes can be used to improve a sequence.</p> <p>Know that inverted movements are actions in which hips go above the head.</p> <p>Know how to keep safe when performing partner balances.</p> <p>Understand that using body tension helps to keep the shape of a roll.</p> <p>Know that looking forwards, bending knees and landing on toes first, can help control a landing.</p> <p>Know that using different directions will help to make a sequence look interesting.</p>	<p>Develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Select a range of jumps to include in sequence work.</p> <p>Understand that shapes underpin all other skills.</p> <p>Understand that sometimes it is necessary to move slowly to gain control and other times it is necessary to move quickly to build momentum.</p> <p>Understand how to use contrasting balances to make a sequences look interesting.</p> <p>Understand that it is necessary to work within individual capabilities and that this may be different between individuals.</p> <p>Understand that jumps can be used to link actions and changing the shape of these will make a sequence look interesting.</p> <p>Know that using different pathways will help to make a sequence look interesting.</p>	<p>Develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p>Know which shapes to use for each skill.</p> <p>Understand that spreading weight across a base of support will help to balance.</p> <p>Know where and when to apply force to maintain control and balance.</p> <p>Understand that it is necessary to use momentum to roll and know where that momentum comes from.</p> <p>Understand that taking off from two feet will give more height and therefore more time in the air.</p> <p>Know that using changes in formation will help to make a sequence look interesting.</p>
Key Vocabulary	<i>Action, control, direction, level.</i>	<i>Link, pathway, pike, sequence, straddle, tuck</i>	<i>Body tension, contrast, flow, extend, match, landing position, patch, descent, ascent</i>	<i>Bridge, fluidity, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip</i>	<i>Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition</i>	<i>Aesthetics, contrasting, counter tension, competent, progression, counter balance, engage, flight, formation, structure, execution, handstand, refine, vault.</i>
Assessment and indicators	<p>Confident to perform in front of others.</p> <p>Link simple actions together to create a sequence.</p> <p>Make my body tense, relaxed, stretched and curled.</p>	<p>Begin to provide feedback using key words.</p> <p>Be proud of work and confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Choose and plan sequences of contrasting actions.</p>	<p>Explain what happens to the body when exercising and how this helps to make us healthy.</p> <p>Identify some muscle groups used in gymnastic activities.</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Lead a partner through short warmup routines.</p> <p>Use canon and synchronisation, and</p>	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p>



	<p>Recognise changes in my body when I do exercise.</p> <p>Remember and repeat actions and shapes.</p> <p>Express positives about someone else's performance.</p> <p>Use apparatus safely and wait for my turn.</p>	<p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make work look interesting.</p> <p>Use shapes when performing other skills.</p> <p>Work safely with others and apparatus.</p>	<p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p> <p>Provide feedback using key words.</p> <p>Use a greater number of own ideas for movements in response to a task.</p> <p>With help, recognise how performances could be improved.</p>	<p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others' performances and own.</p> <p>Understand how body tension can improve the control and quality of my movements.</p>	<p>matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use feedback provided to improve work.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Use strength and flexibility to improve the quality of a performance.</p> <p>Work safely when learning a new skill to keep myself and others safe</p>	<p>Lead a small group through a short warmup routine.</p> <p>Use appropriate language to evaluate and refine my own and others' work.</p> <p>Work collaboratively with others to create a sequence.</p> <p>Understand how to work safely when learning a new skill.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
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Fundamentals	<p>Move with some control and balance.</p> <p>Explore changing direction and dodging.</p> <p>Discover how the body moves at different speeds.</p> <p>Explore stability and landing safely.</p> <p>Demonstrate control in take-off and landing when jumping.</p> <p>Begin to explore hopping in different directions.</p> <p>Show coordination when turning a rope.</p> <p>Use rhythm to jump continuously in a French rope.</p> <p>Understand that bending my knees will help me to change direction.</p>	<p>Demonstrate balance when changing direction.</p> <p>Demonstrate balance when performing movements.</p> <p>Clearly show different speeds when running.</p> <p>Demonstrate jumping for distance, height and in different directions.</p> <p>Demonstrate hopping for distance, height and in different directions.</p> <p>Explore single and double bounce when jumping in a rope.</p> <p>Know that putting weight into the front of my feet helps me to stop in a balanced position.</p> <p>Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p>	<p>Demonstrate balance when performing other fundamental skills.</p> <p>Show an increase and decrease in speed.</p> <p>Link jumping and hopping actions.</p> <p>Jump and turn a skipping rope.</p> <p>Understand that leaning slightly forwards helps to increase speed (acceleration).</p> <p>Leaning my body in the opposite direction to travel helps to slow down (deceleration).</p> <p>Understand how balance helps us with everyday tasks.</p> <p>Know that if I jump and land in quick succession, momentum will help me to jump further.</p>	<p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Change direction quickly under pressure.</p> <p>Demonstrate when and how to accelerate and decelerate.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Consistently skip in a rope.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Know that swinging my no hopping foot helps to create momentum.</p>		



	<p>Understand that if I swing my arms it will help me to run faster.</p> <p>Know that looking ahead will help me to balance.</p> <p>Know that landing on my feet helps me to balance.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that I should hop with a soft bent knee.</p> <p>Know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Understand that squeezing my muscles helps me to balance.</p> <p>Know that swinging my arms forwards will help me to jump further.</p> <p>Know that if I look straight ahead it will stop me falling over when I land.</p> <p>Know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Understand that keeping my chest up helps me to stay balanced.</p>		
Key Vocabulary	<i>Dodge, jog, swing, ready position.</i>	<i>Sprint, weight, take off, hurdle, speed.</i>	<i>Agility, co-ordination, control, rhythm, technique.</i>	<i>Momentum, stability, accelerate, decelerate, and react.</i>		
Assessment and indicators	<p>Change direction when moving at speed.</p> <p>Recognise changes in body when exercising.</p> <p>Run at different speeds.</p> <p>Select own actions in response to a task.</p> <p>Show hopping and jumping movements.</p> <p>Work cooperatively with others to complete tasks.</p> <p>Show balance and coordination when static and moving at a slow speed.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to turn and jump in an individual skipping rope.</p> <p>Describe how the body feels during exercise.</p> <p>Show balance when changing direction.</p> <p>Show hopping, skipping and jumping movements with some balance and control.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Show balance and coordination when running at different speeds.</p>	<p>Able to jump and turn a skipping rope.</p> <p>Change direction quickly.</p> <p>Identify when I was successful.</p> <p>Link hopping and jumping actions.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Understand how the body moves differently at different speeds.</p> <p>Understand why it is important to warm up.</p>	<p>Change direction quickly under pressure.</p> <p>Explain what happens when during exercise.</p> <p>Identify when I was successful and what is needed to improve.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Work with others to complete skipping challenges.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand and can demonstrate how and when to speed up and slow down when running.</p>		
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
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<p>Athletics</p>	<p>Explore running at different speeds.</p> <p>Develop balance whilst jumping and landing.</p> <p>Explore hopping, jumping and leaping for distance.</p> <p>Explore throwing for distance and accuracy.</p> <p>Understand that swinging arms will help to run faster.</p> <p>Know that landing on the balls of the feet helps to land with control.</p> <p>Understand that bending the knees will help to jump further.</p> <p>Know that stepping forward with the opposite foot to hand will help to throw further.</p> <p>Know that rules help to play fairly.</p>	<p>Develop the sprinting action.</p> <p>Develop jumping, hopping and skipping actions.</p> <p>Explore safely jumping for distance and height.</p> <p>Develop overarm throwing for distance.</p> <p>Know that running on the balls of the feet, taking big steps and having elbows bent will help to run faster.</p> <p>Know that swinging the arms forwards will help to jump further.</p> <p>Know that to throw in a straight line it is necessary to point the throwing hand at the target when the object is let go of.</p> <p>Know how to follow simple rules when working with others.</p>	<p>Develop the sprinting technique and apply it to relay events.</p> <p>Develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Explore the technique for a pull throw.</p> <p>Understand that leaning slightly forwards helps to increase speed.</p> <p>Know that by leaning the body in the opposite direction to travel helps to slow down.</p> <p>Know that by jumping and landing in quick succession, the momentum will help to jump further.</p> <p>Understand that the speed of the movement helps to create power.</p> <p>Know the rules of the event and begin to apply them.</p>	<p>Develop an understanding of speed and pace in relation to distance.</p> <p>Develop power and speed in the sprinting technique.</p> <p>Develop technique when jumping for distance.</p> <p>Explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Understand that it is necessary to keep pace when running further or for a long period of time.</p> <p>Understand that a high knee drive, pumping arms and running on the balls of the feet gives power.</p> <p>Understand that transferring weight will help to jump further.</p> <p>Understand that transferring weight will help to throw further.</p> <p>Know and understand the rules to be able to manage events.</p>	<p>Apply fluency and coordination when running for speed in relay changeovers.</p> <p>Effectively apply speeds appropriate for the event.</p> <p>Explore technique and rhythm in the triple jump.</p> <p>Develop technique and power in javelin and shot put.</p> <p>Understand that taking big consistent strides will help to create a rhythm that will result in faster running.</p> <p>Understand that keeping a steady breath will help when running longer distances.</p> <p>Know that driving knees high and fast can build power and therefore distance in jumps.</p> <p>Know how to transfer weight in different throws to increase the distance.</p> <p>Understand and apply rules in a variety of events using official equipment.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Develop power, control and technique in the triple jump.</p> <p>Develop power, control and technique when throwing discus and shot put.</p> <p>Understand that it is necessary to prepare the body for running and know the muscle groups which need to be used.</p> <p>Understand that a run up builds speed and power and leads to a further jump.</p> <p>Understand that it is necessary to prepare the body for throwing and know the muscle groups which need to be used.</p> <p>Understand and apply rules in events that pose an increased risk.</p>
<p>Key Vocabulary</p>	<p><i>Leap, overarm, underarm, further, control.</i></p>	<p><i>Sprint, landing, far aim, distance, take off.</i></p>	<p><i>Personal best, technique, speed, baton, relay, accuracy, strength, event.</i></p>	<p><i>Stamina, stride, measure, transfer of weight, heave, launch, official, officiate, record.</i></p>	<p><i>Consistent, approach, dominant, force, changeover, momentum, shotput, drive, track, javelin, field.</i></p>	<p><i>Maximum, pattern, fling, meet, strategy, phase, stance, explosive, rhythm, grip, release, discus.</i></p>
<p>Assessment and indicators</p>	<p>Able to throw towards a target.</p> <p>Beginning to show balance and coordination when changing direction.</p> <p>Developing overarm throwing.</p> <p>Recognise changes in the body when exercising.</p> <p>Run at different speeds.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Jump and land with control.</p> <p>Use an overarm throw to help to throw for distance.</p> <p>Work with others, taking turns and sharing ideas.</p> <p>Identify good technique</p>	<p>Developing jumping for distance.</p> <p>Identify when I was successful.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p>	<p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Explain what happens in the body when warming up.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Jump for distance with balance and control.</p>	<p>Choose the best pace for a running event.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off and landing in jumping activities</p>	<p>Compete within the rules showing fair play and honesty.</p> <p>Help others to improve their technique using key teaching points.</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>Perform jumps for distance using good technique.</p>



	<p>Work with others and make safe choices.</p> <p>Try my best.</p> <p>Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>Describe how my body feels during exercise.</p> <p>Try my best.</p>	<p>Use different take off and landings when jumping.</p> <p>Use key points to help to improve sprinting technique.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Show determination to achieve personal best.</p>	<p>Throw with some accuracy and power to a target area</p> <p>Show determination to improve personal best.</p> <p>Support and encourage others to work to their best.</p>	<p>Take on the role of coach, official and timer when working in a group.</p> <p>Use feedback to improve sprinting technique.</p> <p>Persevere to achieve personal best.</p> <p>Show accuracy and power when throwing for distance.</p>	<p>Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Understand that there are different areas of fitness and how this helps in different activities.</p> <p>Use different strategies to persevere to achieve personal best.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games (Invasion games, sending and receiving, netball, and hockey)	<p>Explore sending and receiving with hands and feet to a partner.</p> <p>Explore dribbling with hands and feet.</p> <p>Recognise good space when playing games.</p> <p>Explore changing direction to move away from a partner.</p> <p>Explore tracking and moving to stay with a partner.</p> <p><i>Know to look at my partner before sending the ball.</i></p> <p><i>Dribbling: know that moving with a ball is called dribbling.</i></p> <p><i>Understand that being in a good space helps us to pass the ball.</i></p> <p><i>Know that being able to move away from a partner helps my team to pass me the ball.</i></p> <p><i>Know that staying with a partner makes it more difficult for them to receive the ball.</i></p>	<p>Developing sending and receiving with increased control.</p> <p>Explore dribbling with hands and feet with increasing control on the move.</p> <p>Explore moving into space away from others.</p> <p>Developing moving into space away from defenders.</p> <p>Explore staying close to other players to try and stop them getting the ball.</p> <p><i>Know to control the ball before sending it.</i></p> <p><i>Know that keeping my head up will help me to know where defenders are.</i></p> <p><i>Know that moving into space away from defenders helps me to pass and receive a ball.</i></p> <p><i>Know that when my team is in possession of the ball, I am an attacker and we can score.</i></p> <p><i>Know that when my team is not in possession of the</i></p>	<p>Explore sending and receiving abiding by the rules of the game.</p> <p>Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Develop using space as a team.</p> <p>Develop movement skills to lose a defender.</p> <p>Explore shooting actions in a range of invasion games.</p> <p>Develop tracking opponents to limit their scoring opportunities.</p> <p><i>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</i></p> <p><i>Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</i></p> <p><i>Know that by spreading out as a team we move the defenders away from each other.</i></p> <p><i>Know my role as an attacker and defender.</i></p>	<p>Develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop moving into space to help my team.</p> <p>Change direction to lose an opponent with some success.</p> <p>Develop defending one on one and begin to intercept.</p> <p><i>Know that cushioning a ball will help me to control it when receiving it.</i></p> <p><i>Know that protecting the ball as I dribble will help me to maintain possession.</i></p> <p><i>Know that moving into space will help my team keep possession and score goals.</i></p>	<p>Develop control when sending and receiving under pressure.</p> <p>Dribble with some control under pressure.</p> <p>Explore moving to create space for themselves and others in their team.</p> <p>Use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Develop tracking and marking with increased success.</p> <p>Explore intercepting a ball using none and two hands.</p> <p><i>Know that not having a defender between myself and a ball carrier enables me to sending and receiving with better control.</i></p> <p><i>Know that dribbling in different directions will help to lose a defender.</i></p> <p><i>Know that by moving to space even if not receiving the ball will create space for a teammate.</i></p>	<p>Sending and receiving consistently using a range of techniques with increasing control under pressure.</p> <p>Dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Confidently change direction to lose an opponent.</p> <p>Use a variety of defending skills (tracking, interception, jockeying) in game situations.</p> <p><i>Understand and make quick decisions about when, how and who to pass to.</i></p> <p><i>Choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</i></p>



	<p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>ball, I am a defender and we need to try to get the ball.</p> <p>Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Understand and apply simple tactics for attack and defence.</p> <p>Know how to score points and follow simple rules.</p>	<p>Know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Recognise when to pass and when to shoot.</p> <p>Know when to mark and when to attempt to win the ball.</p> <p>Know that applying attacking tactics will help to maintain possession and score goals.</p> <p>Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
Key Vocabulary	<i>Attacker, defender, track, mark, dodge</i>	<i>Goalkeeper, teammate, possession, opponent, tactic, defend, receive, attack, shoot</i>	<i>Accurate, invasion, opposition, receiver, tournament, communicate, offside, pitch, referee, control, onside, intercept, tackle, court, teamwork, umpire, technique</i>	<i>Decision, pressure, protect, cushion, limit, delay, obstruct, opposing, supporting, deny, gain, option, momentum, accelerate</i>	<i>Angle, close down, drive, situation, ball carrier, create, sportsmanship, stance, barrier, dominant, maintain, support</i>	<i>Consecutive, dictate, appropriate, ball side, turnover, transition, abide, consistently, contest, assess</i>
Assessment and indicators	<p>Begin to dribble a ball with hands and feet.</p> <p>Change direction to move away from a defender.</p> <p>Recognise space when playing games.</p> <p>Send and receive a ball with hands and feet.</p> <p>Use simple rules to play fairly.</p> <p>Move to stay with another player when defending.</p> <p>Recognise changes in the body when completing exercise.</p> <p>Understand when I am a defender and when I am an attacker.</p>	<p>Describe how the body feels during exercise.</p> <p>Dodge and find space away from the other team.</p> <p>Move with a ball towards goal.</p> <p>Sometimes dribble a ball with hands and feet.</p> <p>Stay with another player to try and win the ball.</p> <p>Know how to score points and can remember the score.</p> <p>Know who is on my team and attempt to send the ball to them.</p>	<p>Netball Begin to use simple tactics.</p> <p>Learn the rules of the game and use them honestly.</p> <p>Communicate with their team and move into space to support them.</p> <p>Defend an opponent and try to win the ball.</p> <p>Pass, receive and shoot the ball with some control.</p> <p>Provide feedback using key words.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Work cooperatively with their group to self-manage games.</p> <p>Hockey Begin to use simple tactics.</p>	<p>Netball Use simple tactics to help their team score or gain possession.</p> <p>Understand the rules of the game and use them often and honestly.</p> <p>Defend one on one and know when to win the ball.</p> <p>Move to space to help their team to keep possession and score goals.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Share ideas and work with others to manage their game.</p>	<p>Netball Communicate with their team and move into space to keep possession and score.</p> <p>Identify when they were successful and what they need to do to improve.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>Stay with an opponent and are confident to attempt to intercept.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Netball Create and use space to help their team.</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, and/or interception to improve their defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p>



			<p>Learn the rules of the game and begin to use them honestly.</p> <p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Find space away from others and near to the goal.</p> <p>Provide feedback using key words.</p> <p>Track an opponent to slow them down.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Work co-operatively with their group to self-manage games.</p>	<p>Hockey Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help their team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Share ideas and work with others to manage their game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply these.</p> <p>Hockey Communicate with their team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when they were successful and what they need to do to improve.</p> <p>Use tracking, tackling and intercepting when playing in defence.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and use them most of the time to play fairly and honestly.</p> <p>Understand there are different skills for different situations and begin to apply these.</p>	<p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p> <p>Hockey Create and use space to help their team.</p> <p>Dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, tackling and/or interception to improve their defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Net and Wall (net and wall, sending and receiving, tennis)	<p>Explore hitting a dropped ball with a racket.</p> <p>Throw a ball over a net to land into the court area.</p>	<p>Develop hitting a dropped ball over a net.</p> <p>Accurately underarm throw over a net to a partner.</p>	<p>Explore returning a ball using shots such as the forehand and backhand.</p> <p>Explore rallying using a forehand.</p>	<p>Demonstrate technique when using shots playing cooperatively and beginning to execute this competitively.</p>	<p>Develop the range of shots used in a variety of games.</p> <p>Develop the range of serving techniques appropriate to the game.</p>	<p>Demonstrate increased success and technique in a variety of shots.</p> <p>Serve accurately and consistently.</p>



	<p>Explore sending a ball with hands and a racket.</p> <p>Use the ready position to move towards a ball.</p> <p>Know to use the centre of the racket for control.</p> <p>Know to use an underarm throw to feed to a partner.</p> <p>Know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Know that using a ready position will help me to move in any direction.</p> <p>Know that tactics can help us to be successful when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Explore underarm rallying with a partner catching after one bounce.</p> <p>Consistently use the ready position to move towards a ball.</p> <p>Know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Understand that applying simple tactics makes it difficult for my opponent.</p> <p>Know how to score points and follow simple rules.</p>	<p>Consistently use and return to the ready position in between shots.</p> <p>Know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Know that moving to the middle of my court will enable me to cover the most space.</p> <p>Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Develop rallying using both forehand and backhand with increased technique.</p> <p>Begin to use appropriate footwork patterns to move around the court.</p> <p>Understand when to play a forehand and a backhand and why.</p> <p>Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Know that applying attacking tactics will help me to score points and create space.</p> <p>Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Use a variety of shots to keep a continuous rally.</p> <p>Demonstrate effective footwork patterns to move around the court.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>Successfully apply a variety of shots to keep a continuous rally.</p> <p>Demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p>Know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Know that playing the appropriate shot will help to keep the rally going.</p> <p>Know that control is more important than power to keep a rally going.</p> <p>Know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Understand the need for tactics and identify when to use them in different situations</p> <p>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>
Key Vocabulary	<i>Net, ready position, track, racket, underarm</i>	<i>Against, defend, trap, receive, return</i>	<i>Backhand, control, court, forehand, tactic, react, competition, cooperation, face opponent, rally, opposition</i>	<i>Alternate, extend, continuous, deny, swing, contact, receiver, co-operative, reflect, compete,</i>	<i>Pressure, situation, option, technique, sportsmanship, dominant, adjust, readjust, cushion, consecutive, non-dominant, baseline, serve, release, communicate, groundstroke</i>	<i>Prepare, stance, direct, doubles, thrust, placement, limit, service, abide, recover, opposing, appropriate, footwork</i>
Assessment and indicators	<p>Hit a ball using a racket.</p> <p>Throw a ball to land over the net and into the court area.</p> <p>Track balls and other equipment sent to me.</p>	<p>Defend space on own court using the ready position.</p> <p>Describe how the body feels during exercise.</p>	<p>Tennis</p> <p>Know the rules of the game and begin to use them to play fairly.</p> <p>Provide feedback using key words.</p>	<p>Tennis</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Tennis</p> <p>Develop a wider range of skills and begin to use these under some pressure.</p>	<p>Tennis</p> <p>Select the appropriate action for the situation and make this decision quickly.</p>



	<p>Use a ready position to move to the ball.</p> <p>Know how to score points.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Show honesty and fair play when playing against an opponent.</p>	<p>Hit a ball over the net and into the court area.</p> <p>Throw accurately to a partner.</p> <p>Use simple tactics to make it difficult for an opponent.</p> <p>Know how to score points and can remember the score.</p> <p>Show good sportsmanship when playing against an opponent.</p>	<p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Understand the aim of the game.</p> <p>Understand the benefits of exercise.</p> <p>Work cooperatively with a group to self-manage games.</p>	<p>Communicate with teammates to apply simple tactics.</p> <p>Explain what happens to the body during exercise and how this helps to maintain health.</p> <p>Provide feedback using key terminology and understand what to do to improve.</p> <p>Return to the ready position to defend the court.</p> <p>Sometimes play a continuous game.</p> <p>Use a range of basic racket skills.</p> <p>Share ideas and work with others to manage a game.</p>	<p>Identify how different activities can benefit physical health.</p> <p>Identify success and what is needed to improve.</p> <p>Use feedback provided to improve work.</p> <p>Work cooperatively with others to manage a game.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply this.</p>	<p>Use a wider range of skills with increasing control under pressure.</p> <p>Use feedback provided to improve the quality of work.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps in different activities.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and Fielding (striking and fielding, sending and receiving and rounders)	<p>Explore striking a ball with their hand and equipment.</p> <p>Develop tracking and retrieving a ball.</p> <p>Explore technique when throwing over and underarm.</p> <p>Develop coordination and technique when catching.</p> <p>Understand that the harder I strike, the further the ball will travel.</p> <p>Know that throwing the ball back is quicker than running with it.</p> <p>Know which type of throw to use to throw over longer distances.</p>	<p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Develop tracking a ball and decision making with the ball.</p> <p>Develop coordination and technique when throwing over and underarm.</p> <p>Catch with two hands with some coordination and technique.</p> <p>Understand the role of a batter.</p> <p>Know that striking quickly will increase the power.</p>	<p>Begin to strike a bowled ball after a bounce with different equipment.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations.</p> <p>Know that striking to space away from fielders will help me to score.</p> <p>Know to look at where a batter is before deciding what to do.</p>	<p>Develop batting technique with a range of equipment.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Begin to catch with one and two hands with some consistency in game situations.</p> <p>Know that using the centre of the bat will provide the most control and accuracy.</p> <p>Know that it easier to field a ball that is coming towards me rather than</p>	<p>Explore defensive and driving hitting techniques and directional batting.</p> <p>Develop over and underarm bowling technique.</p> <p>Develop long and short barrier and two handed pick up.</p> <p>Demonstrate good technique when using a variety of throws under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Use a wider range of fielding skills with increasing control under pressure.</p> <p>Consistently demonstrate good technique in throwing skills under pressure.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p> <p>Understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Know which fielding action to apply for the situation.</p>



	<p>Know to watch the ball as it comes towards me.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Understand that there are different roles within a fielding team.</p> <p>Know to move towards the ball to collect it to limit a batter's points.</p> <p>Know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Know how to score points and follow simple rules.</p>	<p>Know to communicate with teammates before throwing them a ball.</p> <p>Know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Know to move my feet to the ball.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>away so set up accordingly.</p> <p>Understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Know that applying attacking tactics will help to score points and avoid getting out.</p> <p>Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Understand that stance is important to allow me to be balanced as I hit.</p> <p>Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Understand where to throw the ball in relation to where a batter is.</p> <p>Understand when to use a close catch technique or deep catch technique.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Consistently make good decisions on who to throw to and when to throw in order to get batters out.</p> <p>Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
Key Vocabulary	<i>Batter, bowler, ready position, batting, fielder, overarm, track, bowl, fielding, underarm.</i>	<i>Backstop, runs, stump, collect, teammate, tactics</i>	<i>Accuracy, run out, strike, tournament, wicket, caught out, no ball, short barrier, technique, umpire</i>	<i>Decision, pressure, limit, cushion, momentum, retrieve, compete</i>	<i>Close catch, long barrier, stance, deep catch, situation, backing up</i>	<i>Abide, consecutive, assess, appropriate, consistently, collaborate</i>
Assessment and indicators	<p>Catch a beanbag and a medium sized ball.</p> <p>Roll a ball towards a target.</p> <p>Strike a ball using hand.</p> <p>Track a ball that is coming towards me.</p> <p>Know how to score points.</p> <p>Understand the rules and begin to use these to play honestly and fairly.</p> <p>Understand when I am successful.</p>	<p>Begin to provide feedback using key words.</p> <p>Develop underarm and overarm throwing skills.</p> <p>Hit a ball using equipment with some consistency.</p> <p>Track a ball and collect it.</p> <p>Use simple tactics.</p> <p>Know how to score points and can remember the score.</p> <p>Understand the rules of the game and can use these to play fairly in a small group.</p>	<p>Rounders To be able to bowl a ball towards a target.</p> <p>Begin to strike a bowled ball.</p> <p>Develop an understanding of tactics and begin to use them in game situations.</p> <p>Learn the rules of the game and begin to use them.</p> <p>Provide feedback using key words.</p> <p>Use overarm and underarm throwing and catching skills.</p> <p>Work co-operatively with their group to self-manage games.</p>	<p>Rounders To be able to bowl a ball with some accuracy, and consistency.</p> <p>Learn the rules of the game and begin to use them to play honestly and fairly.</p> <p>Communicate with their teammates to apply simple tactics.</p> <p>Provide feedback using key terminology and understand what they need to do to improve.</p> <p>Strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>Use overarm and underarm throwing and catching skills with increasing accuracy.</p>	<p>Rounders Begin to strike a ball with a rounder's bat.</p> <p>Develop a wider range of fielding skills and begin to use these under some pressure.</p> <p>Identify when they have been successful and what they need to do to improve.</p> <p>Work co-operatively with others to manage their game.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p>	<p>Rounders Strike a bowled ball with increasing consistency.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use the rules of the game consistently to play fairly.</p> <p>Work collaboratively with others to get batters out.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p> <p>Understand and can apply some tactics in the game</p>



				Share ideas and work with others to manage their game.	Understand there are different skills for different situations and begin to use this.	as a batter, bowler and fielder.
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Target (Target games, sending and receiving and dodgeball)	<p>Explore technique when throwing overarm towards a target.</p> <p>Explore technique when throwing underarm towards a target.</p> <p>Know which type of throw to use for distance and accuracy.</p> <p>Know that my body position will affect the accuracy of my throw.</p> <p>Know that tactics can help us when playing games.</p> <p>Know that rules help us to play fairly.</p>	<p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Develop tracking a ball and decision making with the ball.</p> <p>Develop coordination and technique when throwing over and underarm.</p> <p>Catch with two hands with some coordination and technique.</p> <p>Know that stepping with opposite foot to throwing arm will help you to balance.</p> <p>Know that moving my arm quicker will give me more power.</p> <p>Know to finish with my object/hand/foot pointing at my target.</p> <p>Understand and apply simple tactics.</p> <p>Know how to score points and follow simple rules</p>	<p>Begin to strike a bowled ball after a bounce with different equipment.</p> <p>Explore bowling to a target and fielding skills to include a two handed pick up.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Catch with some consistency in game situations.</p> <p>Know to throw slightly ahead of a moving target.</p> <p>Know that beginning in a ready position will help me to react to the ball.</p> <p>Know that using a bigger swing will give me more power.</p> <p>Know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Know the rules of the game and begin to apply them.</p>	<p>Develop batting technique with a range of equipment.</p> <p>Develop bowling with some consistency, abiding by the rules of the game.</p> <p>Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Begin to catch with one and two hands with some consistency in game situations.</p> <p>Know that one handed throws are used for speed and accuracy.</p> <p>Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Know that using a smooth action will help to increase accuracy.</p> <p>Know that applying attacking tactics will help me to score points and get opponents out.</p> <p>Know that applying defending tactics will help me to stay in the game.</p> <p>Know and understand the rules to be able to manage our own game.</p>	<p>Explore defensive and driving hitting techniques and directional batting.</p> <p>Develop over and underarm bowling technique.</p> <p>Develop long and short barrier and two handed pick up.</p> <p>Demonstrate good technique when using a variety of throws under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Know to aim low to make it difficult for an opponent to catch.</p> <p>Know to stay towards the back of the court area to give me more time to catch.</p> <p>Know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Use a wider range of fielding skills with increasing control under pressure.</p> <p>Consistently demonstrate good technique in throwing skills under pressure.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p> <p>Know who to throw at and when to throw in order to get opponents out.</p> <p>Know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Know which skill to select for the situation.</p> <p>Know how to create and apply a tactic for a specific situation or outcome.</p> <p>Understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>



Key Vocabulary	<i>Distance, overarm, underarm, further.</i>	<i>Accurate, opponent, release, strike, teammate.</i>	<i>Agility, chip, drive, grip, hit out, power, tactic, caught out, communicate, opposition, putt, technique, tournament.</i>	<i>Decision, cushion, avoid, and adjust, relaxed, support.</i>	<i>Align, fake, par, stance, angle, force, officiate, situation.</i>	<i>Abide, assess, trajectory, anticipate, collaborate, appropriate.</i>
Assessment and indicators	<p>Recognise changes in the body when exercising.</p> <p>Use an overarm throw aiming towards a target.</p> <p>Roll a ball towards a target.</p> <p>Use an underarm throw aiming towards a target.</p> <p>Work cooperatively with a partner.</p> <p>Understand what good technique looks like.</p>	<p>Able to select the appropriate skill for the situation.</p> <p>Throw, roll, kick or strike a ball to a target with some success.</p> <p>Work cooperatively with a partner and a small group.</p> <p>Understand the principles of a target game and can use different scoring systems when playing games.</p> <p>Understand what good technique looks like and can use key words in the feedback I provide.</p>	<p>Dodgeball Learn the rules of the game and begin to use them to play fairly.</p> <p>Provide feedback using key words.</p> <p>Throw with some accuracy and begin to catch with some consistency.</p> <p>Understand the aim of the game.</p> <p>Work co-operatively with their group to self-manage games.</p>	<p>Dodgeball Understand the rules of the game and use them often and honestly.</p> <p>Catch with increasing consistency.</p> <p>Communicate with their teammates to apply simple tactics.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Return to the ready position to defend myself.</p> <p>Throw with some accuracy at a target.</p> <p>Share ideas and work with others to manage our game.</p>	<p>Dodgeball Develop a wider range of skills begin to use these under some pressure.</p> <p>Identify when they have been successful and what I need to do to improve.</p> <p>Throw accurately at a target.</p> <p>Work co-operatively with others to manage our game.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations begin to use these.</p>	<p>Dodgeball Officiate and help to manage a game by refereeing.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with their team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p>
Year Group Key Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA Orienteering			<p>Discuss how to follow trails and solve problems.</p> <p>Work with others to select appropriate equipment for the task.</p> <p>Identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Follow and give instructions and accept other peoples' ideas.</p>	<p>Plan independently and in small groups, implementing a strategy with increased success.</p> <p>Identify key symbols on a map and follow a route.</p> <p>Confidently communicate ideas and listen to others.</p> <p><i>Know that discussing the advantages and disadvantages of ideas will help to guide us to a</i></p>	<p>Explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Explore a variety of communication methods with increasing success.</p> <p><i>Recognise that there may be more than one way to</i></p>	<p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Orientate a map efficiently to navigate around a course with multiple points.</p> <p>Inclusively communicate with others, share job roles and lead when necessary.</p> <p><i>Understand that being able to solve problems is an important life skill.</i></p>



			<p>Know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflect on when and why I am successful at solving challenges.</p> <p>Know that using the rules honestly will help to keep myself and others safe.</p>	<p>conclusion about which idea to use.</p> <p>Understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Understand that there are different types of communication and that it is sometimes useful to communicate without talking.</p> <p>With increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Understand the importance of working with integrity.</p>	<p>solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Know how to use a key to identify objects and locations.</p> <p>Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Understand why having good navigational skills are important.</p> <p>Know that good communication skills are key to solving problems and working effectively as a team.</p> <p>With increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
Key Vocabulary			<p><i>Collaborate, discuss, interrupt, route, tactics, compass, honest, course, symbol, trust, teamwork.</i></p>	<p><i>Effectively, leader, role, navigate, key, reflect, orientate.</i></p>	<p><i>Cardinal points, critical thinking, strategy, compromise, landmark, verbal, concise, negotiate, visual.</i></p>	<p><i>Adhere, evaluate, contribute, inclusive, approach, determine, location.</i></p>
Assessment and indicators			<p>Developing map reading skills.</p> <p>Can follow and give instructions.</p> <p>Listen to and am accepting of others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>Work collaboratively with a partner and a small group.</p>	<p>Accurately follow and give instructions.</p> <p>Confidently communicate ideas and listen to others.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Reflect on when and why I was successful at solving challenges.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Inclusive of others and can share job roles.</p> <p>Navigate around a course using a map.</p> <p>Orientate a map confidently.</p> <p>Reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>Use critical thinking to approach a task.</p> <p>Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>Inclusive of others, can share job roles and lead when necessary.</p> <p>Orientate a map efficiently to navigate around a course.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>Work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, reflect on when and how I succeeded at solving challenges and alter my</p>



						methods in order to improve.
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures		Lower Key Stage 2 Power, Cause and Effect, Structures		Upper Key Stage 2 Power, Cause and Effect, Structures	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming				<p>Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Demonstrate improved breathing technique in front crawl.</p> <p>Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Know what to do if I fall in the water.</p> <p>Understand the water safety rules.</p>	<p>Demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</p> <p>Explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Explore safety techniques to include the H.E.L.P and huddle positions.</p> <p>Understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Understand rules in and around water.</p>	<p>Identify my personal best in a range of strokes.</p> <p>Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Perform a variety of survival techniques.</p> <p>Understand that making my body streamlined helps me to glide through the water.</p> <p>Understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Know which survival technique to use for the situation.</p> <p>Understand that different environments have different rules to keep us safe around water.</p>
Key Vocabulary				<i>Alternate, buoyancy, rotation, sculling, survival, submerge.</i>	<i>Continuously, inhale, outstretched, somersault, dolphin kick, exhale, personal best, endurance, flutter kick, retrieve, synchronised.</i>	<i>Propel, afloat, buoyant, motion, streamline, and conserve, flexed.</i>
Assessment and indicators				All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:	All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:	All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:



				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.	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	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.
Year Group Key Concepts	Key Stage 1 Power, Cause and Effect		Lower Key Stage 2 Power, Cause and Effect		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ball Skills	Roll and throw with some accuracy towards a target. Begin to catch with two hands. Catch after a bounce. Track a ball being sent directly. Explore dribbling with hands and feet. Know to face my body towards my target when rolling and throwing underarm to help me to balance. Know to watch the ball as it comes towards me. Know to move my feet to get in the line with the ball. Know that moving with a ball is called dribbling.	Roll, throw and kick a ball to hit a target. Develop catching a range of objects with two hands. Catch with and without a bounce. Consistently track and collect a ball being sent directly. Explore dribbling with hands and feet with increasing control on the move. Know that stepping with opposite foot to throwing arm will help me to balance. Know to use wide fingers and pull the ball in to my chest to help to securely catch. Know that it is easier to move towards a ball to track it than chase it. Know to keep my head up when dribbling to see space/opponents.	Send a ball with accuracy and increasing consistency to a target. Catch a range of objects with increasing consistency. Track a ball not sent directly. Dribble a ball with hands and feet with control. Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Know to move my feet to the ball. Know that using a ready position will help me to react to the ball. Know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	Accurately use a range of techniques to send a ball to a target. Catch different sized objects with increasing consistency with one and two hands. Consistently track a ball sent directly and indirectly. Dribble a ball with increasing control and co-ordination. Know that you are able to use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Know to adjust my hands to the height of the ball. Know that tracking a ball is an important skill used in games activities and be able to give examples of this. Know that dribbling with soft hands/touches will help me to keep control.		
Key Vocabulary	<i>Ready position, underarm, control.</i>	<i>Collect, receive, release, prepare.</i>	<i>Power, block, opponent, personal best, possession, accurate, technique.</i>	<i>Decision, cushion, pressure, react, momentum. .</i>		



Assessment and indicators	Begin to catch with two hands. Begin to dribble a ball with my hands and feet. Begin to understand simple tactics. Roll and throw with some accuracy towards a target. Say when someone was successful. Track a ball that is coming towards me. Work co - operatively with a partner.	Begin to provide feedback using key words. Begin to understand and use simple tactics. Dribble a ball with my hands and feet with some control. Roll and throw a ball to hit a target. Send and receive a ball using both kicking and throwing and catching skills. Track a ball and collect it. Work co - operatively with a partner and a small group.	Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Persevere when learning a new skill. Provide feedback using key words. Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target. Track the path of a ball that is not sent directly to me.	Accurately use a range of throwing techniques to throw to a target. Catch different sized objects with increasing consistency with one and two hands. Consistently track the path of a ball that is not sent directly to me. Dribble a ball with increasing control and co-ordination. Persevere when learning a new skill. Provide feedback using key terminology and understand what I need to do to improve.		
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