

## St Mary's PE Skills Progression Map



Early Years Outcome (DfE)	KS1 National Curriculum Aims (DfE)	KS2 National Curriculum Aims (DfE)
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives.</p> <p>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.</p> <p>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, co-ordination, and agility.</p> <p>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.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> </ul>

<p>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>		<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Swimming:</u></b></p> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently, and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>
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**Ball games – Throwing and catching. Invasion ball games.**

<b>Early Years – Ball games.</b>	<b>Year 1 Football</b>	<b>Year 2 Football</b>	<b>Year 3 Tag Rugby</b>	<b>Year 4 Tag Rugby</b>	<b>Year 5 Netball</b>	<b>Year 6 Netball</b>
<b>School Virtue link: Confidence.</b>	<b>School Virtue link: Responsibility.</b>	<b>School Virtue link: Confidence.</b>	<b>School Virtue link: Justice.</b>	<b>School Virtue link: Self-belief.</b>	<b>School Virtue link: Resilience.</b>	<b>School Virtue link: Resilience.</b>
<p>Drop and catch with two hands.</p> <p>Move a ball with their feet.</p> <p>Throw and roll a variety of objects such as small balls, large balls, bean bags and foam balls to different spaces. Using their hands, stop an object being thrown to them such as a soft ball or a bean bag.</p> <p>Kick a ball to a space.</p> <p>Stop a ball moving towards them with their feet.</p> <p>Hit a ball with their hands.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll a ball towards a target.</p> <p>Use a variation of techniques to move the ball into a target.</p> <p>Kick towards a stationary target.</p> <p>Catch a bean bag.</p> <p>Catch a medium size ball.</p> <p>Attempt to track balls sent to them.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll a ball towards a target using varying techniques with some success.</p> <p>Show balance when kicking a ball towards a target.</p> <p>Move to track a ball and stop it using feet with limited success.</p>	<p>Use a variety of throwing techniques in game situations.</p> <p>To follow rules fairly.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Score a try using simple techniques.</p> <p>Change directions with increased speed.</p> <p>Understand when to stop to pass the ball to a person on their team with some success.</p> <p>Use spaces with some success in game situations.</p>	<p>To be able to pass, throw and catch with control.</p> <p>To be able to keep possession of the ball.</p> <p>To vary tactics and adapt skills depending on what is happening in the game.</p> <p>To problem solve during games when defending against the opposition.</p> <p>To understand the rules of the game and demonstrate them with sound accuracy.</p> <p>Varying foot movements in the game to score a try in the game.</p>	<p>To be able to gain possession by working as part of a team.</p> <p>To be able to pass in different ways.</p> <p>To be able to choose a tactic for defending and attacking.</p> <p>To be able to use several techniques to pass, dribble and shoot.</p> <p>To be able to play competitive games to agreed rules</p> <p>Use a variety of throwing techniques to score with some increased pressure in the game.</p> <p>Catch and intercept the ball using one and</p>	<p>To be able to play competitive games to agreed rule.</p> <p>To be able to explain rules to others.</p> <p>To be able to communicate a plan to my team. To be able to use a number of techniques to pass, dribble and shoot with control and accuracy.</p> <p>To be able to apply basic principles suitable for attacking and defending</p> <p>Use a variety of throwing techniques including fake passes to outwit</p>

<p>Understand when to run and stop from following verbal instructions.</p> <p>Showing spatial awareness when moving around with others.</p> <p>Make simple and sensible decisions during activities.</p>	<p>Run, stop and change direction with some balance and control.</p>		<p>Use simple tactics individually and within a team situation.</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To follow rules fairly.</p>	<p>Change direction to lose an opponent with some success.</p> <p>Use a variety of throwing techniques with increasing success in the games played.</p> <p>Retrieve the ball and intercept with increased success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to score or score a try in the game.</p>	<p>two hands with some success in the game situation.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p>	<p>an opponent under increased pressure.</p> <p>Select and apply the correct technique when throwing and passing the ball.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully</p>
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						<p>outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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Field and Team games: Tennis, badminton, cricket, golf, rounders.						
Early Years: Golf.	Year 1 Cricket	Year 2 Cricket	Year 3 Cricket and rounders.	Year 4 Cricket and rounders	Year 5 Cricket and rounders	Year 6 Cricket and rounders
<b>School Virtue link: Resilience.</b>	<b>School Virtue link: Self-belief.</b>	<b>School Virtue link: Resilience.</b>	<b>School Virtue link: Confidence.</b>	<b>School Virtue link: Resilience.</b>	<b>School Virtue link: Honesty.</b>	<b>School Virtue link: Compassion.</b>
To develop and refine a range of ball skills	Strike a stationary ball using a racket.	Catch an object passed to them,	To be able to throw and catch with control.	To be able to catch with one hand.	To be able to use a range of techniques when fielding.	To be able to play competitive

<p>including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Begin to understand rules and use simple tactics within the game.</p> <p>To be able to move and stop safely.</p> <p>To be able to throw underarm.</p> <p>To begin to catch more consistently.</p> <p>To be able to strike with a racket or bat.</p>	<p>with or without a bounce.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move around a space to help score/achieve points.</p> <p>Move around to avoid others scoring/achieving points.</p> <p>Using simple tactics linked to the games.</p> <p>To be able to send and receive.</p> <p>To be able to decide the best space to be in during a game.</p>	<p>To be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>To know and use rules fairly.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>To be able to hold and identify the correct bat to use correctly and accurately.</p> <p>Strike a ball with varying techniques.</p> <p>To be able to throw and catch with control.</p> <p>To be able to serve underarm.</p> <p>To be able to build up a rally</p>	<p>To be able to hit, bowl, throw and catch with increasing accuracy.</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game.</p> <p>To be able to play a variety of shots.</p> <p>To demonstrate and use the correct grip on a racket.</p> <p>To be able to select the appropriate equipment to use in a game</p> <p>To develop greater accuracy of strokes</p>	<p>To be able to hit, throw, bowl, and catch accurately and with control.</p> <p>To develop techniques for ground strokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To be able to serve overarm.</p>	<p>games to agreed rules.</p> <p>To be able to explain rules to others.</p> <p>To be able to communicate a plan to my team.</p> <p>To be able to use a range of techniques with confidence and skill in a game situation.</p> <p>To know where a shot should be aimed and show increasing accuracy.</p> <p>To use good hand/eye co-ordination when playing and serving.</p> <p>To use different shots in a game situation to</p>
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		<p>To be able to follow rules.</p> <p>To use hand-eye coordination to control a ball.</p> <p>To be able to catch a variety of objects.</p>				<p>outwit an opponent.</p>
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Balance – Gymnastics						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Virtue link: Self-belief.	School Virtue link: Respect.	School Virtue link: Confidence.	School Virtue link: Compassion.	School Virtue link: Respect.	School Virtue link: Respect.	School Virtue link: Compassion.
<p>To develop overall body-strength, balance, co-ordination, and agility.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance</p>	<p>To be able to make my body curled, tense, stretched and relaxed.</p> <p>To be able to control their body when travelling and balancing in different ways.</p> <p>Perform balances making their body</p>	<p>To be able to plan and perform a sequence of coordinated movements including a balance.</p> <p>To be able to use balance, agility and coordination in a range of activities</p> <p>Perform balances on different body parts with some control and balance.</p>	<p>To be able to adapt sequences to suit different types of apparatus and criteria.</p> <p>To be able to explain how strength and suppleness affect performance.</p> <p>To be able to compare gymnastic sequences.</p> <p>Complete balances with increasing</p>	<p>To be able to include change of speed and direction with control.</p> <p>To be able to include a range of shapes in a sequence.</p> <p>To be able to work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>To be able to make complex extended sequences.</p> <p>To combine action, balance, and shape.</p> <p>To perform consistently to different audiences.</p> <p>Show increasing control and balance when moving from one balance to another.</p>	<p>To develop technical sequences in a specific style.</p> <p>To be able to demonstrate flexibility, strength, control, and balance in a sequence of movements.</p> <p>Combine and perform more complex balances</p>

<p>and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>tense, stretched, and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat, and link simple actions together.</p>	<p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>stability, control, and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>with control, technique, and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
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Movement – Dance						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Virtue link: Confidence.	School Virtue link: Respect.	School Virtue link: Confidence.	School Virtue link: Self-belief.	School Virtue link: Compassion.	School Virtue link: Respect.	School Virtue link: Compassion.
<p>To progress towards a more fluent style of moving, with developing control and grace.</p> <p>Create a short, sequenced dance to their favourite song or nursery rhyme.</p> <p>Create a simple sequence dance to their favourite story.</p>	<p>To be able to perform dance moves.</p> <p>To be able to create a simple, sequenced dance with 3 or more movements.</p> <p>To be able to create a dance linking to their favourite story or song.</p> <p>Copy, remember and repeat actions.</p>	<p>To be able to change rhythm, speed, level and direction in my dance.</p> <p>To be able dance with some control and coordination.</p> <p>To be able to perform dances using simple movement patterns.</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in</p>	<p>To be able to improvise freely and translate ideas from a stimulus into movement.</p> <p>To be able to share and create phrases with a partner and small group.</p> <p>To be able to repeat, remember and perform phrases.</p> <p>Copy remember and perform a dance phrase.</p>	<p>To be able to use dance to communicate an idea through a range of movements and patterns.</p> <p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p>	<p>To be able to compose their own dances in a creative way.</p> <p>To be able to perform to an accompaniment.</p> <p>To be able to perform a dance which shows clarity, fluency, accuracy, and consistency.</p> <p>Accurately copy and repeat set choreography in different styles of</p>	<p>To be able to develop sequences in a specific style.</p> <p>To be able to choose my own music and style.</p> <p>To be able to perform dances using simple movement patterns.</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p>

<p>Understand when to stop before progressing to their next movement in the sequence using their hands and feet.</p> <p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, creating shapes, and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p>	<p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to count to the music.</p>	<p>relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds, and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics, and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Create short dance phrases that communicates an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
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To develop counting skills linked to music.						
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Athletics						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>School Virtue link: Confidence.</b>	<b>School Virtue link: Responsibility.</b>	<b>School Virtue link: Confidence.</b>	<b>School Virtue link: Respect.</b>	<b>School Virtue link: Self-belief.</b>	<b>School Virtue link: Resilience.</b>	<b>School Virtue link: Confidence.</b>
To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	To be able to move by running and jumping with control and care.  To be able to explore throwing and catching using a range of techniques.	To master basic throwing and catching.  To master basic running and jumping.	To show control, accuracy, and coordination within running and jumping movements at different speeds.  To be able to take part in a relay, remembering when to run and how to work within a team.	To be able to run over a long distance and sprint a short distance.  To be able to throw in different ways and hit a target.  To be able to jump in different ways	To be able to control my body when taking off and landing.  To be able to throw with accuracy	To be able to combine a range of running, jumping, throwing, and catching techniques with control.

Outdoor and Adventure activities						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Virtue link: Respect	School Virtue link: Respect	School Virtue link: Self-belief	School Virtue link: Justice	School Virtue link: Justice	School Virtue link: Confidence	School Virtue link: Self-belief
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others success.</p>	<p>Follow instructions accurately.</p> <p>Work cooperatively with as partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve their tasks.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>To be able to follow a map in a familiar context.</p> <p>To be able to use clues to follow a route safely.</p> <p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p>	<p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others.</p> <p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach</p>	<p>To confidently orientate myself and others to solve problems in unfamiliar environments.</p> <p>To be able to follow a map into an unknown location.</p> <p>To be able to use clues and a compass to navigate a route.</p> <p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p>	<p>To be able to plan route and a series of clues for someone else.</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team.</p> <p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p>

			<p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>To be able to follow a route within a time limit.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
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Fine motor Skills (Continuous across the academic year)						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Run and stop with some control. Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls bean bags into a space.</p> <p>Balance whilst stationary and on the move</p> <p>Change direction at a slower pace.</p> <p>Explore moving different body parts together.</p>	<p>Attempt to run at different speeds showing awareness to others around them and techniques used.</p> <p>Jump, leap, and hop, choosing which movement is best to travel the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Begin to use some movements such as running and jumping with some control.</p> <p>To be able to throw and meet a target.</p> <p>Show some control when balancing and moving at different speeds.</p> <p>Hopping and jumping at different speeds to show control.</p> <p>Changing technique with accuracy to throw for distance.</p> <p>Show control when balancing or travelling at a different speed.</p> <p>Perform actions with increased control when co-ordination their body with or without equipment.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping, and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of techniques and methods.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in</p>	<p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others.</p> <p>To be able to follow a route within a time limit.</p> <p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-offs and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p>	<p>To be able to plan route and a series of clues for someone else.</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team.</p> <p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and</p>
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Swimming		
<u>Beginning</u>	<u>Developing</u>	<u>Intermediate</u>
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to regain a standing position back and then.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling headfirst, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>



**Social, Emotional and Self-Reflection**

<u>EYFS</u>	<u>Years 1 and 2</u>	<u>Years 3 and 4</u>	<u>Years 5 and 6</u>
<b><u>Social</u></b>	<b><u>Social</u></b>	<b><u>Social</u></b>	<b><u>Social</u></b>
<p>To be able to take turns and learn how to share with others.</p> <p>To build on their own and others' ideas and suggestions.</p> <p>To listen to others.</p>	<p>Encouraging their peers during the lessons and games.</p> <p>Talk to a partner and share ideas.</p> <p>Take turn to listen to each other.</p> <p>Work effectively with a partner and a small group to play games and solve challenges.</p>	<p>Encourage and motivate each other to achieve their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to effectively approach a task to the best of their ability.</p> <p>Lead others in a group activity.</p> <p>Show consideration for others.</p> <p>Include others in a group.</p> <p>Communicate clearly and effectively during group sessions.</p>
<b><u>Emotional</u></b>	<b><u>Emotional</u></b>	<b><u>Emotional</u></b>	<b><u>Emotional</u></b>
<p>Try again if they fail.</p> <p>Practice skills independently.</p>	<p>Show determination to continue tasks and work on activities over a longer period during the sessions.</p>	<p>Persevere when finding a challenge difficult.</p>	<p>Understand what full effort looks like and feels like and show consistent determination to achieve it.</p>

<p>Confidence to try new tasks and apply new skills.</p>	<p>Determined to complete tasks and move onto challenges.</p> <p>Explore skills independently first before asking for help to secure skills.</p> <p>Confident to share ideas, contribute in class and model skills in front of others.</p>	<p>Understand what their best looks like and consistent efforts to achieve the best of their abilities.</p> <p>Begin to use rules showing honesty and fairness.</p> <p>Show an awareness to how others feel during the sessions.</p>	<p>Use different strategies in tasks to find what works best for them.</p> <p>Persevere to achieve their personal best.</p> <p>Compete within the rules of the game.</p> <p>Show honesty, fairness and respect when taking part in all sessions.</p> <p>Confidence to try new tasks outside their comfort zone.</p>
<p><b><u>Self-reflection</u></b></p>	<p><b><u>Self-reflection</u></b></p>	<p><b><u>Self-reflection</u></b></p>	<p><b><u>Self-reflection</u></b></p>
<p>Self-reflect on their own personal achievements.</p> <p>Choose their own movements, understanding what they enjoy and can do well such as jumping, skipping, running.</p> <p>To respond with simple feedback with what they have enjoyed, what they liked about their own actions, what they liked about someone else's actions in the sessions.</p>	<p>Make logical decisions when presented with a simple challenge.</p> <p>Begin to select and apply skills to use in a variety of differing situations.</p> <p>Provide feedback using the correct vocabulary used within the lessons.</p>	<p>To make fast decisions when selecting and applying skills based on their strengths and knowledge</p> <p>Respond effectively to tasks using what they have learnt across the sessions.</p> <p>Provide feedback using vocabulary learnt from the lessons.</p>	<p>Reflect and evaluate their own performances both as an individual and as a group.</p> <p>Recognise and articulate their thought processes when playing games or completing tasks. Ensure good level of sound reasoning is linked to the sessions.</p> <p>Identifying their own personal strengths and areas to develop with reasoning and examples.</p> <p>Suggest ways to improve as an individual and for peer feedback.</p>