

Tarporley C of E Primary School Progression Document for *Physical Education (PE)*

At Tarporley C of E Primary, we deliver a two-year planning cycle carefully tailored to the needs of our pupils and following our BOOKS approach. We have designed an inspiring and exciting curriculum that fosters BRAVERY, is OUTWARD-FACING, provides OPPORTUNITIES, develops the appropriate KNOWLEDGE AND SKILLS and nurtures a sense of SPIRITUALITY all with high quality books at the heart of our teaching and learning. Our aim is that all children will know, understand, do and remember more during their journey with us.

This progression document outlines the specific knowledge and skills from the National Curriculum in England (2013) which pupils are expected to learn in each phase over a two-year period. Where appropriate, we have indicated which statements refer to the substantive content of our curriculum (the specific, factual content for the subjects, which must be delivered in a careful sequence) and those relating to the disciplinary content (the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge).

Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the EYFS Statutory Framework (2021). The areas of learning are split into two different areas; prime and specific. The prime areas of learning are: Personal, Social and Emotional Development, Communication and Language and Physical Development. The specific areas include essential skills and knowledge and provide contexts for learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. We recognise that pupils' learning in EYFS provides the foundations for their future, so below we have included objectives that are the building blocks for learning in Year 1 and beyond.

National Curriculum subject content

Early Years Foundation Stage (EYFS):

ELG: Gross Motor Skills

Children at the expected level of development will:

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

Key stage 1:

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.

Pupils should be taught to:

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

Key stage 2:

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 with each other. 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.

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

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.

	Progression of skills and knowledge in PE - Dance							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	COMPOSE	<p>Begin to explore different movements to music.</p> <p>Develop understanding of directions and how to move the body.</p> <p>Begin to show control over movements/poses.</p> <p>Begin to develop relationships, working with a partner and working with music.</p> <p>Begin to understand how to tell a story, through actions, to music.</p> <p>Begin to create different movements to different sounds, beats and words.</p> <p>Enjoy moving and dancing to music.</p>	<ul style="list-style-type: none">• Respond appropriately to a variety of stimuli through movement• Move with appropriate actions and timing in response to a stimuli• Develop control of movement using: Actions (WHAT) – travel Space (WHERE) – forwards, backwards, sideways, high, low, beginning to show an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with up to 4 actions Dynamics (HOW) – slowly, quickly.• Use own ideas to sequence dance• Sequence and remember a short dance	<ul style="list-style-type: none">• Recap previous learning• Respond appropriately to a variety of stimuli through movement• Move with appropriate actions and timing in response to a stimuli• Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own, with a partner or in threes, by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression• Use own ideas to sequence dance• Sequence and remember a short dance• Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo	<ul style="list-style-type: none">• Respond to a variety of stimuli• Explore and experiment with movement ideas and possibilities• Create short dance phrases and simple dances• Select appropriate movement material showing a thought/feeling• Develop movement using: Actions (WHAT) - travel, turn, gesture, jump, & skillness Space (WHERE) - formation, direction & levels Relationships (WHO) - whole group/duo/solo Dynamics (HOW) - explore speed, energy (e.g. heavy/light) Choreographic devices - repetition• Structure a short dance phrase, connecting different ideas showing a clear beginning, middle and end• Musicality	<ul style="list-style-type: none">• Recap previous learning• Respond to a variety of stimuli• Explore and experiment with movement ideas and possibilities• Create dance phrases and dances• Select appropriate movement material showing an idea/thought/feeling• Develop movement using: Actions (WHAT) - travel, turn, gesture, jump, & skillness Space (WHERE) - formation, direction & levels Relationships (WHO) - whole group/duo/solo, explore unison/canon Dynamics (HOW) - explore speed, energy (e.g. heavy/light) Choreographic devices - motif, motif development & repetition• Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end• Musicality	<ul style="list-style-type: none">• Recap previous learning and vocabulary• Respond to a variety of stimuli more creatively• Explore and experiment with more movement ideas and possibilities• Create longer and challenging dance phrases and dances• Select appropriate movement material to express ideas/thoughts/feelings and emotions• Develop movement using: Actions (WHAT) - travel, turn, gesture, jump, & skillness Space (WHERE) - formation, direction, level & pathways Relationships (WHO) - solo/duo/trio, unison/canon/contrast Dynamics (HOW) - explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices - motif, motif development, repetition• Musicality	<ul style="list-style-type: none">• Recap previous learning and vocabulary• Respond to a variety of stimuli• Explore and experiment with more complex movement ideas and possibilities• Create longer and more challenging dance phrases and dances• Select appropriate and imaginative movement material to express thoughts/feelings• Develop movement using: Actions (WHAT) - travel, turn, gesture, jump, & skillness incorporating props where possible Space (WHERE) - formation, direction, level & pathways Relationships (WHO) - solo/duo, as part of a larger group dance Dynamics (HOW) - explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices - motif, motif development, repetition, retrograde (performing motifs in reverse)• Musicality

	PERFORM		<ul style="list-style-type: none">● Begin to move spontaneously showing some control and co-ordination● Begin to move with confidence when e.g. walking, hopping, jumping, landing● Begin to move with rhythm in the above actions● Begin to demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending and stretching● Begin to move in time with music● Begin to co-ordinate arm and leg actions e.g. march and clap● Begin to interact with a partner e.g. holding hands, swapping places, meeting and parting	<ul style="list-style-type: none">● Confidently move spontaneously showing some control and co-ordination● Move with confidence when e.g. walking, hopping, jumping, landing● Confidently move with rhythm in the above actions● Confidently demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning● Confidently move in time with music● Confidently co-ordinate arm and leg actions e.g. march and clap● Interacts confidently with a partner e.g. holding hands, swapping places, meeting and parting	<ul style="list-style-type: none">● Perform their dance to an audience showing growing confidence● Begin to show co-ordination, control and strength (Technical Skills)● Begin to show focus, projection and musicality (Expressive Skills)● Demonstrate a growing awareness of different dance actions – travel, turn, gesture, jump, & skillness● Demonstrate a growing awareness of dynamic qualities – speed, energy & continuity● Demonstrate a growing awareness of use of space – levels, directions, pathways & body shape● Demonstrate a growing awareness of different relationships – mirroring, complementary & contrasting● Copy, repeat and remember movement, developing movement memory	<ul style="list-style-type: none">● Perform their dance to an audience showing confidence● Show co-ordination, control and strength (Technical Skills)● Show focus, projection and musicality (Expressive Skills)● Demonstrate different dance actions – travel, turn, gesture, jump, & skillness● Demonstrate dynamic qualities – speed, energy & continuity● Demonstrate use of space – levels, directions, pathways & body shape● Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting● Copy, repeat and remember movement, developing movement memory	<ul style="list-style-type: none">● Perform their dance to an audience showing growing confidence and clarity of actions● Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)● Show growing focus, projection, sense of style and musicality (Expressive Skills)● Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & skillness● Demonstrate dynamic qualities – speed, energy, continuity, rhythm● Demonstrate use of space – levels, directions, pathways, size & body shape● Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact● Copy, repeat and remember complex movement, developing movement memory	<ul style="list-style-type: none">● Perform their dance to an audience showing confidence and clarity of actions● ● Show more developed co-ordination, control, alignment, flow of energy and strength (Technical Skills)● ● Show focus, projection, sense of style and musicality (Expressive Skills)● Demonstrate a wide range of carefully controlled dance actions – travel, turn, gesture, jump, & skillness● Demonstrate choice of appropriate dynamic qualities – speed, energy, continuity, rhythm● Demonstrate choice of appropriate use of space – levels, directions, pathways, size & body shape● Demonstrate different relationships and be able to appropriately choose from – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact● Copy, repeat and remember complex movement, developing movement memory
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	APPRECIATE		<ul style="list-style-type: none">● Begin to use imagination in dance activities● Begin to respond in a variety of ways through movement to a range of stimuli● Begin to respond to own work and that of others when exploring ideas, feelings and preferences● Begin to recognise that dance is an enjoyable activity● Begin to recognise the changes in the body when dancing and how this can contribute to keeping healthy	<ul style="list-style-type: none">● Use imagination in dance activities● Respond in a variety of ways through movement to a range of stimuli● Respond to own work and that of others when exploring ideas, feelings and preferences● Recognise that dance is an enjoyable activity● Recognise the changes in the body when dancing and how this can contribute to keeping healthy	<ul style="list-style-type: none">● Begin to understand and use simple dance vocabulary● Begin to compare and comment on their own and others work● Begin to identify strengths and areas for improvement using simple dance vocabulary● Begin to evaluate experiences and outcomes and set goals for their own development● Begin to discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content	<ul style="list-style-type: none">● Show an awareness of different dance styles and traditions● Understand and use simple dance vocabulary● Compare and comment on their own and others work● Identify strengths and areas for improvement using simple dance vocabulary● Evaluate experiences and outcomes and set goals for their own development● Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content	<ul style="list-style-type: none">● Show a growing awareness of different dance styles, traditions and aspects of their historical/social context● Develop an understanding of and start to use dance vocabulary● Compare and comment on their own and others work● Identify strengths and areas for improvement using dance vocabulary● Evaluate experiences and outcomes and set goals for their own development● Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content● Take on board feedback and deal positively with praise and criticism	<ul style="list-style-type: none">● Show an awareness of different dance styles, traditions and aspects of their historical/social context● Understand and use dance vocabulary● Compare and comment on their own and others work● Identify strengths and areas for improvement using dance vocabulary● Evaluate experiences and outcomes and set goals for their own development● Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content● Take on board feedback and deal positively with praise and criticism
	EVALUATE	<ul style="list-style-type: none">● Talk about what they have done● Talk about what others have done	<ul style="list-style-type: none">● Watch and describe performances● Begin to say how they could improve	<ul style="list-style-type: none">● Watch and describe performances, and use what they see to improve their own performance● Talk about the differences between their work and that of others	<ul style="list-style-type: none">● Watch, describe and evaluate the effectiveness of a performance● Describe how their performance has improved over time	<ul style="list-style-type: none">● Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements● Modify their use of skills or techniques to achieve a better result	<ul style="list-style-type: none">● Choose and use criteria to evaluate own and others' performances● Explain why they have used particular skills or techniques, and the effect they have had on their performance	<ul style="list-style-type: none">● Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	VOCABULARY		<ul style="list-style-type: none">● Movement, sequence, healthy, travel, forward, backwards, sideways, high, low, slowly, quickly, spontaneously, rhythm, meeting, parting, co-ordinate	<ul style="list-style-type: none">● Contribute, control, coordination, trust, stretch, turn, jump, solo, duet, confidently, stimuli	<ul style="list-style-type: none">● Stimuli, compare, mirroring, complementing, choreograph, gesture, formation, direction, repetition, connecting, focus, projection, musicality, dynamic	<ul style="list-style-type: none">● Musicality, stimuli, dynamic, gesture, unison, canon, contrasting, motif, dance phrase, pathway, tradition	<ul style="list-style-type: none">● Evaluate, judgement, stimuli, content	<ul style="list-style-type: none">● Mirroring, alignment
Assessment Goals								

	Progression of skills and knowledge in PE - Gymnastics							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	SEQUENCING	<p>Begin to explore different apparatus and following simple instructions.</p> <p>Attempt to mirror partners movements and balances.</p> <p>Enjoy performing shapes in front of others.</p>	<p>Start with one shape and link two actions together</p>	<p>Select their 4 best actions e.g. roll, jump, balance and travel and to perform these in any order</p>	<ul style="list-style-type: none">Recap previous learning.Devise a sequence of six actions which is interesting and exciting for an audience. Adapt the sequence for different apparatus combinations. Teach sequence to a partner.	<ul style="list-style-type: none">Recap previous learning.Help children to work in pairs to six different actions and choose appropriate apparatus for their sequence. Challenge them to include changes of level and direction. Show an understanding of mirroring and matching.	<ul style="list-style-type: none">Recap on previous learning and vocabulary.Create and perform a pair sequence on floor, mats and apparatus which includes three basic acrobatic balances (a part-weight bearing balance, counter tension and a counter balance) and up to six other actions.	<ul style="list-style-type: none">Recap on previous learning and vocabulary.Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.Work in a group of 4 to 6 people to create a longer more complex sequence of up to 8 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.

	BALANCE	<p>Begin to develop some control and stability holding simple balances.</p> <p>Begin to understand and demonstrate tension in simple balances.</p>	<ul style="list-style-type: none">● Stand “like a gymnast”: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.● Sit like a gymnast in “long sit”: long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees.● Explore the 5 basic shapes: straight/tucked/star/straddle/pike.● Try balancing in these shapes on large body parts: back, front, side, Bottom.● Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).● Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.	<ul style="list-style-type: none">● recap previous learning.● Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5.● Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).● Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).	<ul style="list-style-type: none">● Small body part balances using combinations of hands, feet, elbows, knees and head.● Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.● Extend toes, arms and legs and increase the tension in their body.● Balance on floor and apparatus exploring which body parts are the safest to use.● Move in and out of balance fluently.	<ul style="list-style-type: none">● Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).● Refine balancing skills ready to include these in a sequence.● Explore balancing with a partner: facing, beside, behind and on different levels.● Move in and out of balance fluently.	<ul style="list-style-type: none">● Perform balances with control, showing good body tension.● Explore and develop control in taking some (part weight bearing) /all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).● Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus at the beginning, middle or end of a sequence.● Consider how to move in and out of these balances with fluency and control.● Begin to take more weight on hands when progressing bunny hop into hand stand.	<ul style="list-style-type: none">● Perform balances with control, showing good body tension.● Remind children of pair balances (counter balance, counter tension and part weight bearing) link pair balances into a group balance using hand holds, arm links or foot holds.● Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control and use of apparatus if appropriate.● Show more confidence when taking weight on hands when progressing bunny hop into hand stand
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	TRAVEL	<p>Enjoy moving in different ways and participating in different games.</p> <p>Begin to develop spatial awareness when moving around an area.</p> <p>Begin to explore different methods of travelling and jumping.</p>	<ul style="list-style-type: none"> ● Explore walking “like a gymnast”: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers. ● Explore skipping (step forward and hop on that foot, repeat with other foot). ● Explore side stepping, bringing feet together after each side step. See jumping below. ● Explore sliding along a bench pulling body forward with both hands. ● Explore crawling along a bench. 	<ul style="list-style-type: none"> ● Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms. ● Monkey walk – take some weight on hands as you travel with bent legs and extended arms. ● Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above). ● Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. ● Explore bunny hop along a bench. 	<p>Small body part travelling actions to include:</p> <ul style="list-style-type: none"> ● Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. ● Travel with a partner; move away from and together on the floor and on apparatus. ● Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. ● Travel in different pathways on the floor and using apparatus. 	<p>Encourage children to perform actions over, along, on and off apparatus to include:</p> <ul style="list-style-type: none"> ● Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. ● Use a variety of rolling actions to travel on the floor and along apparatus. ● Travel with a partner; move away from and together on the floor and on apparatus. ● Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. ● Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. 	<ul style="list-style-type: none"> ● Begin to travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. ● Increase the variety of pathways, levels and speeds at which you travel. ● Travel in time with a partner, move away from and back to a partner. 	<ul style="list-style-type: none"> ● Refine cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. ● Increase the variety of pathways, levels and speeds at which you travel. ● Travel in time with a partner, move away from and back to a partner explore cannon.
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	JUMP	<p>Begin to explore different methods of travelling and jumping.</p>	<ul style="list-style-type: none">● Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing.● Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot.● Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take-off and landing.	<ul style="list-style-type: none">● Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tucked shape (knees to upright chest, not chest down to knees).● When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.	<ul style="list-style-type: none">● Begin to understand why some jumps are more appropriate than others when working on apparatus.● Begin to demonstrate control of straight, star and tucked shapes - stress keeping body upright, strong core, tension and extension in limbs.● Try on floor and along bench controlling take-off and landing.● Explore a quarter or half turn into a jump before landing on the floor.● Explore making a shape in the air and control landing by keeping body upright throughout the action.	<ul style="list-style-type: none">● To work with a partner and explore leading, following, meeting and parting and working side by side.● When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.● Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing.● Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus.● Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action	<ul style="list-style-type: none">● Begin to make symmetrical and asymmetrical shapes in the air.● Jump along, over and off apparatus of varying height with control in the air and on landing.	<ul style="list-style-type: none">● Make more complex symmetrical and asymmetrical shapes in the air.● Jump along, over and off apparatus of varying height with control in the air and on landing with increased control.
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	ROLL		<ul style="list-style-type: none">● Pencil roll – from back to front keeping body and limbs in straight shape.● Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.● Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.	<ul style="list-style-type: none">● Continue to develop control in the Pencil and Dish rolls.● Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll● Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a beanbag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle.● Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll (see rolling in Lower Key Stage 2).	<ul style="list-style-type: none">● Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor and along apparatus.● Combine the phases of earlier rolling actions to perform the full forward roll.● Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under. g	<ul style="list-style-type: none">● Perform with control: the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.● Continue to refine skills of forward and backward rolling.	<ul style="list-style-type: none">● Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet.● Explore symmetry and asymmetry throughout the rolling actions.	<ul style="list-style-type: none">● Explore more complex starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet.● Demonstrate symmetry and asymmetry throughout the rolling actions.
	VOCABULARY	<ul style="list-style-type: none">● Gymnast, gymnastics, extend, stretch, tension, core, balance.	<ul style="list-style-type: none">● Gymnast, gymnastics, extend, stretch, tension, core, balance.	<ul style="list-style-type: none">● Extend, tension, core, straddle, crouch, transferring, extension.	<ul style="list-style-type: none">● Control, tension, core, phrase, phrases, transfer, apparatus, combination, sequence, fluently.	<ul style="list-style-type: none">● Refine, sufficient, controlled, transfer, phrase, apparatus.	<ul style="list-style-type: none">● Symmetry, asymmetry, phrase.	<ul style="list-style-type: none">● Contrast, asymmetry.
Assessment Goals								

	Progression of skills and knowledge in PE – Outdoor Adventurous Activities (OAA)							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ORIENTATION	<p>Begin to develop confidence working with a partner.</p> <p>Begin to experience activities in outdoor settings.</p> <p>Begin to enjoy participating in activities that provide challenge.</p> <p>Experience a range of turn taking tasks with a partner/small group.</p>	<p>Develop decision making skills individually and as part of a group.</p> <p>Develop thinking and creativity in actions.</p> <p>Develop more complex fundamental movement skills to overcome a challenge.</p> <p>Continue to work independently and as part of a team/small group/partner.</p> <p>Enjoy creating and finding in an outdoor environment.</p>	<p>Continue to work effectively within a small group/ part of a team.</p> <p>Explore different ways of setting up competitive activities.</p> <p>Effectively negotiate space in group activities/challenges.</p> <p>Continue to develop thinking and creativity in activities.</p> <p>Explore rulemaking in games/activities/challenges- and modify when and where appropriate.</p> <p>Enjoy creating rules/games and participating in activities with others.</p>	<ul style="list-style-type: none"> Identify where they are on simple maps and diagrams of familiar environments Use and begin to create simple maps and diagrams to follow a trail Begin to understand the scale of the place in relation to their paper when drawing a map 	<ul style="list-style-type: none"> Recap previous learning and vocabulary Recap previous learning and vocabulary Orientate simple maps and plans Understand simple map symbols needed to plan a route Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) Find their way back to a base point 	<ul style="list-style-type: none"> Recap previous learning and vocabulary Orientate maps with 4 -6 check points Take part in team challenges to collect points Relate symbols on a map to features on the ground Play a symbol relay game to familiarise themselves with map symbols 	<ul style="list-style-type: none"> Recap previous learning and vocabulary Draw their own maps and plans and set trails for others to follow in familiar and unfamiliar surroundings Use the eight points of the compass to orientate themselves Be able to complete a course in an allotted time Recognise control points and what they are Be able to pace themselves throughout the task Begin to understand stamina, when to run, walk or jog
	COMMUNICATION	<p>Begin to discuss simple ways of completing a task.</p>	<p>Continue to develop communication skills when discussing how to overcome a challenge/how they overcame the challenge.</p>	<p>Continue to develop confidence when communicating ideas and participating in different roles within a small team.</p>	<ul style="list-style-type: none"> Begin to work and behave safely when working co-operatively with others Work with friends to plan and share ideas Comment on how they went about tackling a task 	<ul style="list-style-type: none"> Co-operate in a range of situation within a group to develop an ethos of being supportive Listen to each other's ideas when planning a task Change your ideas if they are not working Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe 	<ul style="list-style-type: none"> Work increasingly well in pairs where roles and responsibilities are understood Change roles or ideas if they are not working Recognise own and others' feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe 	<ul style="list-style-type: none"> Together, plan and share roles within the group based on each other's strengths Work increasingly well in groups where roles and responsibilities are understood Change roles or ideas if they are not working Recognise own and others' feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
	PROBLEM SOLVING	<p>Enjoy trying to problem solve individually and with a partner.</p>	<p>Enjoy trying to problem solve individually and in a small team.</p>	<p>Enjoy working as a team to problem solve.</p>	<ul style="list-style-type: none"> Discuss how to follow trails and solve problems Work with friends to select appropriate equipment for the task 	<ul style="list-style-type: none"> Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working Work as a team to solve a challenge in a scenario 	<ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails To begin to communicate well and listen to others' ideas To begin to understand risk assessment and how to stay safe 	<ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies Recognise what went well and why, what you would do differently next time
	VOCABULARY				<ul style="list-style-type: none"> Trail, solve, familiar, environment, maps, diagrams 	<ul style="list-style-type: none"> Route, strategy, scenario, orientate, orientation, symbols, co-operate, responsibility 	<ul style="list-style-type: none"> Assess, assessment, route, strategy, scenario, orientate, orientation, check point 	<ul style="list-style-type: none"> Implement, refine, stamina strategy, scenario, orientate, orientation, compass, control point, stamina, pace

Assessment Goals			
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	Progression of skills and knowledge in PE - Athletics							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	RUNNING	<p>Begin to develop control and fluency in movements.</p> <p>Begin to explore different running, throwing, and jumping techniques.</p> <p>Begin to explore acceleration and deceleration.</p> <p>Begin to explore agility, balance and coordination in movements and activities.</p> <p>Continue to combine fundamental movement skills in sequence.</p> <p>Enjoy participating in running races.</p>	<ul style="list-style-type: none">• Experiment with running, jumping, hopping and stopping• Change dynamics – walk slowly/quickly• Experience practicing actions to improve• Move with control and co-ordination• Combine basic actions with more advanced spatial awareness	<ul style="list-style-type: none">• Recap previous learning• Run for 1 minute• Show differences in running at speed and jogging• Use different techniques to meet challenges• Describe different ways of running• Explain what is successful or how to improve	<ul style="list-style-type: none">• Run smoothly at different speeds in preparation for developing a jumping run up• Run smoothly at different speeds• Begin to run at speeds appropriate to the distance e.g. sprint for short distances, jog for longer distances	<ul style="list-style-type: none">• Recap previous learning and vocabulary• Run smoothly at different speeds walking, jogging and running• Choose different styles of running of different distances and identify a running technique which works for them• Pace and sustain their effort over longer distances and begin to estimate distances covered in set times• Watch and describe specific aspects of running e.g. what arms and legs are doing• Recognise and record how the body works in different types of challenges over different distances• Carry out stretching and warm-up safely. With guidance, set realistic targets of times to achieve over a short and longer distance• Pass a baton using a quoit, using the correct change over technique and how to hold it when running as well as when and how to hand it over.• Develop a growing understanding of the rules of running events.• Learn how to use a stop watch.	<ul style="list-style-type: none">• Recap on previous learning and vocabulary• Perform a range of warm-up exercises specific to running for short and longer distances• Explain how warming up affects performance• Experiment with a variety of starting positions and evaluate impact e.g. starting from sitting position, standing and correct starting position• Beginning to build a variety of running techniques and use with confidence• Record peers' performances and evaluate these. • Pass a baton with increasing confidence	<ul style="list-style-type: none">• Recap on previous learning and vocabulary• Set realistic targets for self, of times to achieve over a short and longer distance• Identify the main strengths of a performance of self and others• Identify parts of the run up that need to be improved• Perform a range of warm-up exercises specific to running for short and longer distances• Explain how warming up affects performance• Explain why athletics can help stamina and strength

	JUMPING	Begin to explore different running, throwing, and jumping techniques.	<ul style="list-style-type: none">● Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)● Perform combinations of the above● Show control at take-off and landing● Describe different ways of jumping● Explain what is successful or how to improve	<ul style="list-style-type: none">● Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)● Perform combinations of the above● Show control at take-off and landing● Describe different ways of jumping● Explain what is successful or how to improve	<ul style="list-style-type: none">● Perform 5 basic jumps with confidence (1-1, 1-2, 2-2, 2-1, 1-the other)● Explore combinations of the 5 basic jumps e.g. hop, step, jump showing control and consistency● Choose different styles of jumping● Watch and describe specific aspects of jumping e.g. what arms and legs are doing and take on the role of a coach to help improve a partner's performance● With guidance, set realistic targets when jumping for distance for or height● Measure and record results with accuracy	<ul style="list-style-type: none">● With guidance, set realistic targets when jumping for distance for or height● Measure and record results with accuracy● Can perform a jump with more than one component e.g. triple jump	<ul style="list-style-type: none">● Demonstrate all 5 basic jumps showing power and control and consistency at both take-off and landing● Can confidently perform a jump with more than one component e.g. triple jump● Select 3 of the most appropriate jumps and perform them confidently and consecutively● Confidently select an appropriate distance for run up● ● Set realistic targets for self, when jumping for distance	<ul style="list-style-type: none">● Demonstrate all 5 basic jumps showing power and control and consistency at both take-off and landing● Select 3 of the most appropriate jumps and perform them confidently and consecutively● Confidently select an appropriate distance for run up● Set realistic targets for self, when jumping for distance
	THROWING	Begin to explore different running, throwing, and jumping techniques. Enjoy throwing different equipment.	<ul style="list-style-type: none">● Apply restrictions e.g. throwing into a specific target● Handle equipment safely● Perform basic actions using equipment e.g. rolling, underarm	<ul style="list-style-type: none">● Throw into targets● Perform a range of throwing actions e.g. rolling, underarm, overarm● Describe different ways of throwing● Explain what is successful or how to improve	<ul style="list-style-type: none">● Perform a variety of throws using a range of equipment e.g. balls of different sizes and shapes (rugby ball), howlers and foam javelins● Use equipment safely and with control	<ul style="list-style-type: none">● Perform a variety of throws using a range of equipment with increasing accuracy e.g. balls of different sizes and shapes (rugby ball), howlers and foam javelins● Describes good athletic performance using correct vocabulary	<ul style="list-style-type: none">● Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with a Vortex Howler● Work in pairs, one thrower, one scorer, to create a scoring system, which includes understanding and adhering to rules.● Organise small groups to SAFELY take turns when throwing and retrieving implements● ● Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others	<ul style="list-style-type: none">● Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with a Vortex Howler● Work in pairs, one thrower, one scorer, to create a scoring system, which includes understanding and adhering to rules.● Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
	VOCABULARY		<ul style="list-style-type: none">● Equipment, over, under, landing, take-off	<ul style="list-style-type: none">● Challenge, successful, improve, increase, decrease	<ul style="list-style-type: none">● ● Control, accuracy, realistic, specific, combination, performance, improve, distance	<ul style="list-style-type: none">● ● Component, sustain, technique, baton, pace	<ul style="list-style-type: none">● ● Vortex, techniques, evaluate, consecutively, adhere, consistency, retrieving, component, slinging	<ul style="list-style-type: none">● ● Stamina, adhere, consecutively, consistency, stamina, appropriate, efficiency
Assessment Goals								

	Progression of skills and knowledge in PE – Games (KSI)		
	EYFS – activities leading to Games	Year 1 – activities leading to Games	Year 2 – activities leading to Games
	<ul style="list-style-type: none">● I know how to travel therefore I can:<ul style="list-style-type: none">- move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding.- I can experiment in traveling in different directions such as backwards and sideways - experiment with different ways of moving- negotiates space successfully adjusting speed or changing direction to avoid obstacles● I know how to use bean bags therefore I can:<ul style="list-style-type: none">- balance bean bags on different body parts whilst walking in different directions- Jump, hop etc over bean bags on the floor- pass bean bags round different parts of the body- perform aim type activities using underarm throwing and looking at the target- throw into spaces, over lines and at targets- throw and catch a bean bag● I know how to use a ball and therefore I can:<ul style="list-style-type: none">- roll and receive a ball individually and with a partner- pass a ball around different body parts- pat and bounce a ball downwards- individually throw and catch a ball high and low- throw and catch a small ball and bounce it downwards- aim at a target, individually and with a partner- kick and dribble a ball● I know how to use bats and balls and therefore I can:<ul style="list-style-type: none">- push a ball along the ground, with a hand or bat, forwards and in different directions- balance a ball on a bat when standing still and then when walking around- bounce a ball downwards and upwards with the hand and then with a bat- hit a ball along the ground with a hand and then with a bat- hit a ball along the ground to a partner - move to get in line with a ball when receiving it- play aiming games in twos using bats and balls● I know how to use ropes, hoops and quoits and therefore I can:<ul style="list-style-type: none">- travel around and over skipping ropes when they are laid out in different shapes on the floor- use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge- hula hoop around different body parts- roll the hoop along the ground- use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching- pass the quoit around different parts of the body● I know how to play small sided games and therefore I can:<ul style="list-style-type: none">- follow simple rules	<ul style="list-style-type: none">● I know how to travel in different ways therefore I can:<ul style="list-style-type: none">- use different ways of travelling in different directions or pathways- run at different speeds and begin to use space in a game- combine travelling movements with simple defensive skills such as marking a player or defending a space- combine travelling movements with simple attacking skills such as dodging to get past a defender- combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency● I know how to use a ball and therefore I can:<ul style="list-style-type: none">- demonstrate coordination when passing a ball around different parts of the body- bounce and pat bounce a ball with a degree of control- dribble a ball with control● I know how to use a bat and ball and work with a partner and therefore I can:<ul style="list-style-type: none">- steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms- balance a ball on a bat when standing still or walking- hit a ball with a bat, upwards and downwards with some control- send a ball along the ground and through the air for a partner to catch or receive● I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore I can:<ul style="list-style-type: none">- throw and catch individually and in pairs using a variety of apparatus including hoops- send a ball, beanbag or quoit, using under arm throw, roll or kick- receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it- roll and retrieve a hoop● I know how to skip and therefore I can:<ul style="list-style-type: none">- show skipping with a rope● I know how to play simple games and therefore I can:<ul style="list-style-type: none">- follow simple rules to play games, including team games.- play safely with a partner in running games and when using equipment- send a ball in various ways to play individual target games or target games with a partner- aim consistently between, into, at or over a variety of targets using a range of small equipment- play aiming games cooperatively with a partner and 'keep the score'- practise and develop my sending and receiving skills in cooperative games with a partner- use steering, hitting along the ground and hitting through the air to play individual and cooperative target games- understand the concept of simple games and how to make my games harder	<ul style="list-style-type: none">● I know how to travel with control and fluency and therefore I can:<ul style="list-style-type: none">- use different ways of traveling with increasing speed and agility- use different ways of travelling at different speeds and following different pathways, directions or courses.- change speed and direction whilst running- begin to choose and use the best space in a game● I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can:<ul style="list-style-type: none">- demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example:<ul style="list-style-type: none">• show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction• show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move- demonstrate passing and receiving skills when under pressure- understand and demonstrate striking, passing and receiving with a partner using a range of apparatus- understand and use 'beat your own record' activities to put skills under pressure and improve performance● I know how to play group games and invent rules and therefore I can:<ul style="list-style-type: none">- identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass- understand and use simple tactics e.g. passing at different angles to outwit an opponent- understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball- play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills- play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game- understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)

Assessment Goals			
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	Progression of skills and knowledge in PE – Games (KS2)			
	Year 3 – Developing skills and knowledge in relation to Invasion Games/Net & Wall Games/Striking & Fielding Games	Year 4 – Developing skills and knowledge in relation to Invasion Games/Net & Wall Games/Striking & Fielding Games	Year 5 - Invasion Games/Net & Wall Games/Striking & Fielding Games	Year 6 - Invasion Games/Net & Wall Games/Striking & Fielding Games

	<ul style="list-style-type: none">● I know how to use and select travelling movements in a game, therefore I can:<ul style="list-style-type: none">- change direction and speed with control and coordination - move to find space- travel with equipment keeping possession● I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:<ul style="list-style-type: none">- accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass)- demonstrate control when dribbling, passing and receiving with feet- signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)- pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch- play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)● I know how to use skills focusing on net/wall games, therefore I can:<ul style="list-style-type: none">- strike a ball with reasonable control and accuracy at a target or over a net- select and use appropriate basic shots in different situations - understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent- play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games- know and use the rules and keep games going without dispute● I know how to use skills focusing on striking and fielding games, there I can:<ul style="list-style-type: none">- strike a ball with confidence and control and direct it accurately into a simple target area- receive the ball from one direction and throw or strike it away in another direction- understand and identify good striking and fielding techniques- make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder- combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball- understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper	<ul style="list-style-type: none">● I know how to combine travelling skills with strategies for attacking and defending, therefore I can:<ul style="list-style-type: none">- move into space- move and signal to obtain possession- move with equipment using a range of techniques showing control and fluency, whilst considering my next move● I know how to use and apply invasion games skills, therefore I can:<ul style="list-style-type: none">- play confidently in small sided invasion games using various formations- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score- understand how to dodge, mark, signal for the ball and intercept- play within the rules - recognise aspects that need improving● I know how to use and apply net/wall games skills, therefore I can:<ul style="list-style-type: none">- use a bat to strike a ball with a degree of accuracy and control- throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions- aim a ball over a barrier to land in spaces on the other side- understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots- understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3)● I know how to use and apply striking and Fielding games skills, therefore I can:<ul style="list-style-type: none">- know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder)- throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce)- strike a ball along the ground or through the air in different directions with control- understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it- combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies	<ul style="list-style-type: none">● I know how to apply and combine footwork and travelling skills to all games, therefore I can:<ul style="list-style-type: none">- use width and depth changing direction and speed- use skills such as dodge and weave to create an advantage over my opponents- understand the footwork rules for specific sports, for example netball, Tchoukball, basketball- travel with equipment combining skills, for example dribble and shoot● I know how to use, apply and vary invasion games skills, therefore I can:<ul style="list-style-type: none">- choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting- understand and show how a team can retain possession and find ways of progressing towards an opponent's goal- know how to mark an opponent effectively and defend a goal- demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving- carry, bounce and dribble the ball in a controlled manner whilst moving- find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction- work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game● I know how to use, apply and vary net and wall games skills, therefore I can:<ul style="list-style-type: none">- play shots on both sides of the body and from above the head with reasonable control- understand how to position their bodies to receive a ball coming from different heights and angles- recognise where there are spaces on an opponent's court and try to hit into them- recognise which things they need to practise more- understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3)● I know how to use, apply and vary striking and fielding games skills, therefore I can:<ul style="list-style-type: none">- use a rounders bat or a cricket shaped bat with confidence- strike and throw the ball with reasonable accuracy and consistency- bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce)	<ul style="list-style-type: none">● I know how to select and apply footwork and travelling skills to all games, therefore I can:<ul style="list-style-type: none">- apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting.- move at different speeds and in different directions and transfer this into a game scenario- move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction● I know how to select and apply invasion games skills, therefore I can:<ul style="list-style-type: none">- understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation- play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal- know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting- understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games● I know how to select and apply net and wall games skills, therefore I can:<ul style="list-style-type: none">- play a variety of shots with intent when striking a ball after one bounce or on the volley- direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it- evaluate the effectiveness of a shot and suggest ways of improving- work cooperatively as a team in twos or small groups to create rules and play them- play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities● I know how to select and apply striking and fielding games skills, therefore I can:<ul style="list-style-type: none">- know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds- bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases
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			<ul style="list-style-type: none">- understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder- play confidently in a range of small sided striking- fielding games using different bats, balls and rules and experience all roles <ul style="list-style-type: none">● I know how to develop my own games, therefore I can:<ul style="list-style-type: none">- demonstrate previously learned skills in independently constructed group games- work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment- plan and adjust rules and strategies to make the game fairer, safer and more challenging- describe the format and intention of the game and explain why particular rules have been made- know how to use space in games	<ul style="list-style-type: none">- field the ball and return it with an overarm throw- know when to run after hitting a ball - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters <ul style="list-style-type: none">● I know how to problem solve and invent games, therefore I can:<ul style="list-style-type: none">- negotiate, plan and make collective decisions on the nature shape and construction of the game- select and use skills and tactics appropriate for the type of game- understand and transfer principles of play from known games to use in my own game- make up rules and be prepared to modify them to make the games more challenging- adapt rules in agreement with others - work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going
Assessment Goals				

	Progression of skills and knowledge in PE – Swimming (KS2)			
	Year 3	Year 4	Year 5	Year 6

	<ul style="list-style-type: none">● I know and understand how to be confident in water, therefore I can:<ul style="list-style-type: none">- scoop the water to wash face and hair and be at ease with water from overhead- blow bubbles a minimum of three times with nose and mouth submerged- move into a stretched floating position using aids, equipment or support- regain an upright position from floating on the front (aids may be used)- push and glide in a horizontal position to or from the pool wall- take part in a teacher led partner orientated game● I know how to use a range of strokes effectively, therefore I can:<ul style="list-style-type: none">- move forwards, backwards and sideways for a distance of 5m- travel on the back and front for a distance of 5m (aids may be used)● I know and understand about water safety, therefore I can:<ul style="list-style-type: none">- enter the water safely (using steps or swivel entry)- demonstrate an understanding of pool rules- recognise and understand beach flags- exit the water safely- have an understanding of the water safety code	<ul style="list-style-type: none">● I know and understand how to be confident in water, therefore I can:<ul style="list-style-type: none">- jump in from side and submerge (min depth 0.9m)- fully submerge to pick up an object- push from wall and glide on the front and back- push and glide from the wall to the pool floor- perform a rotation from the front to the back and gain an upright position- perform a rotation from the back to the front and gain an upright position- perform a luck float for 5secs- perform a sequence of changing shapes (min 3) whilst floating at the surface- push and glide on the front with arms extended and log roll onto back- push and glide on the back with arms extended and log roll onto the front- travel on the front, luck to rotate around the horizontal axis to return on the back● I know how to use a range of strokes effectively, therefore I can:<ul style="list-style-type: none">- travel 10m on the front and 10m on back● I know and understand about water safety, therefore I can:<ul style="list-style-type: none">- enter the water safely (using steps, swivel entry or a jump)- answer questions on the water safety code- exit the water safely without the use of steps- demonstrate an action for getting help (can be performed in deep or shallow water)	<ul style="list-style-type: none">● I know and understand how to be confident in water, therefore I can:<ul style="list-style-type: none">- travel on back and roll in one continuous movement onto front- travel on front and roll in one continuous movement onto back- perform 3 different jumps into deep water (one must be a straddle jump)- perform a horizontal stationary scull on the back- perform a head first sculling action for 5m- perform a feet first sculling action on the back- perform a sculling sequence with a partner for 30-45secs to include a rotation- tread water for 30secs- perform a handstand and hold for a minimum of 3secs- perform a forward somersault, tucked in the water● I know how to use a range of strokes effectively, therefore I can:<ul style="list-style-type: none">- kick 10m Backstroke (one item of equipment may be used)- kick 10m Front Crawl (one item of equipment may be used)- kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used)- swim 10m (own choice of stroke)● I know and understand about water safety, therefore I can:<ul style="list-style-type: none">- enter the water safely from a jump- perform a shout and signal rescue- exit deep water without the use of steps	<ul style="list-style-type: none">● I know and understand how to be confident in water, therefore I can:<ul style="list-style-type: none">- submerge to pick up an object from the pool floor (full reach depth)- participate in a game of mini polo- in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation- tread water for 20secs● I know how to use a range of strokes effectively, therefore I can:<ul style="list-style-type: none">- swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen)- swim 25m (own choice of stroke)- swim 25m to a floating object (own choice of stroke)- swim 10m retaining a floating object● I know and understand about water safety, therefore I can:<ul style="list-style-type: none">- enter the water safely (swivel entry, surface dive or straddle jump)- float or scull waving one arm and shout for help- demonstrate the HELP position- in groups demonstrate the Huddle position- swim using a long front paddle to the side (survival stroke)- exit the pool from at least full reach depth without using the steps- discuss as a group which skills might be used to self-rescue in different situations- swim 10m in clothes
Assessment Goals				

Should you have questions about our curriculum, please contact Miss Helen Maddocks, our Curriculum Lead, or our Subject Lead for PE, Mr Bonner.