



PE Progression Grid



PE National Curriculum

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Warm up</u> - All children must be aware of the importance of warming up, prior to the start of exercise.					
• We warm up to prepare our bodies for exercise. • A warmup gets our hearts pumping faster, meaning blood flows quicker around the body. • A warmup helps our muscles to stretch, this helps to prevent us getting an injury.		• Warming up helps prepare your body for aerobic activity. • A warmup gradually revs up your cardiovascular system by raising your body temperature and increasing blood flow to your muscles. • Warming up may also help reduce muscle soreness and lessen your risk of injury.		• Warming up helps the body to deliver oxygen to the exercising muscle groups. • Warming up increases body temperature, which reduces the chance for muscle and tendon injuries. • A 5-minute warm-up increases blood flow to the exercising muscles. A greater level of blood reaching the muscles involved in the activity aids in the delivery of the important fuels (e.g., glucose and free fatty acids) required for energy production. • Warming up increases the suppleness of the muscle, thereby enhancing the mechanical efficiency and power of the exercising muscles. • An appropriate warm-up prepares the cardiovascular system for the upcoming (more strenuous) physical activity. • Warming up helps to ensure that the cardiovascular system (heart and blood vessels) is given time to adjust to the body's increased demands for blood and oxygen.	

Multi-Skills- Skills delivered will support later blocks of learning.

<u>KS1 National Curriculum Aims</u> 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;		<u>KS2 National Curriculum Aims</u> 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
☺- • Explains how to catch and throw. • Explains how to change direction. • Explains how to jump. • Explains the importance of spatial awareness.	☺- • Explain why they change speeds when running. • Explains the importance of a stable base when throwing, catching or jumping. • Explains the key teaching points required to catch, throw and jump.	☺- • Explain why exercise is important for the body. • Explains how to improve their catching and throwing technique.	☺- • Explain why exercise is important for the body. • Explains how to improve their throwing and catching technique. • Explain why a certain technique is better than other techniques (e.g. high catch/ low catch).	☺- • Explains which techniques are best to complete a task. • Explains the impact warming up has on the body.	☺- • Explains and evaluates their own performances within a task, describing how to improve technique. • Explains the impact warming up has on the body.
❤- • Describes how their body feels after exercise.	❤- • Describes the changes that occur	❤- • Describes how they feel upon completing a task	❤- • Describes how they feel upon completing a task	❤- • Describes to peers how to improve techniques.	❤- • Describes to peers how to improve techniques.

• Describes how to carry equipment safely. • Understands how to encourage and support their peers.	in their body during exercise. • Describe how to stay healthy. • Understands that positive reinforcement can help us improve.	that they found difficult. • Understands that peer feedback can help us improve technique and consistency.	that they found difficult. • Understands that peer feedback can help us improve technique and consistency.	• Understands the importance in how feedback is delivered to others.	• Understands the impact feedback has delivered to others.
👏 - Movement • They can move in a variety of ways, including- running, jumping, hopping, skipping. Throwing/ catching • They can throw an object underarm. • They can throw an object overarm. • They can catch an object. • They can demonstrate good spatial awareness when moving around.	👏 - Movement • They can show increased control over their movements when changing speed/ direction. • They show increased spatial awareness when changing direction/ speed. Throwing/ catching • They can show some increased control when throwing. • They can show increased consistency when catching.	👏 - Movement • They can begin to link two movements together (e.g. run and a jump). • They can find space during a task to support teammates/ partners. Throwing/ catching • They can show increased control and accuracy when throwing, adjusting technique for height and speed. • They can catch a variety of different sized balls, adjusting their technique accordingly.	👏 - Movement • They can link two movements together. • They can find space during a task to support teammates/ partners. Throwing/ catching • They can catch a variety of different sized balls, adjusting their technique accordingly. • They can show increased control and accuracy when throwing, adjusting technique for height and speed.	👏 - Movement • They can link a sequence of moves together. • They can demonstrate an increased awareness of space, aiding them in completing a task/ activity. Throwing/ catching • They can catch and throw with increased control, accuracy and consistency.	👏 - Movement • They can demonstrate a good awareness of space that supports in leading to success. • They can begin to lead warmups and cooldowns. Throwing/ catching • They can catch and throw with increased control, accuracy and consistency, when under pressure.

Dance					
<u>KS1 National Curriculum Aims</u> 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 coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.		<u>KS2 National Curriculum Aims</u> 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: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
😊 – • Explains what the term 'phrase' means. • Explains how counts within dance help us to keep rhythm.	😊 – • Explains why they chose a particular dance move for their phrase. • Explains how counts within dance help us to keep rhythm.	😊 – • Explains how a stimulus can translate into movement (e.g. fast and loud music can portray anger). • Explains how they would improve a performance. • Explains what the term 'Motif' means.	😊 – • Explains their choice of action based on the stimulus given. • Explains and recognises the timing of the sounds in a piece of music. • Explains how ideas initiated by a stimulus lead to a movement choice.	😊 – • Explains through reflection what they liked within their own and other performances. • Explains why they chose specific movements/ motifs within their dance. • Explains what the term 'choreography' means.	😊 – • Explains through reflection what they liked within their own and other performances. • Explains why they chose specific movements within their dance. • Explains respectfully how to improve a dance routine through constructive feedback.

♥ - • Describes mood and feelings in relation to the dance idea. • Understands that performing can make people feel nervous. • Understands how to give others positive feedback after a performance.	♥ - • Describes mood and feelings in relation to the dance idea. • Describes how performing in front of a small group makes them feel. • Understands how to give others positive feedback after a performance.	♥ - • Describes how dance can communicate moods, ideas and emotions. • Understands that dance routines need practice to improve them. • Understands the importance of being respectful when watching others perform.	♥ - • Describes how practice improves confidence when performing. • Describes how a full performance makes them feel in front of a larger group or people. • Understands the importance of positive feedback after watching a performance.	♥ - • Describes how other performances made them feel. • Understands the emotions others are trying to portray in their performance.	♥ - • Describes how other performances made them feel. • Understands the emotions others are trying to portray in their performance.
✋ - Movement • They can copy the teacher and repeat short simple phases / actions on their own. • They can demonstrate different travelling, jumping, turning and gesturing actions. • They can hold their body shapes through movement and stillness.	✋ - Movement • They can travel at different speeds/ levels that are fit for purpose (e.g. in a hurry/ trying to hide). • They can demonstrate different jumping, turning or gesturing actions that are fit for purpose (e.g. jumping for joy/ turning away from	✋ - Movement • They can perform basic actions (travelling, jumping, turning, gesturing and stillness) with greater control. • They can demonstrate combinations of movement using whole body and body parts. Space • They can develop movement phrases	✋ - Movement • They can perform basic actions (travelling, jumping, turning, gesturing and stillness) with greater control, fluency and coordination. • They can coordinate the tempo of their movements to the tempo of the music. Space	✋ - • They can perform the basic dance actions with control, fluency, coordination and accuracy. • They can develop a motif that is seen throughout their choreography. • They can develop ideas with a partner or in a small group, linked to a stimulus.	✋ - • They can perform basic actions in different combinations to increase the complexity of the dance. • They can maintain tempo and rhythm of particular patterns. • They can demonstrate awareness of other dancers within a group, showing the

Space • They can change and vary actions depending on space available. • They can maintain space between them and their partners. Performance • They can remember and repeat short movement patterns. • They can perform short dance phrases in different formations (e.g. circle, line, pair).	a source/ gesturing to a friend). • They can begin to demonstrate timing of their actions, considering rhythm. Space • They can move confidently around a wider space as well as in their own personal space. • They can travel around a space using curved or zigzag pathways. Performance • They can work with a partner or in a group to show different compositional ideas (e.g. follow the leader/ back to back/ side by side/ moving at the same time/ one after another).	by considering pathways. Performance • They can develop movement phrases by work with a partner or small group to explore over/under and push/pull, meet/part. • They can use different compositional devices such as unison, canon, repetition and variation.	• They can demonstrate good spatial awareness and use space effectively in a group. Performance • They can create performances that have a clearly defined beginning, middle and end. • They can change formations during a dance sequence.	• They can incorporate props into a routine to support the portrayal of an idea. Performance • They can develop a piece of choreography considering space and dynamics. • They can develop phrases based around mood, feelings, characters and themes.	value of relationships within a dance. • They can incorporate props into a routine to support the portrayal of an idea. Performance • They can perform more complex dances either, individually, in small group or as part of a larger group communicating clear ideas and feelings expressively.
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Outdoor adventurous					
<u>KS1 National curriculum aims</u> 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 able 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.		<u>KS2 National curriculum aims</u> 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: 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.			
😊 - - Explains how to use a map, identifying key features. - Explains how they problem solved to achieve a goal. - Explains which equipment is best for a challenge.	😊 - - Explains how to use a map, identifying key features. - Explains how they problem solved to achieve a goal. - Explains which equipment is best for a challenge. - Explains how to use a map, including the key.	😊 - - Explains how to use a key when reading a map. - Explains how each role contributed to the completion of a task.	😊 - - Explains how to use a key when following a trail on a map. - Explains what symbols they have used and why on their own map. - Explains how to use a compass when completing an orienteering course.	😊 - - Explains how to use a compass to navigate. - Explains how to improve on times after evaluating performances. - Explains which skills or techniques they used when completing a task.	😊 - - Explains how to use a compass to navigate. - Explains how they improved times or performances after secondary evaluations. - Explains which skills or techniques they used when completing a task.
❤️ - - Understands that to achieve some goals, compromise is required. - Shows compassion to other teammates,	❤️ - - Understands that to achieve some goals, compromise is required. - Shows compassion to other teammates,	❤️ - - Describes how their performances improve over time. - Understands the importance of teamwork and the individual roles.	❤️ - - Understands the importance each role has within a team. - Describes how to improve on personal performances.	❤️ - - Describes how to improve their own performances. - Understands and demonstrates compromise when completing a task,	❤️ - - Describes how to improve their own performances. - Understands and listens to feedback from others.

offer support when required. Shows resilience when problem solving.	offer support when required. Shows resilience when problem solving.	Shows an ability to try different methods when problem solving.	- Understands others' feelings when giving feedback in their team. - Shows an ability to try different methods when problem solving.	considering others' opinions and feelings. Understands safety principles when planning an activity/ course.	Understands safety principles when planning an activity/ course.
 – Teamwork/ communication - They can communicate clearly with teammates to achieve an outcome. - They can demonstrate simple problem-solving skills to achieve a goal. Map work - They can orientate themselves around a course using a simple map. - They can identify key locations on a map.	 – Teamwork/ communication - They can communicate clearly with teammates to achieve an outcome. - They can demonstrate simple problem-solving skills to achieve a goal. Map work - They can orientate themselves around a course using a simple map and key. - They can identify key locations on a map.	 – Teamwork/ communication - They can communicate clearly with teammates, explaining ideas. Map work - They can use a map to orientate around a short trail.	 – Teamwork/ communication - They can lead/ follow, communicating clearly as part of a team. Map work - They can follow a map to complete an orienteering course. - They can create a simple trail for others to follow.	 – Teamwork/ communication - They can communicate effectively with their role. Map work - They can create activities/ trails for others to follow. - They can complete an orienteering course both individually and as part of a team, within a set time.	 – Teamwork/ communication - They can communicate effectively with their role. Map work - They can make improvements to personal activities after careful evaluation. - They can complete an orienteering course both individually and as part of a team, under pressure.

Net games					
		<u>KS2 National Curriculum Aims</u> 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
		☺ - • Explains how to position their body correctly when performing a shot. • Explains when to use a forehand/ backhand shot.	☺ - • Explains why we start a game with a serve. • Explains why they performed a specific shot type.	☺ - • Explains why less power can be advantageous within a game. • Explains how adjusting body position can support returning a shot.	☺ - • Explains why they chose a specific shot. • Explains how to improve the effectiveness of a shot (e.g. I should have played a lob shot because they were close to the net).
		♥ - • Understands how to keep games going without dispute. • Understands how their support will help others improve.	♥ - • Understands how to keep games going without dispute. • Describes how playing with a partner supported them.	♥ - • Describes which areas they need to improve through practice. • Understands the importance of communication with a partner.	♥ - • Describes which areas they need to improve through practice. • Understands the importance of precise communication with a partner.

		 – • They can hold a racket correctly. • They can perform a fore hand shot. • They can perform a back hand shot. • They can hit a ball over a net.	 – • They can consistently strike a ball with a forehand and back hand shot. • They can perform an underhand serve. • They can control the power in their shots. • They can move their feet to the ball when playing a shot.	 – • They can confidently perform a forehand and back hand shot, adjusting body position to the height of the ball. • They can perform a volley shot (e.g. overhead and underarm). • They can show control of power when returning a shot over a net.	 – • They can show accuracy when perform a variety of return shots. • They can vary their power/ pace when returning a shot.
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Sending and receiving					
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Netball/basketball	Football/ Hockey	Tag-Rugby/ Handball	Netball/basketball	Football/ Hockey	Tag-Rugby/ Handball
☺- • Explains that we can't move with the ball in netball. • Explains that we can only move with the ball in basketball if we are bouncing it.	☺- • Explains that you can only use one side of the hockey stick to strike the ball. • Explains that which part of the ball we should kick the ball with to achieve a desired outcome e.g. laces when shooting, never toes.	☺- • Explains that we can only pass forwards or sideways in tag-rugby, never forwards. • Explains that a player can only take three steps before they must pass the ball in handball.	☺- • Explains how we pivot on one foot to help find a teammate to pass to. • Explains why we want to be on our toes in helping to be reading when receiving the ball.	☺- • Explains that we want the ball in front of us when passing and not under our feet. • Explains how we sometimes want to pass in front of our teammate when they are running.	☺- • Explains how finding space supports a teammate in passing to us. • Explains how varying passing techniques can give us the advantage in a match (creates .
♥- • Understands that communication is important when	♥- • Understands that clear communication is	♥- • Understands that clear communication is	♥- • Describes the importance of communication	♥- • Describes the importance of communication	♥- • Describes the importance of communication

passing and receiving.	required when passing and receiving.	required when passing and receiving.	between teammates when passing and receiving.	between teammates when passing and receiving.	between teammates when passing and receiving.
✎ - Passing • They can stand in a stable position before passing. • They can perform a range of passes (chest pass, bounce pass). Receiving • They can stand in a stable position before receiving the ball. • They can control the ball with their hands, creating a W shape. Shooting • They can perform a free-throw shot towards a basket.	✎ - Passing • They can stand in a stable position before passing. • They can perform a range of passes (inside of the foot, push pass). • They can use both feet when passing. Receiving • They can stand in a stable position before receiving the ball. • They can control the ball with their feet or stick. Shooting • They can use their laces to shoot towards a goal. • They can perform a slap and push shot with a hockey stick.	✎ - Passing • They can stand in a stable position before passing. • They can perform a range of passes (spin (side) pass, chest pass, bounce pass, overhead pass) Receiving • They can stand in a stable position before receiving the ball. • They can control the ball by catching with their hands. Shooting • They can perform an overhand, side-arm and underarm shot.	✎ - Passing • They can vary their passing technique based on the scenario. • They can pivot to pass to a teammate. Receiving • They can find space when receiving a pass. • They can receive the ball when moving. Shooting • They can combine movements to perform a shot e.g. layup/ jump shot. • They can perform shots when under pressure from an opponent.	✎ - Passing • They can vary their passing techniques e.g. inside or outside of the boot. • They can pass in front of a teammate when they are running. Receiving • They can find space when receiving a pass. • They can turn with the ball and control it. Shooting • They can vary their shooting technique/ pace e.g. laces/ slap shot when far out, inside of the foot/ push shot when close. • They can perform shots when under pressure from an opponent.	✎ - Passing • They can demonstrate a variety of passing techniques within a drill/ game. • They can perform passes at speed when running. Receiving • They can find space when receiving a pass. • They can catch the ball whilst running at speed/ under pressure. Shooting • They can vary their shooting technique to score past a defending player. • They can perform shots when under pressure from an opponent.

Striking and fielding					
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Cricket	Rounders	Cricket	Rounders	Cricket	Rounders
☺ - • Explains how to perform correct techniques for catching, throwing and stopping the ball.	☺ - • Explains how to perform correct techniques for catching, throwing and stopping the ball.	☺ - • Explains when to throw over or under arm. • Explains why they played a horizontal or vertical shot.	☺ - • Explain why they chose the shot type. • Explains how to perform each rounders bowling type.	☺ - • Explains and analyses their own and others technique to make improvements. • Explains why different techniques help improve outcomes.	☺ - • Explains and analyses their own and others technique to make improvements. • Explains why different techniques help improve outcomes.
♥ - • Understands that they may make mistakes and a lot of practice is required.	♥ - • Understands that they may make mistakes and a lot of practice is required.	♥ - • Understands that practice can lead to increased confidence. • Understands that they will make	♥ - • Understands that practice can lead to increased confidence. • Understands that they will make	♥ - • Describes How increased practice and effort have aided their increased confidence.	♥ - • Describes How increased practice and effort have aided their increased confidence.

Understands that resilience is required to improve.	Understands that resilience is required to improve.	mistakes and that resilience will be required.	mistakes and that resilience will be required.	Understands the importance of communication when following or leading.	Understands the importance of communication when following or leading.
✎ - Fielding - They can throw under and over arm. - They can stop a moving ball. Bowling - They can perform a simple, one step bowling technique. Batting - They can strike a stationary ball with a bat.	✎ - Fielding - They can throw with increased accuracy. - They can move to and stop a moving ball. - They can catch a ball with increased success. Bowling - They can bowl underarm using a simple rounders technique. Batting - They can strike a moving ball.	✎ - Fielding - They can hit a stationary target when throwing. - They can run to, stop and throw a moving ball. - They can catch a ball, adjusting their hands or body. Bowling - They can show increased accuracy when bowling. Batting - They can begin to use a range of shots (horizontal/vertical).	✎ - Fielding - They can collect a moving ball whilst moving. - They can adjust their throwing technique for the intended outcome. Bowling - They can begin to perform a range of rounder bowling techniques- fast, slow, spin or donkey. Batting - They can adjust their body and hands according to the height and speed that the ball is coming at them.	✎ - Fielding - They can demonstrate consistency and accuracy when throwing or catching in a game. Bowling - They can perform a three-step bowling technique. Batting - They can perform shots that correspond to the delivery type.	✎ - Fielding - They can demonstrate consistency and accuracy when throwing or catching under pressure. Bowling - They can perform a range of rounders bowling techniques- fast, slow, spin and donkey. Batting - They can perform a range of shots, finding space in the field to maximise opportunities.

Athletics					
<u>KS1 National Curriculum Aims</u> 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 coordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending		<u>KS2 National Curriculum Aims</u> 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
☺- • Explains that increasing distance in jumps comes through arm and leg power. • Explains that the power in their throw comes from their arms, hands and fingers. • Explains that when running, we use hips to lips and focus on an end 'goal'.	☺- • Explains that increasing distance in jumps comes through arm and leg power. • Explains that the power in their throw comes from their arms, hands and fingers. • Explains that when running, we use hips to lips and focus on an end 'goal'.	☺- • Explains how to make changes in technique to improve outcomes. • Explains the importance of warming up prior to exercise.	☺- • Explains and evaluates their own performances and how to make improvements. • Explains why exercise and warming up is important for the body.	☺- • Explains how stamina can affect us when running different distances. • Explain that the angle we throw at, directly affects how far an object goes.	☺- • Explains what technique they are using and how to improve their technique- relating to running jumping and throwing.

♥ - • Describes how their body feels when exercising. • Describes what they are good at and what they find difficult.	♥ - • Describes the changes in their body during exercise. • Describes what they are good at and what they find difficult.	♥ - • Describes personal bests and end goals. • Describes feelings when competing against others.	♥ - • Describes their personal goals and how they will achieve them. • Describes the importance of competing against others.	♥ - • Describes how they feel after a challenging activity. • Describes the feel when achieving a personal best. • Understands that personal bests are not about being better than others.	♥ - • Describes how to improve their peer's technique. • Describes feelings around losing and not achieving personal goals. • Understands the intrinsic motivation required to achieve PB's
✋ - Movement • They can run in a variety of ways for different purposes. Jumping • They can jump in a variety of ways landing safely. Throwing • They can throw an object at a target over/under arm.	✋ - Movement • They can vary their pace to match the distance they are running. Jumping • They can choose the jump required to match the distance required- 2 feet to 2 feet or 2 feet to 1 foot. Throwing • They can alter their throwing technique to achieve a greater distance- chest push/ javelin.	✋ - Movement • They can adjust running pace to suit the distance being run. Jumping • They can combine running with jumping over hurdles. • They can develop an effective take off for the standing long jump and 5 stride. Throwing • They can throw with greater accuracy and distance.	✋ - Movement • They can perform a baton changeover in a relay. Jumping • They can continue to develop an effective take off to increase distance when jumping. Throwing • They can continue to develop technique for increased distance when throwing.	✋ - Movement • They can accelerate from a starting position. Jumping • They can combine a hop, skip, and jump to perform a standing triple jump. Throwing • They can throw greater distances, with a refined technique.	✋ - Movement • They can demonstrate endurance and stamina when running over a longer distance. Jumping • They can refine their hop, skip and jump technique for a triple jump. Throwing • They can independently make improvements to technique to improve outcomes.

Gymnastics					
<u>KSI National Curriculum Aims</u> The main KSI national curriculum aims covered in the Gymnastics units are: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.		<u>KS2 National Curriculum Aims</u> The main KS2 national curriculum aims covered in the Gymnastics units are: • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
 - - Explains why stretching during the warmup is important in gymnastics. - Explains why their posture is important during gymnastics.	 - - Explains how stretches are important during gymnastic exercise. - Explains how to demonstrate good posture and balance.	 - - Explains why good posture and balance is important in gymnastics. - Explains how to improve their own routine from peer feedback. - Explains why certain movements were chosen for the theme given.	 - - Explain how to improve a routine after evaluation. - Explains what peer feedback they received to help their improvements. - Explains why specific movements worked for their theme.	 - - Explain how to improve their performances. - Explain why they chose specific movements for their routine.	 - - Explains what improvements they would/have made to their performance. - Explains why they chose the specific apparatus/equipment/movements for their routine.
 - - Describes how their body feels during gymnastic exercise. - Understands that feedback can help them make improvements.	 - - Understands how to give appropriate feedback to peers. - Describes how gymnastic exercise makes their body feel.	 - - Understands how to give thoughtful and appropriate feedback to others-based on taught skills. - Describes how they feel after completing a routine.	 - - Describes how they feel after performing a simple routine to the class. - Understands how to give thoughtful and appropriate feedback to others-based on taught skills.	 - - Describes how performing in front of others makes them feel. - Understands how to feedback to the whole group, communicating clearly and appropriately.	 - - Describes how performing in front of others makes them feel. - Understands how to feedback to the whole group, communicating clearly and appropriately.

✎ - Movement • They can travel in a variety of ways- run hop, skip, gallop, etc. • They can link two moves to make a sequence. Shape • They can perform the 5 main shapes- star, tuck, pike, straight and straddle. • They can begin to show a strong posture with pointed toes. • They can demonstrate good body balance. • They can demonstrate a good start and end shape- T/Y shapes.	✎ - Movement • They can use equipment within a simple routine- hoops, ribbons, etc. • They can climb onto and land safely when jumping from equipment. Shape • They can hold their shape at the end of a routine. Jumps/ leaps/ rolls • They can use integrate shapes into jumps. • They can begin to perform simple rolls- log, teddy bear, egg, etc. (front roll if confident).	✎ - Movement • They can link different types of movement- e.g. walk to jump to shape. Shape • They can demonstrate more body shapes- arch, dish. • They can demonstrate increased control when holding a shape. Jumps/ leaps/ rolls • They can start and use different leaps and turns within a routine- cat, split, stag, half-turn, full-turn. Routines • They can perform slightly more complex sequences, including turns and changes in speed or level.	✎ - Movement • They can show increased control when changing direction, speed or level. • They can link a sequence of movements across multiple pieces of apparatus. Shape • They can share body weight through balances with a partner. Jumps/ leaps/ rolls • They can begin to perform a cat leap or hurdle step before dismounting a piece of apparatus. Routines • They can create a sequence of movements to create a routine to a theme.	✎ - • They can link leaps and turns together within their routine. • They can confidently recognise where to place their body within a balance, in relation to the base. Routines • They can perform their own performance in time to music.	✎ - • They can perform their own, more complex routines in time to music. • They can confidently use apparatus to vault and incorporate this within a sequence. Routines • They can demonstrate a full range of shapes and linked movements, independently, within their routines.
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Inclusive games					
<u>KS1 National Curriculum Aims</u> 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;		<u>KS2 National Curriculum Aims</u> 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
☺- • Explains how it can be difficult when certain senses are removed (e.g. sight). • Explains how to use simple tactics in a game.				☺- • Explain the challenges that disabled athletes face within sport. • Explains how to use different tactics to achieve a goal.	
❤️- • Understands that everyone has the right to take part in physical activity. • Understands how to support those around them.				❤️- • Understands that inclusive sports were created as a way of helping those that find physical activity	
				☺- • Explains how disabled athlete's have overcome their own personal challenges to become successful. • Explains and analyses different tactics to succeed in a game.	
				❤️- • Understands that some areas of physical activity can be challenging for others and that sports can be	

		challenging, feel included. • Understand that there are sports available to all outside of school.		adapted to be inclusive. • Understand that there are various channels outside of school that allow all children to access sport.	
👏 - • They can demonstrate a range of throwing (under and over arm) and catching skills. • They can communicate clearly with teammates. • They can use a range of equipment- polybats, table cricket bats.		👏 - • They can demonstrate consistency when throwing or catching. • They can begin to lead/follow within a game. • They can perform a range of strokes using equipment.		👏 - • They can show consistency and accuracy when throwing or catching. • They can demonstrate leadership qualities within a game. • They can use different tactics to use equipment more effectively.	

Invasion/ Team games					
<u>KS1 National Curriculum Aims</u> 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;		<u>KS2 National Curriculum Aims</u> 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
☺ - • Explains in basic terms how to attack and defend. • Explains the rules of a game.	☺ - • Explains in basic terms how to attack and defend to achieve a goal/ target. • Explains what the rules within a game are.	☺ - • Explains what the rule are within a game. • Explains how to change tactics to achieve better results.	☺ - • Explains what the rules are within a game. • Explains how to change tactics to achieve better results.	☺ - • Explains how to lead others within a game. • Explains what they learnt after a victory/ defeat that will help them improve next time.	☺ - • Explains how to lead others within a game. • Explains what they learnt after a victory/ defeat that will help them improve next time.
♥ - • Describes how winning and losing makes them feel. • Understands the importance of working as part of a team.	♥ - • Describes how winning and losing makes them feel. • Understands the importance of working as part of a team.	♥ - • Describes how losing makes them feel. • Understands that losing can help us improve. • Understands that we respect the officials' decisions.	♥ - • Describes how losing makes them feel. • Understands that there are still positives, even when we lose or draw.	♥ - • Describes to others how to apply a plan, within a game. • Understands that participation is key within games and	♥ - • Describes to others how to apply a plan, within a game. • Understands that participation is key within games and

• Understands that we respect the officials' decisions. • Understands that deliberately not following the rules is called cheating.	• Understands that we respect the officials' decisions. • Understands the importance of rules within a game.	• Understands that at the end of a game, we shake hands and thank the opposing team. • Describes how cheating in a game is unfair on all taking part.	• Understands that we respect the officials' decisions. • Understands that at the end of a game, we shake hands and thank the opposing team. • Describes how cheating in a game is unfair on all taking part.	without this, games can't take place. • Understands that we respect the officials' decisions.	without this, games can't take place. • Understands that we respect the officials' decisions. • Understands how to give effective feedback, taking into account others feelings.
👉 - • They can demonstrate simple attacking skills, within a game, such as dodging a defender. • They can demonstrate simple defensive skills, within a game, such as protecting a space. • They can follow the rules of a simple game.	👉 - • They can follow simple rules within a game. • They can use at least one technique to defend an objective. • They can use at least of attacking techniques to meet an objective.	👉 - • They can begin to vary their tactics within a game. • They can use a range of skills to achieve a goal/ target.	👉 - • They can begin to vary their tactics within a game. • They can use a range of skills to achieve a goal/ target.	👉 - • They can perform and apply a range of skills with increased control and accuracy. • They can devise and adapt their own rules to a game-based scenario. • They can work as a team to develop effective strategies, within a game.	👉 - • They can perform and apply a range of skills with increased control and accuracy. • They can devise and adapt their own rules to a game-based scenario. • They can work as a team to develop effective strategies, within a game.