

PE Progression of knowledge and skills – St Nicholas CE Primary School



Intent

At St Nicholas CE Primary we aim to provide a PE curriculum that all pupils not only enjoy, but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality PE curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness beyond their time with us. Opportunities to compete in sport and other activities build character and help to embed our Core values of Trust, Respect and Perseverance. We have good links with local sports clubs within the community that offer greater opportunities to all student.

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Curriculum Implementation

Children are taught regularly by their class teacher and Mr Chadwick. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Children in year 4 also swim weekly during the Autumn Term.

The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. We have an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Older children are encouraged to become Leaders and to run clubs for younger students.

As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active.

We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

National Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

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.

St Nicholas CE Primary School – PE Knowledge and Skills Progression Document

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------|--|--|--|---|--|--|---|
| Invasion Games | Speed, power and endurance are developed using FUN games Introduction to the simple rules and ethics of sports ABCs (Agility, Balance, Coordination and Speed) | Ball skills (netball) I can move and stop safely. I can throw and catch with both hands. I can throw in different ways. Ball Skills (Football) I can move and stop safely. I can kick in different ways. | Ball skills (Netball) I can catch a ball thrown at me I can perform a variety of different passes Hockey I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. | Tag Rugby, Football and Basketball I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly. | Hockey, Netball and ultimate Frisbee I can hit a ball accurately with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. | Basketball/Hockey/Tag Rugby/Football I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. | Netball/Tag rugby/American Football I can play to agreed rules. I can explain rules. I can make a team and communicate a plan. I can lead others in a game situation. |

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|------------------------------------|--|--|--|---|---|--|--|
| | RJT (Running, Jumping, Throwing) CKs (Catching, Kicking, Striking with an implement) Be active and interactive Develop coordination through control and movement - children show good control and co-ordination in large and small movements | | I can use one tactic in a game. I can follow rules. Tag Rugby I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. | | | | I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking |
| Striking and Fielding Games | Develop teamwork Importance of physical activity – health They move confidently in a range of ways, safely negotiating space. Also include basic work on Athletics (working towards sports day), games with simple rules and ball skills (catching and target throwing) | Ball skills (striking and fielding) I can throw underarm. I can hit a ball with a bat. I can use equipment safely. | Cricket I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. | Rounders I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly. | Cricket I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | Rounders/Cricket I can pass in different ways. I can field. I can choose a tactic for defending and attacking. | Danish Longball/Cricket I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. |
| Net/Wall/Target Games | | Ball Skills (Tennis) I can hit a ball with a bat. I can use equipment safely. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely. | Tennis I can copy and remember actions. I can use hitting, kicking and/or rolling in a game. | Tennis I can hit a ball accurately with control. I can use forehand and backhand with a racket. Dodgeball I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly. | Tennis I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | Tennis I can use forehand and backhand with increasingly accuracy and power. | Tennis I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. |
| Gymnastics | | I can make my body curled, tense, stretched and relaxed. I can control my body when balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely. | I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner. | I can adapt sequences to suit different types of apparatus and criteria. I can compare and contrast gymnastics sequences. | I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. | I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. | I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. I can combine my own work with that of others. I can link sequences to specific things. |
| Athletics | | | I can copy and remember actions I can talk about what is different from what I did and what someone else did | I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do. | I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. | I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. | I can demonstrate stamina. |

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| Dance | | <p>I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.</p> | <p>I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling. I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p> | <p>I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.</p> | <p>I can take the lead when working with a partner or group. I can use dance to communicate an idea.</p> | <p>I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.</p> | <p>I can develop sequences in a specific style. I can choose my own music and style.</p> |
| OAA | | | <p>Teamwork games and simple 'searching activities' - follow rules.</p> | <p>OAA I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely.</p> | <p>I can follow a map in a (more demanding) familiar context. I can follow a route within a time limit.</p> | <p>I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route.</p> | <p>I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger. (Yenworthy)</p> |
| | | | | | <p>Swimming Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> | | |
| Health and Fitness | | | | | | <p>Circuit Training I can remain positive during various challenges. I can embrace leadership/team roles I can ask for and listen to advice I can compete with others and keep track of personal performances I can set challenging targets for improvement</p> | |

Foundation Stage

| 40-60 months | | | ELG | | |
|--|--|--|--|--|---|
| Physical Development | | Expressive Arts and Design | Physical Development | | Expressive Arts and Design |
| Moving and Handling | Health and Self Care | Being Imaginative | Moving and Handling | Health and Self Care | Being Imaginative |
| <p>I can experiment with different ways of moving.</p> <p>I can jump off an object and land appropriately.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> | <p>I can show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p>I can show understanding of how to transport and store equipment safely.</p> <p>I can practice some appropriate safety measures without direct supervision.</p> | <p>I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> | <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>I can handle equipment and tools effectively, including pencils for writing.</p> | <p>I know the importance for good health of physical exercise, and a healthy diet, and can talk about ways to keep healthy and safe.</p> | <p>I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |

Year 1

| | Invasion Games | Striking and fielding | Net/ wall games | Gymnastics | Dance | OAA | Athletics |
|---------------------|--|---|---|--|--|------------------------------------|---|
| Objectives | <p>Ball skills (netball) I can move and stop safely. I can throw and catch with both hands. I can throw in different ways.</p> <p>Ball Skills (Football) I can move and stop safely. I can kick in different ways.</p> | <p>Ball skills (striking and fielding) I can throw underarm. I can hit a ball with a bat. I can use equipment safely.</p> | <p>Ball Skills (Tennis) I can hit a ball with a bat. I can use equipment safely. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p> | <p>I can make my body curled, tense, stretched and relaxed. I can control my body when balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p> | <p>I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.</p> | | |
| Suggested resources | <p>Year 1 Ball Skills Year 1 Agility, Balance, Co-ordination</p> | <p>Year 1 striking and fielding games</p> | <p>Year 1 net/wall games</p> | <p>Year 1 Gymnastics Year 1 Agility, Balance, Co-ordination</p> | <p>Year 1 Dance</p> | <p>Year 1 OAA</p> | <p>Year 1 Athletics</p> |
| Vocabulary | <p>Accurate Balance Control</p> | <p>Strike</p> | <p>Control;</p> | <p>Routine Tuck Pike Straddle Star Arch Dish Travel – over, under, through, round</p> | <p>Sequence Twisting Spinning</p> | <p>Co-ordination Challenge</p> | <p>Speed Jump Distance</p> |

Year 2

| | Invasion Games | Striking and fielding | Net wall | Gymnastics | Dance | OAA | Athletics |
|---------------------|--|--|---|--|--|---|---|
| Objectives | <p>Ball skills (Netball) I can catch a ball thrown at me I can perform a variety of different passes</p> <p>Hockey I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules.</p> <p>Tag Rugby I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules.</p> | <p>Cricket I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules.</p> | <p>Tennis I can copy and remember actions. I can use hitting, kicking and/or rolling in a game.</p> | <p>I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner.</p> | <p>I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling. I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p> | <p>Teamwork games and simple 'searching activities' - follow rules.</p> | <p>I can copy and remember actions I can talk about what is different from what I did and what someone else did</p> |
| Suggested resources | <p>Year 2 Ball Skills Year 2 Agility, Balance, co-ordination</p> | <p>Year 2 Striking and fielding games</p> | <p>Year 2 Net/wall games</p> | <p>Year 2 Gymnastics Year 2 Agility, Balance, Co-ordination</p> | <p>Year 2 Dance</p> | <p>Year 2 Dance</p> | <p>Year 2 Athletics</p> |
| Vocabulary | Control | Back swing Direction accurately | Rally | Log roll Tension Rock and roll to stand Shoulder stand Bunny hop Sequence Forward roll | Zig zag Straight Spiral Curved pathway | Communicate Teamwork memory | Pace |

Year 3

| | Invasion Games | Striking and fielding | Net/Wall/Target games | Gymnastics | Dance | OAA | Athletics |
|---------------------|---|---|---|--|---|--|---|
| Objectives | <p>Tag Rugby and Basketball I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p> <p>Football I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p> | <p>Rounders I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p> | <p>Tennis I can hit a ball accurately with control. I can use forehand and backhand with a racket.</p> <p>Dodgeball I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p> | <p>I can adapt sequences to suit different types of apparatus and criteria. I can compare and contrast gymnastics sequences.</p> | <p>I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.</p> | <p>I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely.</p> | <p>I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do.</p> |
| Suggested resources | <p>Year 3/4 Football Year 3/4 Rugby Year 3/4 Basketball</p> | <p>Year 3/4 Cricket Year 3/4 Rounders</p> | <p>Year 3/4 Tennis</p> | <p>Year 3 Gymnastics</p> | <p>Year 3 Dance</p> | | <p>Year 3/4 Athletics</p> |
| Vocabulary | <p>Dribble Possession Control Chest Pass Bounce pass Shoulder pass</p> | <p>Bowling Underarm Overarm Long barrier</p> | <p>Forehand Backhand Return</p> | <p>Balance Technique Fluency</p> | <p>Choreograph Flexibility</p> | | <p>Sprint Baton</p> |

Year 4

| | Invasion Games | Striking and fielding | Net/Wall games | Gymnastics | Dance | OAA | Athletics | Swimming |
|---------------------|---|--|--|---|--|---|--|---|
| Objectives | Hockey/ Netball/Ulitimate Frisbee I can hit a ball accurately with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. | Cricket I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | Tennis I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. | I can take the lead when working with a partner or group. I can use dance to communicate an idea. | I can follow a map in a (more demanding) familiar context. I can follow a route within a time limit. | I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. | Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. |
| Suggested resources | Year 3/4 Netball Year 3/4 Hockey | Year 3/4 Cricket | Year 3/4 Tennis | Year 4 Gymnastics | Year 4 Dance | | Year 3/4 Athletics | |
| Vocabulary | Push pass Hit Defending Dodging Weaving | Consistency Accuracy | Consistency Accuracy | Balance Sequence Point Patch | Strength Repetition | | Control Power Quad Kids activities – Vortex throw, sprint, distance run and standing long jump | |

Year 5

| | Invasion Games | Striking and fielding | Net/Wall games | Gymnastics | Dance | OAA | Athletics | Health and Fitness |
|---------------------|--|---|---|--|--|---|--|---|
| Objectives | Basketball/Hockey/Tag Rugby/ Football I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. | Rounders I can pass in different ways. I can field. I can choose a tactic for defending and attacking. | Tennis I can use forehand and backhand with increasingly accuracy and power. I can choose a tactic for defending and attacking. | I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. | I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. | I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route. | I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. | I can remain positive during various challenges. I can embrace leadership/team roles I can ask for and listen to advice I can compete with others and keep track of personal performances I can set challenging targets for improvement |
| Suggested resources | Year 5/6 Hockey Year 5/6 Basketball Year 5/6 Football Year 5/6 Tag Rugby | Year 5/6 Rounders | Year 5/6 Tennis | Year 5 Gymnastics year 5 counter balance V sit | Year 5 Dance | Outdoor Learning | Year 5/6 Athletics | |
| Vocabulary | Tackle Possession Lay up Dribble Block tackle | Over arm Under arm Long barrier | Serving accuracy | Counter balance Counter tension Mirroring Matching | Stimulus Story telling | | Dynamic starts Sprint starts | Strength Stamina |

Year 6

| | Invasion Games | Striking and fielding | New/wall games | Gymnastics | Dance | OAA | Athletics |
|---------------------|---|---|--|---|---|--|---|
| Objectives | <p>Netball/Tag rugby/American Football</p> <p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can choose a tactic for defending and attacking</p> | <p>Danish Longball/Cricket</p> <p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can umpire.</p> <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p> | <p>Tennis</p> <p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can umpire.</p> <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p> | <p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p> <p>I can combine my own work with that of others.</p> <p>I can link sequences to specific things.</p> | <p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p> | <p>I can plan a route and a series of clues for someone else.</p> <p>I can plan with others taking account of safety and danger. (Yenworthy)</p> | <p>I can demonstrate stamina.</p> |
| Suggested resources | <p>Year 5/6 Tag Rugby</p> <p>Year 5/6 Netball</p> | <p>Year 5/6 Cricket</p> | <p>Year 5/6 Tennis</p> | <p>Year 6 Gymnastics</p> <p>Cartwheel</p> <p>Backwards Roll</p> | <p>Year 6 Dance</p> | <p>Yenworthy</p> | <p>Year 5/6 Athletics</p> |

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|-------------------|------------------------------------|---------------------------------------|---|---|---------|--------------------|---------|
| Vocabulary | Dodge Change of Pace Sweeper | Over arm Under arm Long barrier | Accuracy of all shots Power of all shots | Cartwheel Backwards roll Body Tension Flight | Stamina | Orientation of map | Stamina |
|-------------------|------------------------------------|---------------------------------------|---|---|---------|--------------------|---------|

Curriculum Plan

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| Foundation | <ul style="list-style-type: none"> ➤ Speed, power and endurance are developed using FUN games ➤ Introduction to the simple rules and ethics of sports ➤ ABCs (Agility, Balance, Coordination and Speed) ➤ RJT (Running, Jumping, Throwing) ➤ CKs (Catching, Kicking, Striking with an implement) ➤ Be active and interactive ➤ Develop coordination through control and movement - children show good control and co-ordination in large and small movements ➤ Develop teamwork ➤ Importance of physical activity – health ➤ They move confidently in a range of ways, safely negotiating space. ➤ Also include basic work on Athletics (working towards sports day), games with simple rules and ball skills (catching and target throwing) <p>Teach each in 2 week blocks returning to key points each week</p> |
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|--------|--|--|---|---|--|--|
| Year 1 | <p>Term 1</p> <p>Ball skills (netball) I can move and stop safely. I can throw and catch with both hands. I can throw in different ways.</p> <p>Gymnastics I can make my body curled, tense, stretched and relaxed. I can control my body when balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.</p> | <p>Term 2</p> <p>Dance – I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.</p> <p>Gymnastics I can make my body curled, tense, stretched and relaxed. I can control my body when balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.</p> | <p>Term 3</p> <p>Ball Skills (Football) I can move and stop safely. I can kick in different ways.</p> <p>Dance – I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space.</p> | <p>Term 4</p> <p>Ball skills (Football) I can move and stop safely. I can kick in different ways.</p> <p>Gymnastics I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p> | <p>Term 5</p> <p>Ball skills (striking and fielding) I can throw underarm. I can hit a ball with a bat. I can use equipment safely.</p> <p>Ball Skills (Tennis) I can hit a ball with a bat. I can use equipment safely. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p> | <p>Term 6</p> <p>Ball skills (striking and fielding) I can throw underarm. I can hit a ball with a bat. I can use equipment safely.</p> <p>Ball Skills (Tennis) I can hit a ball with a bat. I can use equipment safely. I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p> |
| Year 2 | <p>Term 1</p> <p>Ball skills (Netball) I can catch a ball thrown at me I can perform a variety of different passes</p> <p>Gymnastics I can plan and perform a sequence of movements. I can improve my sequence based on feedback.</p> | <p>Term 2</p> <p>Hockey I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules.</p> <p>Dance</p> | <p>Term 3</p> <p>Tag Rugby I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules.</p> <p>Gymnastics I can plan and perform a sequence of movements.</p> | <p>Term 4</p> <p>Dance I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p> | <p>Term 5</p> <p>Tennis I can copy and remember actions. I can use hitting, kicking and/or rolling in a game.</p> <p>Cricket I can use hitting, kicking and/or rolling in a game.</p> | <p>Term 6</p> <p>Athletics I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p> <p>OAA – Teamwork games and simple ‘searching activities’ - follow rules.</p> |

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| | <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p> | <p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can use dance to show a mood or feeling.</p> | <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p> | <p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p> <p>Athletics</p> <p>I can copy and remember actions</p> <p>I can talk about what is different from what I did and what someone else did</p> | <p>I can decide the best space to be in during a game.</p> <p>I can use on tactic in a game.</p> <p>I can follow rules.</p> | |
| Year 3 | <p>Term 1</p> <p>Tennis</p> <p>I can hit a ball accurately with control.</p> <p>I can use forehand and backhand with a racket.</p> <p>Gymnastics</p> <p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can compare and contrast gymnastics sequences.</p> | <p>Term 2</p> <p>Dance</p> <p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p> <p>Tag Rugby</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> | <p>Term 3</p> <p>Basketball</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> <p>Athletics</p> <p>I can run at fast, medium and slow speeds; changing speed and direction.</p> | <p>Term 4</p> <p>Gymnastics</p> <p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can compare and contrast gymnastics sequences.</p> <p>Football</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> | <p>Term 5</p> <p>OAA</p> <p>I can follow a map in a familiar context.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p> <p>Dodgeball</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> | <p>Term 6</p> <p>Athletics</p> <p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p> <p>Rounders</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p> |
| Year 4 | <p>Swimming</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Tennis</p> | <p>Swimming</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> | <p>Gymnastics</p> <p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Hockey</p> <p>I can hit a ball accurately with control.</p> | <p>Dance</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p> <p>OAA</p> <p>I can follow a map in a (more demanding) familiar context.</p> | <p>Athletics</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>Cricket</p> <p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> | <p>Athletics</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>Ultimate Frisbee</p> <p>I can keep possession of the ball.</p> |

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| | I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | Netball I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. | I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. | I can follow a route within a time limit. | I can hit a ball accurately with control. I can vary tactics and adapt skills depending on what is happening in a game. | I can vary tactics and adapt skills depending on what is happening in a game. |
| Year 5 | OAA I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route. Tag Rugby I can gain possession by working as a team. I can pass in different ways. | Dance I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. Football I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking | Basketball I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. Gymnastics I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. | Gymnastics I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. Hockey I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. | Circuit Training I can remain positive during various challenges. I can embrace leadership/team roles I can ask for and listen to advice I can compete with others and keep track of personal performances I can set challenging targets for improvement Tennis I can use forehand and backhand with increasing accuracy and power. I can choose a tactic for defending and attacking. | Athletics I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. Rounders I can pass in different ways. I can field. I can choose a tactic for defending and attacking. |
| Year 6 | OAA I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger. (Yenworthy) Tag Rugby I can play to agreed rules. I can explain rules. I can make a team and communicate a plan. I can lead others in a game situation. | Dance I can develop sequences in a specific style. I can choose my own music and style. American Football I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking | Netball I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. Gymnastics I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. | Gymnastics I can combine my own work with that of others. I can link sequences to specific things. American Football I can gain possession by working as a team. I can pass in different ways. I can choose a tactic for defending and attacking. | Cricket I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. Tennis I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. | Athletics I can demonstrate stamina. Danish Longball I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation. |

Gymnastics
Invasion Games
Striking and fielding games
OAA
Athletics
Dance
Swimming

