



PE

Progression Map

	EYFS	KS1	KS2
<p>National Curriculum Objectives</p>	<p>Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

			<p>improvement to achieve their personal best.</p> <p>Swimming and Water Safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GYMNASTICS						
<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p>	<p><u>Gymnastics: Acquiring and Developing Skills</u></p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p>

	<p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Move with increasing control and care.</p>	<p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Develop strength, technique and flexibility throughout performances.</p>
<p><u>Gymnastics: Rolls</u> Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll</p>	<p><u>Gymnastics: Rolls</u> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p>	<p><u>Gymnastics: Rolls</u> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll</p>	<p><u>Gymnastics: Rolls</u> Crouched forward roll Forward roll from standing Tucked backward roll</p>	<p><u>Gymnastics: Rolls</u> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p>	<p><u>Gymnastics: Rolls</u> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p>	<p><u>Gymnastics: Rolls</u> Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p>
<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping Jack Half turn jump</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap</p>	<p><u>Gymnastics: Jumps</u> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap</p>

						Stag leap
	<u>Gymnastics: Vault</u> Straight jump off springboard	<u>Gymnastics: Vault</u> Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	<u>Gymnastics: Vault</u> Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	<u>Gymnastics: Vault</u> Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	<u>Gymnastics: Vault</u> Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	<u>Gymnastics: Vault</u> Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Bunny hop	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Bunny hop Front support wheelbarrow with partner	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Handstand Lunge into handstand Cartwheel	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Lunge into handstand Lunge into cartwheel	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Lunge into handstand Lunge into cartwheel Lunge into round-off	<u>Gymnastics: Handstands, Cartwheels and Round-offs</u> Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Galloping	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	<u>Gymnastics: Travelling and Linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
<u>Gymnastics: Shapes and Balances</u> Standing balances	<u>Gymnastics: Shapes and Balances</u> Standing balances Kneeling balances	<u>Gymnastics: Shapes and Balances</u> Standing balances Kneeling balances	<u>Gymnastics: Shapes and Balances</u> Large and small body part balances, including standing and kneeling balances	<u>Gymnastics: Shapes and Balances</u> 1, 2, 3 and 4-point balances Balances on apparatus	<u>Gymnastics: Shapes and Balances</u> 1, 2, 3 and 4- point balances Balances on apparatus	<u>Gymnastics: Shapes and Balances</u> 1, 2, 3 and 4- point balances Balances on apparatus

	Pike, tuck, star, straight, straddle shapes	Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Develop technique, control and complexity of part-weight partner Balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAMES						
<p><u>Games: Striking and Hitting a Ball</u> Hit a ball with a bar or raquet.</p>	<p><u>Games: Striking and Hitting a Ball</u> Use hitting skills in a game. Practise basic striking, sending and receiving.</p>	<p><u>Games: Striking and Hitting a Ball</u> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p>	<p><u>Games: Striking and Hitting a Ball</u> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p>	<p><u>Games: Striking and Hitting a Ball</u> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p><u>Games: Striking and Hitting a Ball</u> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.</p>	<p><u>Games: Striking and Hitting a Ball</u> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p>
<p><u>Games: Throwing and Catching a Ball</u> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p>	<p><u>Games: Throwing and Catching a Ball</u> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p><u>Games: Throwing and Catching a Ball</u> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball.</p>	<p><u>Games: Throwing and Catching a Ball</u> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high,</p>	<p><u>Games: Throwing and Catching a Ball</u> Develop different ways of throwing and catching</p>	<p><u>Games: Throwing and Catching a Ball</u> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p><u>Games: Throwing and Catching a Ball</u> Throw and catch accurately and successfully under pressure in a game.</p>

		Vary types of throw used.	low, fast or slow). Develop a safe and effective overarm bowl.			
Games: Travelling With a Ball Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Games: Travelling With a Ball Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Games: Travelling With a Ball Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Games: Travelling With a Ball Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Games: Travelling With a Ball Move with the ball using a range of techniques showing control and fluency.	Games: Travelling With a Ball Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Games: Travelling With a Ball Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Games: Passing a Ball Kick an object at a target.	Games: Passing a Ball Pass the ball to another player in a game. Use kicking skills in a game.	Games: Passing a Ball Know how to pass the ball in different ways.	Games: Passing a Ball Pass the ball in two different ways in a game situation with some success.	Games: Passing a Ball Pass the ball with increasing speed, accuracy and success in a game situation	Games: Passing a Ball Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Games: Passing a Ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
			Games: Possession Know how to keep and win back possession of the ball in a team game.	Games: Possession Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Games: Possession Keep and win back possession of the ball effectively in a team game.	Games: Possession Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Games: Using Space Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Games: Using Space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Games: Using Space 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.	Games: Using Space Find a useful space and get into it to support teammates.	Games: Using Space Make the best use of space to pass and receive the ball.	Games: Using Space Demonstrate an increasing awareness of space.	Games: Using Space Demonstrate a good awareness of space.
Games: Attacking and Defending Play a range of chasing games.	Games: Attacking and Defending Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Games: Attacking and Defending Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Games: Attacking and Defending Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Games: Attacking and Defending Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Games: Attacking and Defending Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Games: Attacking and Defending Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Games: Tactics and Roles Follow simple rules.	Games: Tactics and Roles	Games: Tactics and Roles Understand the importance of rules in games.	Games: Tactics and Roles Apply and follow rules fairly.	Games: Tactics and Roles Vary the tactics they use in a game.	Games: Tactics and Roles Know when to pass and when to dribble in a game.	Games: Tactics and Roles

	<p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Adapt rules to alter games.</p>	<p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DANCE						
<p><u>Dance Skills</u> Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase, which demonstrates their own ideas.</p>	<p><u>Dance Skills</u> Copy and repeat actions. Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p><u>Dance Skills</u> Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p><u>Dance Skills</u> Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p><u>Dance Skills</u> Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p><u>Dance Skills</u> Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p>	<p><u>Dance Skills</u> Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p>

				Use simple dance vocabulary when comparing and improving work.	Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ATHLETICS						
<p>Athletics: Running Run in different ways for a variety of purposes.</p>	<p>Athletics: Running Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances. Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Athletics: Running Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p>	<p>Athletics: Running Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run</p>	<p>Athletics: Running Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Athletics: Running Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Athletics: Running Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the</p>

		Be able to maintain and control a run over different distances.				most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Athletics: Throwing Roll equipment in different ways. Throw underarm. Throw an object at a target.	Athletics: Throwing Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Athletics: Throwing Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Athletics: Throwing Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Athletics: Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Athletics: Throwing Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Athletics: Throwing Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Athletics: Jumping Jump in a range of ways, landing safely.	Athletics: Jumping Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Athletics: Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Athletics: Jumping Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Athletics: Jumping Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Athletics: Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Athletics: Jumping Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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OUTDOOR ADVENTUROUS ACTIVITIES

			<p><u>OAA: Trails</u> Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p><u>OAA: Trails</u> Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge</p> <p>Start to recognise features of an orienteering course.</p>	<p><u>OAA: Trails</u> Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p><u>OAA: Trails</u> Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
			<p><u>OAA: Problem-Solving</u> Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p><u>OAA: Problem-Solving</u> Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p><u>OAA: Problem-Solving</u> Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p><u>OAA: Problem-Solving</u> Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
			<p><u>OAA: Preparation and Organisation</u> Begin to choose equipment that is appropriate for an activity.</p>	<p><u>OAA: Preparation and Organisation</u> Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p><u>OAA: Preparation and Organisation</u> Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p><u>OAA: Preparation and Organisation</u> Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
			<p><u>OAA: Communication</u> Communicate with others.</p>	<p><u>OAA: Communication</u> Communicate clearly with others.</p> <p>Work as part of a team.</p>	<p><u>OAA: Communication</u> Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p>	<p><u>OAA: Communication</u> Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating</p>

				Begin to use a map to complete an orienteering course.	Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
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Key Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GYMNASTICS						
Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy	place stretch push pull hop skip step spring crawl still slowly tall long wide narrow up down forwards high low elbows bottom back around through extension roll copy pathway along jump land balance tension curved straight zig- zag shape over hang grip	In front Speed Slow fast Wide Shape Narrow Long Land Over Jump Off High Low Stretch Point Balance Twisted Curled Level Medium Backwards Sideways Forwards Zig zag Angular Under Through Behind Tension Copy Smooth Sequence Height	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under	90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Landing Take-off Flight	Co-operate Audience Assessment Elements Twist Obstacles Refine Aesthetically Criteria Extension Judgement Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing
BALL GAMES						
Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring			Keep possession Keep the ball Scoring goals Keeping score Making space Pass/send/receive Dribble Travel with a ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings		Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting	

		Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally
DANCE			
Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm		Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration
ATHLETICS			
Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Projectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles