

PE Skills Progression Map

Coverage

	EYFS	Key Stage 1	Key Stage 2
National Curriculum	<p>Physical Development:</p> <p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Personal, Social and Emotional development:</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Coverage – Sports

Green – Twinkl planning Black – Amaven planning

	They say when they do or don't need help. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.							
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	EYFS focus on play for the first half of the year	Jumping	Bat and Ball	Jumping	Invasion Games	Swimming	Rounders – Preparing for end of year match	
	Berite and Dexter Dog (Framework Overview/Initial Assessment)	Kicking	Invasion Games	Bouncing	Multiskills		Bouncing	
	Bertie and Sally (Body Control and Gymnastics)	Catching	Tag Rugby	Catching	Tag Rugby		Tag Rugby	
		Bouncing	Striking and fielding	Striking and fielding	Striking and fielding		Striking and fielding	
	Bertie and Wesley (Object control, Throwing and catching)	Striking	Multi-skills	Multi-skills	Net and Wall tennis	Multi-skills	Net and Wall tennis	
		Running	Running	Running	Running	Running	Running	
	Bertie and Cotton (Locomotor, running and jumping)	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	Yoga Use Amaven routine as warm up then use Cosmic Kids Yoga	
	Bertie and Marvin (Striking and kicking)	Football (Amaven 'Football and Hockey' lesson plan)	Hockey (Amaven 'Football and Hockey' lesson plan)	Football (Amaven 'Football and Hockey' lesson plan)	Hockey (Amaven 'Football and Hockey' lesson plan)	Invasion Games	Multi-skills	
		Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	

	Bertie Bunny and the Farmer's Fall (Final assessment activities)	Dance – Starry Skies	Dance – Gunpowder Plot	Dance – Extreme Earth	Dance - Water	Dance – WW2	Dance - Electricity
		Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
		Attacking and Defending	Throwing and catching	Kicking	Outdoor adventurous activities	Kicking	Invasion Games

Object Control

	EYFS	Key Stage 1	Key Stage 2
National Curriculum	<p>Moving and handling: They handle equipment and tools effectively.</p> <p>Personal, Social and Emotional development: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p>	<p>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</p>	<p>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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Object Control

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Bertie and Wesley Bertie and Cotton	Lessons: Kicking Catching Bouncing Striking Football Attacking and defending	Lessons: Bat and Ball Tag Rugby Striking and fielding Multiskills Hockey Invasion games	Lessons: Kicking Catching Bouncing Striking and fielding Football Multiskills	Lessons: Rounders Multi-skills Tag rugby Hockey Net and Wall tennis Striking and fielding Invasion games	Lessons: Football Kicking Invasion games	Lessons: Rounders Tag Rugby Catching Net and Wall tennis Striking and Fielding Bouncing Invasion games
	<p>Pupils will be able to control a medium size ball and will be introduced to basic throwing and catching</p> <p>Pupils will be able to follow basic rules of games</p> <p>Pupils will be able to control a bean bag and will be able to throw accurately</p> <p>Pupils will be able to throw a beanbag into a hoop from 3m away</p> <p>Pupils will be able to move safely, and with confidence at different speeds, whilst handling equipment</p>	<p>Kicking: Pupils will develop control of the ball through football dribbling skills.</p> <p>Pupils will be able to demonstrate running with the ball in straight lines and different directions.</p> <p>Pupils will be able to move at different speeds whilst remaining in control of the ball.</p>		<p>Kicking: Pupils will develop control over the ball and accuracy when kicking. (continue to change the angle of the pass)</p> <p>Pupils will be able to demonstrate kicking a static ball with both feet.</p> <p>Pupils will be able to demonstrate running with the ball and changing direction whilst remaining in control.</p>		<p>Kicking: Pupils will develop accurate kicking of the ball with different surfaces of the foot.</p> <p>Pupils will be able to pass to a partner or team mate using different parts of the foot.</p> <p>Pupils will be able to consider appropriate tactics for attacking and defending during competitive sport</p>	
		<p>Football: Use 'side foot pass' to pass the ball.</p> <p>Keep the ball under control when</p>		<p>Football: Use 'side foot pass' to pass the ball accurately to other players.</p>		<p>Football: Pass the ball accurately to other players under pressure from defence.</p>	

	<p>Pupils will explore controlling a ball with their feet</p> <p>Pupils will be able to throw accurately and confidently</p> <p>Pupils will explore striking a ball with a bat or raque</p> <p>Pupils will be able to handle large size balls</p>	<p>dribbling (small, soft touches)</p> <p>Intercept a ball whilst it's being passed.</p>		<p>Receive passes from team mates using the bottom of the foot to stop the ball.</p> <p>Keep the ball under control when dribbling (small, soft touches) and change direction without stopping.</p> <p>Tackle the ball and gain possession.</p>		<p>Receive passes from team mates whilst moving.</p> <p>Keep the ball under control when dribbling (small, soft touches) and avoid opposing team members.</p> <p>Tackle the ball and gain possession.</p>	
	<p>Striking: Developed tracking, getting into position to strike the balloon</p> <p>Strike a balloon with one hand, both dominant and none dominant.</p> <p>Strike a balloon with alternate hands, using different parts of the hand.</p> <p>Examine striking a balloon with different parts of the body to keep it from hitting the floor</p>	<p>Striking and fielding: Throw a ball using the under arm technique, aiming for targets.</p> <p>Throw a ball using the over arm technique, aiming for targets.</p> <p>Strike a stationary ball with a stick or bat.</p> <p>Retrieve a ball which is stationary.</p> <p>Intercept a ball which is stationary.</p>	<p>Striking and fielding: Use an underarm throw and close catching skills.</p> <p>Develop accuracy of under arm bowling using targets.</p> <p>Know how to hold different bats and rackets.</p> <p>Know how to stand and hit a stationary ball.</p> <p>Throw a ball using the over arm technique, using</p>	<p>Striking and fielding: Use an underarm throw and close catching skills in a game situation.</p> <p>Accurately use under arm bowling in a game situation.</p> <p>Know how to stand and hit a moving ball in a game situation.</p> <p>Throw a ball using the over arm technique, using upper body rotation to a batter.</p>	<p>Striking and fielding: Use fielding, batting and bowling skills in a game situation.</p> <p>Intercept and retrieve balls in a game situation.</p> <p>To be able to stop a moving ball.</p> <p>Know how to stand and hit a moving ball in a game situation using a variety of rackets and bats.</p> <p>Accurately use under arm and over</p>		

				<p>upper body rotation.</p> <p>Retrieve a moving ball.</p> <p>Intercept a moving ball.</p>	<p>Retrieve a moving ball in a game situation.</p> <p>Intercept a moving ball in a game situation.</p>		<p>arm bowling in a game situation.</p>
	<p>Catching: Develop their tracking, getting into position to catch a medium sized ball.</p> <p>Catch a medium sized ball that they throw for themselves.</p> <p>Explore bouncing and catching a medium sized ball.</p>	<p>Throwing and Catching: Roll a ball and pick it up as it slows down.</p> <p>Use a simple underarm throw.</p> <p>Throw a ball into a space.</p> <p>Catch a ball small with two hands.</p> <p>Get into position to catch a ball.</p>	<p>Catching: Develop their tracking, getting into position to catch a tennis ball.</p> <p>Catch a tennis ball that is thrown to them using both hands or dominant.</p> <p>Bounce and catch a tennis ball.</p>			<p>Catching: Track and catch bounced and thrown balls from varying distances.</p> <p>Successfully and consistently catch medium and small balls with two hands.</p>	
		<p>Multi-skills: Be able to dribble football.</p> <p>Change direction whilst remaining in control of the ball.</p> <p>Throw a small ball using one-handed over-arm.</p>	<p>Multi-skills: Be able to dribble football and change direction whilst remaining in control of the ball.</p>	<p>Multi-skills: Be able to dribble football around obstacles and change direction whilst remaining in control of the ball.</p>		<p>Multi-skills: Be able to dribble football around obstacles and change direction at varying speeds whilst remaining in control of the ball.</p> <p>Show good hand-eye coordination by moving with a ball.</p>	

		short distance.				
		<p>Tag Rugby: Catch a rugby ball with 2 hands.</p> <p>Hold ball in front of body whilst running (not under-arm)</p> <p>Pass a ball using a two-hand across body pass (not pass).</p>	<p>Tag Rugby: Catch a rugby ball with 2 hands bringing it into the chest.</p> <p>Hold ball in front of body whilst running (not under-arm) maintaining possession.</p> <p>Pass a ball backwards using a two-hand across body throw.</p>	<p>Tag Rugby: Catch a rugby ball with 2 hands bringing it into the chest.</p> <p>Hold ball in front of body whilst running (not under-arm) maintaining possession.</p> <p>Find an appropriate target and pass a ball backwards using a two-hand across body throw whilst avoiding defenders.</p>		
		<p>Hockey: Hold a hockey stick with the correct two-hand grip (one at the top, one in the middle).</p> <p>Keep the ball under control with lots of little touches.</p> <p>Push the ball towards a target or partner.</p> <p>Step forward towards a static ball and hit the ball off</p>	<p>Hockey: Hold a hockey stick with the correct two-hand grip (one at the top, one in the middle) and keep the hook of the stick low to the ground.</p> <p>Keep the ball under control with lots of little touches and dribble into a space, avoiding obstacles.</p>			

			<p>the inside of the foot.</p> <p>Use a 'slap shot' to shoot for a goal.</p> <p>Try and gain possession of the ball by tackling other players.</p>		<p>Change direction of a moving ball by pushing it towards a target or partner in a controlled movement.</p> <p>Step forward towards a static ball and hit the ball off the inside of the foot – aim for your partner's feet.</p> <p>Use a 'slap shot' to shoot to accurately aim for the goal.</p> <p>Try and gain possession of the ball by tackling other players.</p>		
							<p>Striking and Fielding - Rounders: Hold and swing a rounders bat correctly in order to connect with a bowled ball</p> <p>Bowl a rounders ball using the correct technique in order to reach the batter</p>

							<p>Catch a ball accurately when it is thrown directly to them</p> <p>Accurately throw a ball overarm and underarm in the right direction</p>
			<p>Bat and Ball: Hold a tennis racket with some support and show some control when hitting a ball.</p> <p>Hit a ball that has been thrown to them forwards towards a target.</p> <p>Hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target.</p> <p>Use the correct technique to roll a ball, beginning to show some control of its direction.</p> <p>Use a cricket bat to hit a ball that has been rolled to them from a short distance.</p>		<p>Net and Wall tennis: Hit a forehand groundstroke</p> <p>Hit a backhand groundstroke</p> <p>Perform a serve where the ball is thrown up and hit with an overarm stroke.</p> <p>Aim a shot in a specific direction.</p> <p>Volley the ball.</p>		<p>Net and Wall tennis: Hit a forehand groundstroke in a rally situation.</p> <p>Hit a backhand groundstroke in a rally situation.</p> <p>Perform a serve where the ball is thrown up and hit with an overarm stroke – aiming diagonally.</p> <p>Aim a shot in a specific direction and control the power of the shot – considering distance.</p> <p>Volley the ball in appropriate</p>

							situations.
			Invasion Games: Begin to use throwing, catching and kicking skills in a game scenario with some success		Invasion Games: Dribble with the ball using different techniques Occasionally look up when dribbling with the ball Pass the ball with some control and accuracy Receive a ball that is passed directly to them, demonstrating some control.	Invasion Games: Pass, receive and dribble with the ball in different ways with increasing control and accuracy, including two-touch passing Use space well to pass and receive a ball Apply some skills and techniques consistently	Invasion Games: move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction. Pass and receive the ball using the correct technique in one or more invasion games with some control and accuracy
	Remember: to aim before you throw or kick	Remember: to get in position to catch a ball with hands ready	Remember: to 'tickle your ear' with a warrior pose to throw over arm	Remember: to look where you want to travel when dribbling a ball with small kicks and change direction	Remember: judge the location of a moving ball and run to retrieve it whilst it is still moving	Remember: to think about how to gain the ball when attacking/ defending in an appropriate manner	Remember: to throw a ball up accurately to and hit with an overarm stroke – aiming diagonally.

Body Control and balance

	EYFS	Key Stage 1	Key Stage 2
--	------	-------------	-------------

<p>National Curriculum</p>	<p>Physical Development:</p> <p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Personal, Social and Emotional development:</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and</p>	<p>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 Perform dances using simple movement patterns.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
----------------------------	--	---	--

	feelings, and form positive relationships with adults and other children.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body Control and balance	Bertie and Wesley Bertie and Sally	Lessons: Jumping Kicking Running Yoga Dance Gymnastics Athletics	Lessons: Tag Rugby Multi-skills Running Yoga Athletics Dance Gymnastics Invasion Games	Lessons: Jumping Multi-skills Running Yoga Athletics Dance Gymnastics Kicking	Lessons: Multi-skills Tag Rugby Running Yoga Athletics Dance Gymnastics Invasion Games	Lessons: Swimming Multi-skills Running Yoga Athletics Dance Gymnastics Kicking Invasion Games	Lessons: Bouncing Tag Rugby Running Yoga Athletics Dance Gymnastics Catching Invasion Games Multi-skills
	Pupils will be able to move safely, and with confidence at different speeds, whilst changing direction Pupils will be able to play as part of a team Pupils will experiment with different ways of moving, including	Jumping: Jump from two feet and land on two feet whilst going forwards, backwards and sideways. Jump from two feet and land on one foot whilst going forwards, backwards and sideways. Jump from 1 foot and land on two feet whilst going		Jumping: Jump from two feet and land on two feet over the distance of a metre whilst going forwards Jump from two feet and land on two feet going backwards and sideways. Jump from two feet and land on either foot whilst going forwards,			

	<p>slithering and rolling</p> <p>Pupils will be able to travel around, through, over and under equipment</p> <p>Pupils will show control and coordination as part of large movements</p>	<p>forwards, backwards and sideways.</p>		<p>backwards and sideways.</p> <p>Jump from either foot and land on two feet whilst going forwards, backwards and sideways.</p> <p>Use arms to propel their body forwards.</p>			
	<p>Pupils will be able to momentarily stand on one foot when shown how</p>	<p>Kicking: Move at different speeds whilst remaining in control of the ball.</p>		<p>Kicking: Pupils will be able to demonstrate kicking with at least 2 differing parts of the foot.</p>		<p>Kicking: Pupils will be able to identify the correct part of the foot to kick with.</p>	
	<p>Pupils will be able to mount stairs, steps or climbing equipment using alternate feet</p> <p>Pupils will be able to move freely when jumping and landing</p> <p>Pupils will be able to travel up or slide down an inverted bench</p>	<p>Running: Eyes look forward as you run</p> <p>Body leans slightly forwards</p> <p>Drive knees forward and lift near to hip height</p>	<p>Running: Arms move in a pumping action with arms and legs moving in opposition</p> <p>Only the front part of the foot contacts the ground</p> <p>As legs move behind the body the knees are at right angles</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p> <p>Demonstrate a subtle change of pace (from walking to jogging to running)</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p> <p>Demonstrate a subtle change of pace (from walking to jogging to running)</p> <p>Choose a suitable pace for different purposes.</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p> <p>Demonstrate a subtle change of pace (from walking to jogging to running)</p> <p>Choose a suitable pace for different purposes.</p> <p>Maintain a steady pace over longer distances</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p> <p>Demonstrate a subtle change of pace (from walking to jogging to running)</p> <p>Choose a suitable pace for different purposes.</p> <p>Maintain a steady pace over longer distances then</p>

	<p>Pupils will move confidently in a range of ways and safely negotiate space</p> <p>Pupils will successfully negotiate space when playing chase games and changing speed and direction</p> <p>Pupils will show good control and coordination when forming large and small movements</p>						build up to a sprint finish.
		<p>Yoga: Stretch their body up</p> <p>Follow a sequence of movements</p> <p>Move between poses</p> <p>Hold balances on larger body parts (back, side, bottom etc) for 3 seconds.</p> <p>Balance on one leg – using support when needed</p>	<p>Yoga: Adapt yoga poses, with guidance</p> <p>Flow from one yoga pose to another</p> <p>Balance, using support when needed</p> <p>Use and link yoga poses together</p>	<p>Yoga: Smoothly link yoga poses together with slow transitional movements</p> <p>Demonstrate the correct form for a yoga pose</p> <p>Breathe smoothly while standing still</p>	<p>Yoga: Adapt yoga poses to feel a stretch in different muscles</p> <p>Flow from one yoga pose to another whilst maintaining smooth breathing.</p> <p>Balance on one leg, without using support</p>	<p>Yoga: Smoothly link yoga poses together with slow transitional movements</p> <p>Demonstrate the correct form for a yoga pose</p> <p>Transition weight from one part of the body to another whilst maintaining balance.</p>	<p>Yoga: Have an understanding of different movements and their effects on different parts of the body. Use this understanding to create yoga routines which give a well-rounded workout.</p>
		<p>Dance: Make a shape hold it and move about in that shape</p> <p>Move to the rhythm of the music</p> <p>Mirror movements;</p> <p>Choose movements to add together to</p>	<p>Dance: Act and react with a partner and a group</p> <p>Use expressions, gestures and movement to communicate ideas and feelings</p> <p>Dance simple motifs, remember and repeat them</p>	<p>Dance: Use the skill of improvisation, responding to stimuli</p> <p>Change their movements according to different stimuli</p> <p>Combine and link a small number of movement phrases and patterns</p>	<p>Dance: Use the skill of improvisation, responding to stimuli</p> <p>Change their movements according to different stimuli</p> <p>Combine and link a small number of movement</p>	<p>Dance: Demonstrate a range of dance techniques, such as unison, canon and repetition</p> <p>Combine and link an increasing number of movement phrases and patterns</p> <p>Respond and react accordingly to their partner's/</p>	<p>Dance: Demonstrate a range of dance techniques, such as isolation, tempo, repetition etc</p> <p>Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group</p>

	<p>make a dance</p> <p>Use movement to communicate feelings</p> <p>Perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it</p> <p>Perform a canon</p> <p>Move in unison</p> <p>Change between fast and slow movements</p> <p>Change between high and low movements</p> <p>Change between light and heavy movements</p> <p>Move in response to stimuli</p> <p>Remember simple movement patterns.</p>	<p>Dance in unison and canon</p> <p>Put several motifs together to make a dance</p> <p>Move to a rhythm or music</p> <p>Change the tempo and rhythm of your movement with the music</p> <p>March in single file or side by side</p> <p>Move between personal and wider space</p> <p>Use their bodies to make sound to a rhythm.</p>	<p>Use movements to tell a narrative;</p> <p>Combine and link an increasing number of movement phrases and patterns</p> <p>Create fluent movements, using precision and control</p> <p>Show an awareness of other's movements, responding accordingly with their own movements</p>	<p>phrases and patterns using smooth transition movements</p> <p>Use the skill of improvisation, responding to stimuli</p> <p>Change their movements according to different stimuli</p> <p>Combine and link a small number of movement phrases and patterns</p>	<p>group-member's dance movements</p> <p>Use movement to create a narrative.</p> <p>Develop dance motifs by adapting original ideas to vary the levels, directions, speed; or repeat, add dynamics, and change the focus;</p> <p>Perform a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop and add their own variations to the moves;</p>	<p>Create movements in response to different sounds</p> <p>Respond and react accordingly to their partner's/ group member's dance movements</p> <p>Clearly create movements to represent an idea;</p>
	<p>Gymnastics: Travel in different</p>	<p>Gymnastics: Travel in different</p>	<p>Gymnastics:</p>	<p>Gymnastics:</p>	<p>Gymnastics:</p>	<p>Gymnastics:</p>

	<p>ways: skip, gallop, run, hop, crawl, bunny jumps, crab walk etc.</p> <p>Travel on different body parts with control</p> <p>Hold balances on larger body parts (back, side, bottom etc) for 3 seconds.</p> <p>Link balances on larger body parts together.</p> <p>Perform 2 feet to 2 feet jumps – Pencil jump and star jump.</p> <p>Perform a basic tuck roll and pencil roll</p> <p>Hold still shapes and simple balances</p>	<p>ways: skip, gallop, run, hop, crawl, bunny jumps, crab walk etc.</p> <p>Travel on different body parts with control and transitioning between different movements.</p> <p>Hold balances on larger body parts (back, side, bottom etc) for 6 seconds.</p> <p>Link balances on larger body parts together with smooth transition movements.</p> <p>Perform 2 feet to 2 feet jumps – Pencil jump and star jump, landing in the same spot as take-off and showing good balance.</p> <p>Perform a basic tuck roll and pencil roll</p> <p>Create short</p>	<p>Travel on feet in different ways: skipping, hopping galloping, zigzag, sidestep, jogging.</p> <p>Change direction and speed with fluency.</p> <p>Perform a star jump and a leap – ensuring the body makes a wide shape in the air and landing with control on bent legs.</p> <p>Perform a teddy bear roll, a log roll and a log roll with one leg leading.</p> <p>Perform paired balances.</p> <p>Choreograph a short sequence of movements</p> <p>Create interesting body shapes while holding balances with control and confidence</p>	<p>Travel on feet in different ways: skipping, hopping galloping, zigzag, sidestep, jogging – choosing appropriate movements for speed and direction.</p> <p>Change direction and speed with fluency.</p> <p>Perform a tuck jump from standing – bring legs up towards the head NOT head down towards the legs. Land in the same spot as take-off with bent legs.</p> <p>Perform a variety of rolls and link them together with fluid transition movements.</p> <p>Perform a routine of paired</p>	<p>Work with a partner to create a short movement phase using mirroring and symmetry.</p> <p>Perform a straddle, pike and tuck jump.</p> <p>Perform a Teddy bear, log and forward roll from the floor.</p> <p>Perform counter balances with a partner.</p> <p>Perform group balances</p> <p>Choreograph a sequence of balances.</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</p>	<p>Perform a star jump, leap, straddle, pike and tuck jump in a fluent sequence of movement.</p> <p>Perform forward and backwards rolls from standing.</p> <p>Perform a routine of counter balances with a partner.</p> <p>Create a gymnastics routine involving group balances.</p> <p>Choreograph a gymnastics routine.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances</p>
--	---	---	---	--	---	---

			<p>routines incorporating rolls, jumps and balances.</p> <p>Hold a still shape whilst balancing on different points of the body.</p>		<p>balances and counter balances.</p> <p>Choreograph a short sequence of movements</p> <p>Improve the placement and alignment of body parts in balances</p>	<p>base of the balance</p>	
			<p>Tag Rugby: Use evasion skills (drop shoulder, side step, dodging) to avoid getting tagged.</p>		<p>Tag Rugby: Use evasion skills (drop shoulder, side step, dodging, fake movement) to avoid getting tagged.</p>		<p>Tag Rugby: Use evasion skills (drop shoulder, side step, dodging, fake movement) to avoid getting tagged.</p> <p>Show an awareness of themselves and their position in relation to others.</p>
			<p>Multi-skills: Move in different ways (walk, jog, hop, skip etc)</p> <p>Avoid underfoot obstacles such as ladders.</p> <p>Run with high knees and longer</p>		<p>Multi-skills: Move in different ways (walk, jog, hop, skip etc) and transition smoothly between movement skills</p> <p>Run with high knees and longer</p>		<p>Multi-skills: Move in different ways (skip, bounce, twist, hop, jump, bound etc) and transition smoothly between movement skills</p>

			<p>strides to go over small hurdles.</p> <p>Use 2 feet to 2 feet jumps to go over low obstacles</p> <p>Hold static balances –3 and 4 point balances</p> <p>Balance on narrower surfaces – benches</p>	<p>strides to go over small hurdles.</p> <p>Use 1 foot to 1 foot jumps to go over low obstacles</p> <p>Hold static balances – 1 and 2 point balances</p> <p>Move along narrower surfaces in a variety of ways.</p>			<p>Show good foot-eye coordination</p> <p>Transition between movements and balances smoothly</p>
	<p>Athletics: Running technique: Hip to lip, head still, drive knees forward, push off balls of feet.</p> <p>Move into spaces rather than following others</p> <p>Perform a standing long jump – swing arms to propel body up. Push off and land on 2 feet. Land in the same place as take off</p>	<p>Athletics: Running technique: Hip to lip, head still, drive knees forward, push off balls of feet.</p> <p>Run through hurdles/ladders, make zig-zag</p> <p>Have special awareness</p> <p>Perform a standing long jump – swing arms to propel body up and forward. Push off from balls of the feet and land on 2 feet. Travel</p>	<p>Athletics: Sprinting technique: arm swing (hands move from hip to lip), heads still, eyes looking straight ahead, push off the balls of feet, drive knees forward, take big, quick strides</p> <p>Move forward using a standing long jump technique – landing solidly on two feet and planting them in the ground.</p>	<p>Athletics: Sprinting technique: arm swing (hands move from hip to lip), heads still, eyes looking straight ahead, push off the balls of feet, drive knees forward, take big, quick strides – add in ladders or small hurdles to improve quick feet</p> <p>Complete a long jump of over 1 metre with 3 step run up – taking off on either foot and landing on 2 feet with legs bent and</p>	<p>Athletics: Develop sprint start: crouch down, behind the start line fingers to ground, legs one behind the other head down, slowly lift and look forward pupils vary their starting position to find what’s most effective.</p> <p>Adjust stride length to go over hurdles.</p> <p>Complete a long jump of over 1 metre with 5 step run up – taking off</p>	<p>Athletics: Develop sprint start: crouch down, behind the start line fingers to ground, legs one behind the other head down, slowly lift and look forward pupils vary their starting position to find what’s most effective.</p> <p>Adjust stride length and height to go over hurdles without stopping to jump.</p> <p>Complete a long jump of over 1</p>	

			forward from starting position.		feet together. (if they lose balance they need to step forwards)	on either foot (pushing off the ball of the foot) and landing on 2 feet with legs bent and feet together.	metre with a run up – taking off on either foot (pushing off the ball of the foot) and landing on 2 feet with legs bent and feet together.
			<p>Invasion Games: Begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking</p> <p>Increasingly choose and use the best space in a game,</p>		<p>Invasion Games: Mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time;</p> <p>Move in multiple directions with speed and agility and apply it effectively in a game situation</p> <p>Feint and dodge, using good footwork and the correct body position and apply this skill effectively in a game situation</p> <p>Look up and change speed and direction while</p>	<p>Invasion Games: Use space well to pass and receive a ball</p> <p>Select and apply a range of attacking and defending skills and techniques consistently and with success across a range of invasion games</p> <p>Explain why they have used a particular skill or technique and the effect it has had on their performance</p> <p>Choose the best techniques and tactics for attacking and defending in a game situation</p>	<p>Invasion Games: Show confidence in moving and changing direction with the ball using the correct technique in a variety of invasion games with speed, control and fluency and support others in doing so</p> <p>Choose the best pass to make in a game situation and execute it with accuracy and precision</p>

					keeping good control of the ball		
					Mark an opposition player so effectively that they are 'marked out of the game', i.e. is not able to contribute towards their team when in attack		
	Remember: to look where they are going when travelling and judge how best to travel over, under or around an obstacle	Remember: to look for spaces to move in to	Remember: to use their arms to swing them forward when doing a standing jump	Remember: to find their centre of balance and hold arms out if necessary when doing a 1 foot to 1 foot jump over obstacles	Remember: to move hands hip to lip to propel forward when sprinting	Remember: to move and use space in order to receive and pass a ball in an invasion game	Remember: to crouch down, behind the start line fingers to ground, legs one behind the other head down, slowly lift and look forward pupils vary their starting position to develop sprint start.

Locomotor, Agility and Speed

	EYFS	Key Stage 1	Key Stage 2
National Curriculum	Physical Development: Moving and handling: children show good control and co-ordination in large and small	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	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

	<p>movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Personal, Social and Emotional development: Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	Perform dances using simple movement patterns.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locomotor,	Bertie and Cotton	Lessons: Jumping Running Yoga Football Athletics Dance	Lessons: Invasion Games Tag Rugby Multi-skills Running Yoga Hockey	Lessons: Jumping Multi-skills Running Yoga Football Athletics	Lessons: Multi-skills Tag Rugby Invasion Games Running Yoga Hockey	Lessons: Running Yoga Football Athletics Dance Gymnastics	Lessons: Tag Rugby Running Yoga Athletics Dance Gymnastics

		Gymnastics Attacking and Defending	Athletics Dance Gymnastics	Dance Gymnastics	Athletics Dance Gymnastics Invasion Games	Invasion Games	Invasion Games
<p>Pupils will experiment with different ways of moving</p> <p>Pupils will be able to explore space safely and at different speeds</p> <p>Pupils will be able to work together to complete basic tasks</p> <p>Pupils will be able to travel around, through and over equipment</p> <p>Pupils will be able to travel using correct (safe) running technique</p> <p>Pupils will be able to move freely when running, jumping, landing and handling different tools and equipment</p> <p>Pupils will be able to travel up or slide</p>	<p>Jumping: Jump from two feet and land on two feet whilst going forwards, backwards and sideways.</p> <p>Jump from two feet and land on one foot whilst going forwards, backwards and sideways.</p> <p>Jump from 1 foot and land on two feet whilst going forwards, backwards and sideways.</p>		<p>Jumping: Jump from two feet and land on two feet over the distance of a metre whilst going forwards</p> <p>Jump from two feet and land on two feet going backwards and sideways.</p> <p>Jump from two feet and land on either foot whilst going forwards, backwards and sideways.</p> <p>Jump from either foot and land on two feet whilst going forwards, backwards and sideways.</p>				
	<p>Running: Eyes look forward as you run</p> <p>Body leans slightly forwards</p>	<p>Running: Arms move in a pumping action with arms and legs moving in opposition</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p>	<p>Running: Develop running technique, moving in different directions whilst using equipment.</p>	

	down an inverted bench	Drive knees forward and lift near to hip height	Only the front part of the foot contacts the ground As legs move behind the body the knees are at right angles	Demonstrate a subtle change of pace (from walking to jogging to running)	Demonstrate a subtle change of pace (from walking to jogging to running) Choose a suitable pace for different purposes.	Demonstrate a subtle change of pace (from walking to jogging to running) Choose a suitable pace for different purposes. Maintain a steady pace over longer distances	Demonstrate a subtle change of pace (from walking to jogging to running) Choose a suitable pace for different purposes. Maintain a steady pace over longer distances then build up to a sprint finish.
		Yoga: Follow a sequence of movements Move between poses Arch their back up and dip their back down	Yoga: Flow from one yoga pose to another Use and link yoga poses together	Yoga: Smoothly link yoga poses together with slow transitional movements	Yoga: Flow from one yoga pose to another whilst maintaining smooth breathing.	Yoga: Smoothly link yoga poses together with slow transitional movements Transition weight from one part of the body to another whilst maintaining balance.	Yoga: Have an understanding of different movements and their effects on different parts of the body. Use this understanding to create yoga routines which give a well-rounded workout.
		Football: Perform multi-directional movements whilst dribbling a ball. Find and create space		Football: Move a football under control using appropriate parts of the foot. Dribble in different directions and at different speeds with control.		Football: Receive passes from team mates whilst moving. Keep the ball under control when dribbling (small, soft touches) and	

						avoid opposing team members.	
						Tackle the ball and gain possession.	
	<p>Athletics: Running technique: Hip to lip, head still, drive knees forward, push off balls of feet.</p> <p>Move into spaces rather than following others</p>	<p>Athletics: Running technique: Hip to lip, head still, drive knees forward, push off balls of feet.</p> <p>Run through hurdles/ladders, make zig-zag</p> <p>Have special awareness</p>	<p>Athletics: Sprinting technique: arm swing (hands move from hip to lip), heads still, eyes looking straight ahead, push off the balls of feet, drive knees forward, take big, quick strides</p>	<p>Athletics: Sprinting technique: arm swing (hands move from hip to lip), heads still, eyes looking straight ahead, push off the balls of feet, drive knees forward, take big, quick strides – add in ladders or small hurdles to improve quick feet</p>	<p>Athletics: Develop sprint start: crouch down, behind the start line fingers to ground, legs one behind the other head down, slowly lift and look forward pupils vary their starting position to find what's most effective.</p> <p>Adjust stride length to go over hurdles.</p>	<p>Athletics: Develop sprint start: crouch down, behind the start line fingers to ground, legs one behind the other head down, slowly lift and look forward pupils vary their starting position to find what's most effective.</p> <p>Adjust stride length and height to go over hurdles without stopping to jump.</p>	
<p>Dance: Perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it</p> <p>Change between fast and slow</p>	<p>Dance: Change the tempo and rhythm of your movement with the music</p>	<p>Dance: Combine and link a small number of movement phrases and patterns</p> <p>Create fluent movements, using precision and control</p>	<p>Dance: Combine and link a small number of movement phrases and patterns using smooth transition movements</p> <p>Create fluent movements, using</p>	<p>Dance: Combine and link an increasing number of movement phrases and patterns</p> <p>Develop dance motifs by adapting original ideas to vary the levels,</p>	<p>Dance: Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group</p>		

		<p>movements</p> <p>Change between high and low movements</p> <p>Change between light and heavy movements</p>			precision and control	directions, speed; or repeat, add dynamics, and change the focus;	
		<p>Gymnastics: Travel in different ways: skip, gallop, run, hop, crawl, bunny jumps, crab walk etc.</p> <p>Travel on different body parts with control</p>	<p>Gymnastics: Travel in different ways: skip, gallop, run, hop, crawl, bunny jumps, crab walk etc.</p> <p>Travel on different body parts with control and transitioning between different movements.</p> <p>Create short routines incorporating rolls, jumps and balances.</p>	<p>Gymnastics: Travel on feet in different ways: skipping, hopping galloping, zigzag, sidestep, jogging.</p> <p>Change direction and speed with fluency.</p> <p>Choreograph a short sequence of movements</p>	<p>Gymnastics: Travel on feet in different ways: skipping, hopping galloping, zigzag, sidestep, jogging – choosing appropriate movements for speed and direction.</p> <p>Change direction and speed with fluency.</p> <p>Choreograph a short sequence of movements</p>	<p>Gymnastics: Work with a partner to create a short movement phase using mirroring and symmetry.</p> <p>Choreograph a sequence of balances.</p>	<p>Gymnastics: Perform a star jump, leap, straddle, pike and tuck jump in a fluent sequence of movement.</p> <p>Choreograph a gymnastics routine.</p>
		<p>Attacking and Defending Attempt to evade defenders</p> <p>Identify useful spaces for passing and receiving a ball</p>					

		Defend a goal or space					
		Mark a player by staying close to them					
			<p>Invasion Games: Use space well to pass and receive a ball</p> <p>Know how to make or deny space in a game when attacking and defending;</p>		<p>Invasion Games: Move in multiple directions with speed and agility and apply it effectively in a game situation</p> <p>Feint and dodge, using good footwork and the correct body position and apply this skill effectively in a game situation</p> <p>Look up and change speed and direction while keeping good control of the ball</p>	<p>Invasion Games: use space effectively and intentionally to help keep possession of the ball</p> <p>Begin to choose the best techniques and tactics for attacking in a game situation, such as when to pass and when to dribble to help keep possession</p> <p>Begin to choose the best techniques and tactics for defending in a game situation, such as when to tackle and man-to-man marking;</p>	<p>Invasion Games: Show confidence in moving and changing direction with the ball using the correct technique in a variety of invasion games with speed, control and fluency and support others in doing so</p> <p>Choose the best pass to make in a game situation and execute it with accuracy and precision</p>
		Multi-Skills: Move in different ways (walk, jog, hop, skip etc)	Multi-Skills: Move in different ways (walk, jog, hop, skip etc) and transition smoothly	Multi-Skills: Move in different ways (skip, bounce, twist, hop, jump, bound etc) and transition smoothly		Multi-skills: Multi-directional movements (side step, backwards jog)	

			Avoid underfoot obstacles such as ladders. Run with high knees and longer strides to go over small hurdles.	between movement skills Run with high knees and longer strides to go over small hurdles.	between movement skills		Move in different ways with a ball. Transition between movements and balances smoothly
			Tag Rugby: Use evasion skills (drop shoulder, side step, dodging) to avoid getting tagged.		Tag Rugby: Use evasion skills (drop shoulder, side step, dodging, fake movement) to avoid getting tagged.		Tag Rugby: Use evasion skills (drop shoulder, side step, dodging, fake movement) to avoid getting tagged. Show an awareness of themselves and their position in relation to others.
	Remember: to work together with a partner	Remember: there are different ways to travel like skipping and crab side step.	Remember: to use evasion tactics (drop shoulder, side step, dodging)	Remember: to run with high knees and longer strides to go over small hurdles.	Remember: to transition smoothly between movement skills in different ways (skip, bounce, twist, hop, jump, bound etc)	Remember: to use mirroring and symmetry to create a short movement phase.	Remember: to use techniques like a star jump, leap, straddle, pike and tuck jump in a gymnastics routine.

Strength

	Key Stage 1	Key Stage 2
--	-------------	-------------

National Curriculum	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		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.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strength	Lessons: Jumping Yoga Dance Gymnastics Athletics	Lessons: Yoga Dance Gymnastics Athletics	Lessons: Jumping Yoga Dance Gymnastics Athletics	Lessons: Yoga Dance Gymnastics Athletics	Lessons: Yoga Dance Gymnastics Athletics	Lessons: Yoga Dance Gymnastics Athletics
	<p>Jumping: Jump from two feet and land on two feet whilst going forwards</p> <p>Jump from two feet and land on two feet going backwards and sideways.</p> <p>Jump from two feet and land on one foot whilst going forwards, backwards and sideways.</p> <p>Jump from one foot and land on two feet whilst going forwards, backwards and sideways.</p>		<p>Jumping: Jump from two feet and land on two feet over the distance of a metre whilst going forwards</p> <p>Jump from two feet and land on two feet going backwards and sideways.</p> <p>Jump from two feet and land on either foot whilst going forwards, backwards and sideways.</p> <p>Jump from either foot and land on two feet whilst going forwards, backwards and sideways.</p>			

	<p>Yoga: Follow a sequence of movements</p> <p>Move between poses</p> <p>Hold balances on larger body parts (back, side, bottom etc) for 3 seconds.</p>	<p>Yoga: Flow from one yoga pose to another</p> <p>Balance, using support when needed</p> <p>Use and link yoga poses together</p>	<p>Yoga: Smoothly link yoga poses together with slow transitional movements</p> <p>Demonstrate the correct form for a yoga pose</p>	<p>Yoga: Flow from one yoga pose to another whilst maintaining smooth breathing.</p> <p>Balance on one leg, without using support</p>	<p>Yoga: Smoothly link yoga poses together with slow transitional movements</p> <p>Demonstrate the correct form for a yoga pose</p> <p>Transition weight from one part of the body to another whilst maintaining balance.</p>	<p>Yoga: Have an understanding of different movements and their effects on different parts of the body. Use this understanding to create yoga routines which give a well-rounded workout.</p>
	<p>Dance: Make a shape hold it and move about in that shape</p> <p>Move at high, low and medium levels</p> <p>Move at fast, slow and intermediate speeds</p> <p>Make shapes at high, medium and low levels</p>	<p>Dance: Move fluently between basic movements and shapes</p>	<p>Dance: Create fluent movements, using precision and control</p>	<p>Dance: Link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story</p>	<p>Dance: Perform a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop and add their own variations to the moves</p>	<p>Dance: Demonstrate a range of dance techniques, such as isolation, tempo, repetition etc</p> <p>Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group</p>
	<p>Gymnastics: Move around, under, over, and through different objects and equipment</p> <p>Hold still shapes and simple balances</p>	<p>Gymnastics: Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with</p>	<p>Gymnastics: Create interesting body shapes while holding balances with control and confidence.</p>	<p>Gymnastics: Improve the placement and alignment of body parts in balances.</p> <p>Develop strength, technique and</p>	<p>Gymnastics: Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility</p>	<p>Gymnastics: Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility</p>

	<p>Begin to move with control and care</p>	<p>increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Develop the quality of their actions, shapes and balances.</p> <p>Begin to use equipment to vault.</p>	<p>flexibility throughout performances</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>throughout performances</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>throughout performances</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p>
	<p>Athletics:</p> <p>See 'Jumping' section</p>	<p>Athletics:</p> <p>Jump from two feet and land on two feet whilst going forwards – landing with bent knees and control.</p> <p>Jump from two feet and land on two feet going backwards and sideways – landing with bent knees and control.</p> <p>Jump from two feet and land on either foot whilst going forwards, backwards and sideways.</p> <p>Jump from either foot and land on two feet</p>	<p>Athletics:</p> <p>See 'Jumping' section</p> <p>+ Execute a standing long jump using a two feet to two feet jump with controlled landing.</p>	<p>Athletics:</p> <p>Complete a long jump of over 1 metre with 3 step run up – taking off on either foot and landing on 2 feet with legs bent and feet together. (if they lose balance they need to step forwards)</p>	<p>Athletics:</p> <p>Complete a long jump of over 1 metre with 5 step run up – taking off on either foot (pushing off the ball of the foot) and landing on 2 feet with legs bent and feet together.</p>	<p>Athletics:</p> <p>Complete a long jump of over 1 metre with a run up – taking off on either foot (pushing off the ball of the foot) and landing on 2 feet with legs bent and feet together.</p>

		whilst going forwards, backwards and sideways.				
	Remember: to make shapes at high, medium and low levels	Remember: to balance, using support when needed	Remember: to create interesting body shapes while holding balances with control and confidence.	Remember: to balance, recognising the position of their centre of gravity and how this affects the balance	Remember: to transition weight from one part of the body to another whilst maintaining balance	Remember: to use their understanding to create yoga routines which give a well-rounded workout considering their effects on different parts of the body

Flexibility

	Key Stage 1		Key Stage 2			
National Curriculum	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 Perform dances using simple movement patterns.		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.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Flexibility	Lessons: Yoga Dance Gymnastics	Lessons: Yoga Dance Gymnastics	Lessons: Yoga Dance Gymnastics	Lessons: Yoga Dance Gymnastics	Lessons: Yoga Dance Gymnastics	Lessons: Yoga Dance Gymnastics
	Yoga: Be able to sweep down and touch the floor Arch their back up, and dip their back down, smoothly and maintaining balance	Yoga: Be able to touch their feet with straight legs and hold onto their toes. Extend one leg behind at a 45-degree angle	Yoga: Touch toes and hold for 5 seconds Arch the back backwards and stretch the arms up whilst maintaining balance	Yoga: Touch floor with flat hands Extend either leg behind at a 90-degree angle keeping the chest up	Yoga: Touch floor with flat hands and hold for 5 seconds Extend either leg behind at a 90-degree angle leaning forward to create a straight line from head to toe	Yoga: Touch floor with hands – walk them backwards behind the legs Dog pose – place hands and toes on the floor and push the bottom up

		Stand on one leg with the other placed on the opposite lower leg	Extend either leg behind at a 45-degree angle Stand on one leg with the other placed on the opposite side of knee	Stand on one leg with the other placed on the opposite inner thigh		
	Dance: Make shapes at high, medium and low level	Dance: Transition smoothly from one motif to another Say how we can stretch after exercise	Dance: Combine and link an increasing number of movement phrases and patterns Create fluent movements, using precision and control	Dance: Link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story	Dance: Link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story	Dance: Demonstrate a range of dance techniques, such as isolation, tempo, repetition etc Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group
	Gymnastics: Carry out simple stretches Move around, under, over, and through different objects and equipment	Gymnastics: Move with increasing control and care	Gymnastics: Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Gymnastics: Improve the placement and alignment of body parts in balances. Develop strength, technique and flexibility throughout performances	Gymnastics: Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances	Gymnastics: Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
	Remember: to copy and Carry out simple stretches	Remember: to say how we can stretch after exercise	Remember: to create interesting body shapes while holding balances with control and confidence	Remember: to extend either leg behind at a 90-degree angle keeping the chest up	Remember: to develop strength, technique and flexibility throughout performances	Remember: to demonstrate a range of dance techniques, such as isolation, tempo, repetition etc

Swimming

Key Stage 2	
National Curriculum	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.
Year 5	
Swimming	Bucks Swim Star Awards – By the end of KS2 all children should have achieved at least Award 6.
	<p>Award 1 Criteria:</p> <ul style="list-style-type: none"> • Get into and out of the pool safely and unaided; e.g. swivel entry/via steps • Find ways to lift both feet off the bottom of the pool simultaneously; i.e. to make shapes, holding the rail if required • Wade 5m towards the side of the pool • Play aquatic games which include moving through the water using a variety of movements, i.e. run, skip, hop, jump in a variety of directions (minimum of 5m) • Walk the width of the pool ensuring shoulders are under the water • Blow a floating object or toy for 5m (using several breaths), either walking or kicking • Experience travelling (walking or swimming), wearing clothing in the water • Demonstrate understanding of the Water Safety Code • Explain 2 pool rules <p>Award 2 Criteria:</p> <ul style="list-style-type: none"> • Show your partner how to make a safe shallow water entry • Climb out of the pool at the side or using the steps • Undertake push and glide challenges to and from the wall, some may push and glide without aids • Perform a back glide with arms by the side and stand • Travel through the water on front with feet off the ground for 5m; e.g. Shopping Game • Demonstrate basic arm and leg stroke, alternating simultaneously either on front or back • Using legs and feet; Using your hands and arms, Front crawl and backstroke • Blow an object with the nose and mouth in the water • Float on front or back and stand back up. Shape suggestions include pencil, star, letter, mushroom • Submerge the whole face under the water • Complete a Personal Survival Scenario which may include: Shout and wave for help and attract attention, Stand in shallow water with clothing completely wet, Floating on back • In standing depth, play an aquatic game

Award 3 Criteria:

- Perform a safe shallow water entry and exit
- Push and glide from the wall, maintaining a streamline position with arms extended
- Swim a distance of 5m front and back without stopping - Front crawl and backstroke
- Swim 5m, roll onto back without touching floor, swim a minimum of 3 strokes
- Demonstrate 2 floats on front and stand back up – choose from: pencil, star, letter, tuck, mushroom, etc
- Submerge, blowing into the water at the same time
- Jump into water at least 1m (check appropriate depths; NB dependent on size/height of child)
- Demonstrate simple sculling action, some may be able to scull and travel
- Play an aquatic game, which may involve passing and catching a ball
- Demonstrate understanding of Water Safety Code - Explain where it is safe to swim and why.
- Describe hazards in one body of water and explain how to keep themselves safe.

Award 4 Criteria:

- Demonstrate a safe swivel entry and exit (most will not need to use the steps)
- Perform a front glide with arms extended and the face in the water, over at least 2 metres, and stand up
- Swim 5m Breaststroke action leg kick with feet turned out
- Swim 5m Dolphin undulating leg action (front or back, surface or underwater)
- Swim 5m using alternating kick (e.g. front or back)
- Swim a distance of 10m without stopping (any stroke)
- Kick 10m on the front or back using legs only, whilst holding a float
- Kicking on front 10m, holding float, showing aquatic breathing (face in water, blowing bubbles/breathing out)
- Hold a 'star' float on the back for 3 seconds and then stand
- Swim through a sunken hoop (shallow end)
- Handstand – (optional) must be in water 0.9 minimum Pick up a light object from the pool bottom (shallow end), then return it to pool side
- Travel on back 5m using basic sculling action – head first
- Stand on the side of the pool and throw a buoyant aid (e.g. ball/float/woggle) a distance of 5m to a partner
- Keep feet off the floor, throw and catch with partner (6 passes)
- Demonstrate understanding of the Water Safety Code by encouraging another swimmer to swim 5m to the side of the pool, using a shout and signal rescue whilst ensuring their own safety

Award 5 Criteria:

- Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry)
- Demonstrate a safe exit from shoulder height depth without using steps (shallow tank to demonstrate a safe exit without using steps – pool surround permitting in risk assessment)
- Swim 10m continuously, rolling from front onto the back and back again

- Be able to kick using a float for 10m using back crawl or life-saving leg kick
- Kick, using a float for 10m using front crawl or symmetrical leg kick. Some will be able to do both
- Swim 10m Front Crawl or Breast Stroke continuously using a recognisable stroke
- Swim 10m Back Crawl, using a recognisable stroke
- From swimming position, pick up a suitable object from the pool bottom (minimum depth 1m); e.g. dive ring or dive stick
- Demonstrate a mushroom float
- Perform a sequence linking 3 different floats
- Travel 5m using basic sculling action feet first (on front or back)
- In deep water, tread water for 1 minute
- Show the Heat Escape Lessening Posture
- Maintain a stationary floating position for 10 seconds
- Throw one end of the soft reach aid (clothing or woggle) to partner and tow partner in to the side (Reach Rescue)
- Using Water Polo Front Crawl, travel with a ball, feet off the floor
- Demonstrate understanding of the Water Safety Code by encouraging another swimmer to swim 8m to the side of the pool, using a throw rescue whilst ensuring their own safety
- Be able to answer questions on their rescue.

Award 6 Criteria:

- Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water
- Demonstrate a safe exit from full height depth without using steps (shallow tank to demonstrate a safe exit without using steps – pool surround permitting in risk assessment)
- Kick 15m Breast Stroke legs front and back
- **Swim a distance of 25m using a recognisable stroke without stopping**
- Continuous swim for 50m using any 2 strokes
- Swim a distance of 25m, collecting an object from the bottom of the pool (minimum 1.2m) 'show and drop' (shallow tank – deepest part of the pool)
- Travel 10m on the back, head first, using a sculling action
- Travel 10m on the back, feet first, using a sculling action
- In deep water, tread water for 1 minute, wave and call for help
- Maintain a stationary position (H.E.L.P) for 2 minutes using a float
- Throw and catch a ball whilst treading water
- Using Water Polo - Front Crawl, travel with a ball, pick up and pass to a partner
- Answer 3 questions related to water safety, e.g. beach flags; cold water shock

Award 7 Criteria:

- Enter deep water (minimum 1.8m depth) with a straddle entry (shallow tank pools, to use a swivel entry), keeping head above the water and swim 15m head up - Front Crawl or Breaststroke

- Exit from deep water without using steps (shallow tank to demonstrate a safe exit without using steps – pool surround permitting in risk assessment)
- Swim 25m recognisable Front Crawl without touching the side of the pool or the pool floor (part of the swim in water greater than shoulder depth where possible); the stroke should look as strong at the end of the swim as the start
- Swim 25m recognisable Back Crawl
- Swim 25m recognisable Breast Stroke
- Swim 10m Butterfly
- Swim 100m using any stroke; during the swim, head first or feet first surface dive at designated point and swim 5m underwater
- Complete 1 swimming challenge relating to speed and distance (e.g. swim 1 length – gain a time, then identify how to improve time. Repeat swim and evaluate consider speed)
- Perform a front or back somersault in deep water
- Travel Water Polo Front Crawl and successfully shoot at a target/goal
- Perform a movement sequence in a group, demonstrating any 4 of the following skills:
 - floating
 - sculling
 - treading water
 - submersion
 - start/finish position
- Participate in a Mini Polo game
- Undertake a Water Safety Scenario showing an understanding of the Water Safety Code and how to keep themselves safe

EYFS Vocabulary

Based on the fundamental movement skills:

Motor Skills	Body Control Skills	Object Control Skills
Crawl	Land	Throw
Run	Stretch	Catch
Gallop	Bend / Twist	Kick
Walk	Climb	Strike
Hop	Turn	Dribble
Skip	Roll	Bounce
Dodge	Stop	
Leap / Jump		

KS1 and KS2 Vocabulary

Vocabulary	Lesson	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Jumping	Forwards Backwards Sideways Take off Landing Long Jump Vertical Jump Hop		Extend Flex Long Jump Vertical Jump Ball of the foot Hurdles Lateral Jump Speed bounce			
	Kicking	Foot Inside foot Outside foot Dribbling		Dribbling Contact Non-kicking foot Back swing		Pass Control Laces (position on the foot)	
	Catching / Throwing and catching (yr2)	Catch Bouncing Position	Roll Underarm Pitch Tracking	Hand-eye coordination Receive Adjusting Overarm			
	Bouncing	Wrist Elbow Bounce Push		Palm Control Dribbling			Marking Defender
	Running	On your marks Get set Go Speed	Direction Jogging Running Drive Pumping	Pace Rhythm	Stamina Relay Stride	Maintain Sprint finish	Dodge Side-step
	Yoga	Stretch Lift Lower Bend	Reach Crouch Place Centre	Pose Balance Rotate Planting	Frog pose Warrior pose Dancer pose Tree pose	Elephant pose Bridge pose Fish pose Butterfly pose Rock pose	Dolphin pose Cat pose Dog pose Boat pose Puppy pose
	Football	Dribbling Pass		Attacker Defender		Tactics Striker	

		Goal Shoot In play		Goal keeper Penalty Own goal		Midfield Equaliser Possession	
	Athletics	Walk Jog Run Jump Throw	Sprint Teamwork Hip to lip Skipping Push off	Balls of feet Distance Swing Release Equipment	Bodyweight Grip Measure Aim	Baton High jump Long jump Triple jump	Accelerate Pole vault
	Dance	Steps Routine Cue	Rhythm Beat Levels Mirroring	Unison Isolation Improvisation Interpret	Canon Choreography Choreographer Narrative Repetition	Technique Formation Pattern Motif	Frame Action-reaction Repetition Contact Ensemble
	Gymnastics	Skip Hop Jump Stretch Roll High Low Take off Landing	Balance Travelling Gallop Bunny hop Movement phase Star jump Straight Rocking Log roll Egg roll Mirror	Sequence Control Tension Fluency Tuck Straddle Pike Curve	Flight Extend Split leap Teddy bear roll Sideways roll Shoulder stand	Posture Symmetry Body shapes Lead and follow Tense Relax Rehearse	Cooperation Counter-balance Apparatus Performance
	Attacking and Defending	Space Pass Receive Attack Defend					
	Invasion Games		Attacking Defending Dribbling Teamwork		Dodging Marking Body position Sportsmanship	Two-touch passing Possession Tackle Marking	Effectively Intentionally Evaluate
	Tag Rugby		Tag Handling Score		Evading Try Side step		Drop shoulder Fake Soft hands

	Striking/ Striking and fielding	Bat Ball Target Swing	Batting Fielding Back Swing	Hand-eye coordination Communication Position Rotate	Spatial awareness Stance Aim Mobilise joints		Bowler Wicker Tee Base Boundary Innings Rounder Backstop Score
	Multi-skills		Travelling Movements Warm up Cool down	Hand-eye coordination Balance	Foot-eye coordination Agility Linked movements		Multi-directional movement Chest pass Bounce pass Overhead pass
	Hockey		Hockey stick Push passing Shoot		Strike Attacking Defending		
	Swimming					Front crawl Backstroke Breaststroke Self-Rescue Reach-Rescue Shallow Deep Width Length Wade Float (pencil, star, letter, tuck, mushroom) Glide Submerge Treading water	

	Outdoor adventurous activities				Map Orienteering Leadership Symbols Navigate Problem-solving		
	Bat and ball (Yr2) / Net and wall tennis	Tennis Racket Hit Ball Court			Hand eye coordination Bounce Catch Position Forehand Backhand		Serve Return Rally Volley
	Rounders						Bowl Rounder Post Overarm Underarm Fielding

Life Skills

Based on points brought up in staff meeting (relevant to PE)		<ul style="list-style-type: none"> • Social communication • Staying healthy • Fake news / Social media 					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life Skills	Social Communication:	Social Communication:	Social Communication:	Social Communication:	Social Communication:	Social Communication:	Social Communication:
	<p>Reflectiveness - a game and talk about what went well and what didn't.</p> <p>Pupils will be able to identify risks and suggest ways to</p>	<p>Reflectiveness - talk about personal performance during a game.</p>	<p>Resourcefulness and readiness - discussing what needs to be done before a game situation. What equipment is needed? How should it be used?</p>	<p>Resilience - positive communication during games – motivation/ suggestions and orders.</p>	<p>Responsibility - working as a team – discussing tactics and strategies and listening to teammates.</p>	<p>Responsibility - developing leadership skills – communicating ideas and listening to teammates</p>	<p>Reflecting and resilience - learning how to give and receive constructive criticism with teammates.</p>

	<p>stay safe – Bertie and cotton</p> <p>Pupils will be able to follow simple rules and instructions – All Bertie sessions</p>						
	Staying healthy:	Staying healthy:	Staying healthy:	Staying healthy:	Staying healthy:	Staying healthy:	Staying healthy:
	<p>Responsibility - identifying fruit and vegetables.</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Responsibility - what makes a healthy lifestyle?</p>	<p>Responsibility - what is a balanced diet?</p>	<p>Responsibility - planning for 2 hours a day of physical activity – What will you do at school? What will you do at home?</p>	<p>Responsibility - what is a healthy lifestyle? Does 'being healthy' mean you can never have sugar?</p>	<p>Reflectiveness and responsibility - how can you change 1 thing in your life to be healthier? Looking at diet and exercise habits</p>	<p>Reflectiveness and responsibility - does skinny always mean healthy? What does healthy look like?</p>
	Fake news / Social Media:	Fake news / Social Media:	Fake news / Social Media:	Fake news / Social Media:	Fake news / Social Media:	Fake news / Social Media:	Fake news / Social Media:
	<p>Reflectiveness - I have ___ you have ___ - looking at</p>	<p>Reflectiveness - there's only one you – looking at the</p>	<p>Reflectiveness - can only be statements – true or false?</p>	<p>Responsibility - photo-smart – what's real? What's</p>	<p>Reflectiveness and responsibility - How magazine</p>	<p>Responsibility - 'Miracle diets' – spotting what's real</p>	<p>Reflectiveness, resilience and responsibility -</p>

	each other – what's the same, what's different?	visible and invisible similarities and differences between people. What matters? What's important?	Eg: Doctors can only be men. Models can only be skinny.	fake? – How do you know?	photographs are photoshopped – looking at celebrity before and after – what effect can this have on people who see these pictures in magazines and on social media?	and what's fake – what to look out for (medical backing, science, retailers, producers)	Look at magazine articles where celebrity bodies are criticized – what message does this send out? Is being a size 6 always a good thing? Looking at different body types and trying to squash the idea of what's 'attractive'. –
--	---	--	---	--------------------------	---	---	---