

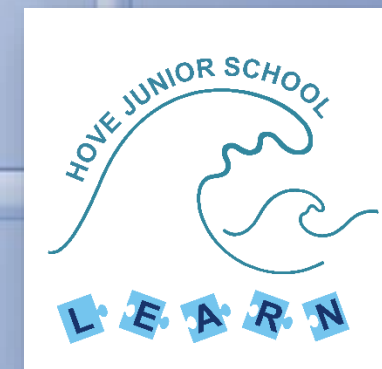


# PE

# Progression

# Ladder

WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends



	Year R (Gross Motor ELG)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
	<p align="center"><b>By the end of Year R:</b></p> <p><b>Gross Motor ELGS</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.                             <ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> </li> </ul>		<p align="center"><b>By the end of KS1:</b></p> <p>Children 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>Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p align="center"><b>By the end of KS2:</b></p> <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. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination;</li> <li>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;</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				
<p><b>Strand Name</b></p> <p><b>Fitness</b></p>	<p>PSED-Managing Self</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>	<p>PSED-Managing Self</p> <p>Describe how the body feels when still and when exercising Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity - healthy eating</li> <li>tooth-brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian.</li> </ul> <p>Managing Self ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><i>Describe how the body feels before, during and after exercise</i></p> <p><i>Carry and place equipment safely</i></p>	<p><i>Recognise and describe how the body feels during and after different physical activities</i></p> <p><i>Explain what they need to stay healthy</i></p>	<p><i>Recognise and describe the effects of exercise on the body.</i></p> <p><i>Know the importance of strength and flexibility for physical activity.</i></p> <p><i>Explain why it is important to warmup and cool-down.</i></p>	<p><i>Describe how the body reacts at different times and how this affects performance.</i></p> <p><i>Explain why exercise is good for your health.</i></p> <p><i>Know some reasons for warming up and cooling down.</i></p>	<p><i>Know and understand the reasons for warming up and cooling down.</i></p> <p><i>Explain some safety principles when preparing for and during exercise.</i></p>	<p><i>Understand the importance of warming up and cooling down.</i></p> <p><i>Carry out warm-ups and cool-downs safely and effectively.</i></p> <p><i>Understand why exercise is good for health, fitness and wellbeing.</i></p> <p><i>Know ways they can become healthier</i></p>
<b>Vocabulary</b>	Food, healthy, drink, exercise		Heart, heartbeat, breathing, strength, safe, sweat	physical activity, strength, lungs, oxygen, blood, hydration	Strength, distance, balance, accurately, control	Technique, progress, muscle, co-ordination, healthy, stamina	Technique, agility, momentum, drive, rhythm, power	Generate force, continuous, measure, flexibility, analyse, record
<b>Evaluation</b>	<p align="center"><b>By the end of Year R:</b></p> <p><b>Gross Motor ELGS</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>		<p align="center"><b>By the end of KS1:</b></p> <p>Children 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>Children should be taught to begin to apply these in a range of activities.</p>	<p align="center"><b>By the end of Year 4, children:</b></p> <ul style="list-style-type: none"> <li>Watch, describe and evaluate the effectiveness of a performance.</li> <li>Describe how their performance has improved over time.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.                             <ul style="list-style-type: none"> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul> </li> </ul>		<p align="center"><b>By the end of Year 6, children:</b></p> <ul style="list-style-type: none"> <li>Choose and use criteria to evaluate                             <ul style="list-style-type: none"> <li>own and others' performance.</li> <li>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul> </li> <li>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>						
<b>Vocabulary</b>	Share, explain, show	Describe, perform, performances, improve	Difference, support, encouragement					
<b>Gymnastics</b>	<p align="center"><b>By the end of Year R: Gross Motor ELGS</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p align="center"><b>By the end of KS1:</b></p> <p>Children 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>Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</li> </ul>	<p align="center"><b>By the end of KS2:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>					
	<p><b>Gross Motor Skills:</b></p> <p>Go up steps and stairs, or climbs up apparatus, using alternate feet</p> <p>Start to take part in some group activities which he/she makes up for himself/herself, or in teams</p> <p>Match their developing physical skills to tasks and activities in the setting, e.g. they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p><b>Gross Motor Skills:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired; climbing</p> <p>Revise and refine the fundamental movement skills they have already acquired; jumping</p> <p>Revise and refine the fundamental movement skills they have already acquired; rolling</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>						
		<p><b>Acquiring and Developing Skills in Gymnastics (General)</b> <i>Create a short sequence of movements</i></p> <p><i>Roll in different ways with control</i> <i>Travel in different ways</i></p> <p><i>Stretch in different ways</i></p> <p><i>Jump in a range of ways from one space to another with control</i></p> <p><i>Begin to balance with control</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Create and perform a movement sequence</i></p> <p><i>Copy actions and movement sequences with a beginning, middle and end</i></p> <p><i>Link two actions to make a sequence</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Copy, explore and remember actions and movements to create their own sequence</i></p> <p><i>Link actions to make a sequence</i></p> <p><i>Travel in a variety of ways, including rolling</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Choose ideas to compose a movement sequence independently and with others.</i></p> <p><i>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Create a sequence of actions that fit a theme.</i></p> <p><i>Use an increasing range of actions, directions and levels in their sequences.</i></p> <p><i>Move with clarity, fluency and expression.</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Select ideas to compose specific sequences of movements, shapes and balances.</i></p> <p><i>Adapt their sequences to fit new criteria or suggestions.</i></p> <p><i>Perform jumps, shapes</i></p>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><i>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</i></p>

	<i>Move around, under, over, and through different objects and equipment</i>	<i>Recognise and copy contrasting actions (small/tall, narrow/wide)</i>  <i>Travel in different ways, changing direction and speed</i>  <i>Hold still shapes and simple balances</i>  <i>Carry out simple stretches</i>  <i>Carry out a range of simple jumps, landing safely</i>  <i>Move around, under, over, and through different objects and equipment</i>  <i>Begin to move with control and care</i>	<i>Hold a still shape whilst balancing on different points of the body</i>  <i>Jump in a variety of ways and land with increasing control and balance</i>  <i>Climb onto and jump off the equipment safely</i>  <i>Move with increasing control and care</i>	<i>Develop the quality of their actions, shapes and balances.</i>  <i>Move with coordination, control and care.</i>  <i>Use turns whilst travelling in a variety of ways.</i>  <i>Use a range of jumps in their sequences.</i>  <i>Begin to use equipment to vault.</i>  <i>Create interesting body shapes while holding balances with control and confidence.</i>  <i>Begin to show flexibility in movements.</i>	<i>Show changes of direction, speed and level during a performance.</i>  <i>Travel in different ways, including using flight.</i>  <i>Improve the placement and alignment of body parts in balances.</i>  <i>Use equipment to vault in a variety of ways.</i>  <i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i>  <i>Begin to develop good technique when travelling, balancing and using equipment.</i>  <i>Develop strength, technique and flexibility throughout performances.</i>	<i>and balances fluently and with control.</i>  <i>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.</i>  <i>Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently.</i>  <i>Develop strength, technique and flexibility throughout performances.</i>  <i>Combine equipment with movement to create sequences.</i>	<i>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</i>  <i>Confidently use equipment to vault and incorporate this into sequences.</i>  <i>Apply skills and techniques consistently, showing precision and control.</i>  <i>Develop strength, technique and flexibility throughout performances.</i>
	<b>Acquiring and Developing Skills in Gymnastics (rolls)</b> <i>Curled side roll (egg roll)</i> <i>Log roll (pencil roll)</i> <i>Teddy bear roll</i>	<b>Rolls</b>  <i>Log roll (controlled)</i> <i>Curled side roll (egg roll) (controlled)</i> <i>Teddy bear roll (controlled)</i>	<b>Rolls</b>  <i>Log roll (controlled)</i> <i>Curled side roll (egg roll) (controlled)</i> <i>Teddy bear roll (controlled)</i> <i>Rocking for forward roll</i> <i>Crouched forward roll</i>	<b>Rolls</b>  <i>Develop the straight, barrel, and forward roll.</i>	<b>Rolls</b>  <i>Develop the straight, barrel, forward and straddle roll and perform with increased control.</i>	<b>Rolls</b>  <i>Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</i>	<b>Rolls</b>  <i>Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</i>
	<b>Acquiring and Developing Skills in Gymnastics (jumps)</b> <i>Straight jump</i> <i>Tuck jump</i> <i>Jumping Jack</i> <i>Half-turn jumps</i>	<b>Jumps</b>  <i>Straight jump</i> <i>Tuck jump</i> <i>Jumping jack</i> <i>Half turn jump</i> <i>Cat spring</i>	<b>Jumps</b>  <i>Straight jump</i> <i>Tuck jump</i> <i>Jumping jack</i> <i>Half turn jump</i> <i>Cat spring</i> <i>Cat spring to straddle</i>	<b>Jumps</b>  <i>Develop stepping into shape jumps with control.</i>	<b>Jumps</b>  <i>Develop control in performing and landing rotation jumps</i>	<b>Jumps</b>  <i>Select a range of jumps to include in sequence work</i>	<b>Jumps</b>  <i>Select a range of jumps to include in sequence work</i>
	<b>Acquiring and Developing Skills in Gymnastics (Handstand, Cartwheels and Round-offs)</b>  <i>Bunny hop</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Bunny hop</i> <i>Front support wheelbarrow with partner</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Bunny hop over apparatus</i> <i>Front support wheelbarrow with partner</i> <i>Scissor kick</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Handstand Lunge into handstand</i> <i>Cartwheel</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Lunge into handstand</i>  <i>Lunge into cartwheel</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Lunge into handstand</i>  <i>Lunge into cartwheel</i>  <i>Lunge into round-off</i>	<b>Handstand, Cartwheels and Round-offs</b>  <i>Lunge into cartwheel</i>  <i>Lunge into round-off</i>  <i>Hurdle step Hurdle step into cartwheel Hurdle step into round-off</i>
	<b>Acquiring and Developing Skills in Gymnastics (Travelling &amp; Linking Actions)</b>	<b>Gross Motor Skills:</b> They can combine different movements with ease and fluency	<b>Travelling &amp; Linking Actions</b>  <i>Tiptoe, step, jump and hop</i> <i>Hopscotch</i>	<b>Travelling &amp; Linking Actions</b>  <i>Tiptoe, step, jump and hop</i> <i>Hopscotch</i>	<b>Travelling &amp; Linking Actions</b>  <i>Tiptoe, step, jump and hop</i> <i>Hopscotch</i> <i>Skipping</i>	<b>Travelling &amp; Linking Actions</b>  <i>Tiptoe, step, jump and hop</i> <i>Hopscotch</i> <i>Skipping</i>	<b>Travelling &amp; Linking Actions</b>  <i>Tiptoe, step, jump and hop</i> <i>Hopscotch</i> <i>Skipping</i>

	Skip, hop, stand on one leg, and can hold a pose for a game like musical statues	<b>Acquiring and Developing Skills in Gymnastics (Travelling &amp; Linking Actions)</b> <i>Tiptoe, step, jump and hop</i>	<i>Skipping Galloping</i>	<i>Skipping Galloping Straight jump half-turn</i>	<i>Chassis steps Straight jump half turn Cat leap</i>	<i>Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</i>	<i>Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</i>	<i>Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</i>
	<b>Gross Motor Skills:</b> Continue to develop their movement; balancing, riding (scooters, trikes and bikes) and ball skills	<b>Gross Motor Skills:</b> Children Are developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport.  <b>Acquiring and Developing Skills in Gymnastics (Shapes and Balances)</b> <i>Standing balances</i>	<b>Shapes and Balances</b>  <i>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</i>	<b>Shapes and Balances</b>  <i>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</i>	<b>Shapes and Balances</b>  <i>Explore point and patch balances and transition smoothly into and out of them.</i>  <i>Explore matching and contrasting shapes.</i>  <i>Develop strength in bridge and shoulder stand.</i>	<b>Shapes and Balances</b>  <i>Develop control and fluency in individual and partner balances.</i>  <i>Develop the range of shapes they use in their sequences.</i>  <i>Explore progressions of a cartwheel.</i>	<b>Shapes and Balances</b>  <i>Explore symmetrical and asymmetrical balances.</i>  <i>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions</i>	<b>Shapes and Balances</b>  <i>1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support</i>
		<b>Gross Motor Skills:</b> Children are developing overall body-strength, balance, co-ordination and agility Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  <b>Acquiring and Developing Skills in Gymnastics (Competing and Performing)</b> <i>Control my body when performing a sequence of movements Participate in simple games</i>	<b>Compete/Perform</b>  <i>Perform using a range of actions and body parts with some coordination</i>  <i>Begin to perform learnt skills with some control</i>	<b>Compete/Perform</b>  <i>Perform sequences of their own composition with coordination</i>  <i>Perform learnt skills with increasing control</i>	<b>Compete/Perform</b>  <i>Develop the quality of the actions in their performances.</i>  <i>Perform learnt skills and techniques with control and confidence.</i>  <i>Compete against self and others in a controlled manner.</i>	<b>Compete/Perform</b>  <i>Perform and create sequences with fluency and expression.</i>  <i>Perform and apply skills and techniques with control and accuracy.</i>	<b>Compete/Perform</b>  <i>Perform own longer, more complex sequences in time to music.</i>  <i>Consistently perform and apply skills and techniques with accuracy and control.</i>	<b>Compete/Perform</b>  <i>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</i>  <i>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</i>  <i>Begin to record their peers' performances, and evaluate these.</i>
<b>Yoga</b>					<b>Balance</b> <i>Demonstrate increased control when in poses.</i>  <i>Understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</i>	<b>Balance</b> <i>Explore using my breath to maintain balance within a pose.</i>  <i>Understand that if I move with my breath it will help me to balance.</i>	<b>Balance</b> <i>Use my breath to maintain balance within an individual and partner pose.</i>  <i>Understand that I need to apply force to maintain balance in a partner pose.</i>	<b>Balance</b> <i>Link combinations of poses for balance with increased control in transition</i>  <i>Know where and when to apply force to maintain control and balance.</i>
<b>Yoga</b>					<b>Flexibility</b> <i>Explore poses and movement in relation to my breath.</i>  <i>know that if I move as I breathe out I can stretch a little bit further.</i>	<b>Flexibility</b> <i>Demonstrate increased extension in poses.</i>  <i>understand which body parts I am trying to extend in different poses.</i>	<b>Flexibility</b> <i>Develop flexibility by connecting movement with breath.</i>  <i>Understand that I can improve my flexibility when moving with my breath.</i>	<b>Flexibility</b> <i>Confidently transition from one pose to another showing extension connected to breath.</i>  <i>Know which of my muscles require more practice to increase my flexibility</i>
<b>Yoga</b>					<b>Strength</b> <i>Explore arm balances with some control.</i>	<b>Strength</b> <i>Demonstrate increased control and strength when in a pose.</i>	<b>Strength</b> <i>Demonstrate increased control and strength when in and transitioning between poses</i>	<b>Strength</b> <i>Explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</i>

					Understand that I need to use different muscles for different poses.	Understand that people have different levels of strength.	Know the muscles I am using by name	Understand that I can build up my strength by practicing in my own time.
Yoga					<b>Mindfulness</b> Develop my ability to stay still and keep my focus.  Know that I can use my breath to focus.	<b>Mindfulness</b> Engage with mindfulness activities with increased focus. Understand that mindfulness is a personal journey.	<b>Mindfulness</b> Explore methods I can use to control how I feel.  Understand that there are different techniques I can use to control how I feel.	<b>Mindfulness</b> Explore methods to control how I feel with some success.  Identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.
Vocabulary	Legs, gymnast, tiptoes, arms, space, hall, feet, wiggling, sliding, shuffling, walk, skip, jog, up, down, forwards, sideways, under and over, around, along, high, low, feet, hands, toes, heels, knees, head, elbows, bottom.	Jump, land, roll crawl, tall, long, wide, balance, pike, tuck, straddle, zig-zag, straight, perform, gallop, log roll, egg roll, teddy bear roll	apparatus, linking movement, contrast, similarity, difference, steady, tense, half turn, control, co-ordination, forwards roll, 2/3/4 point balance	Matching, contrasting, interesting, direction, flow, explore, control, shape, create	Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape	Symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, expression, aesthetics,	Momentum, counter balance, aesthetics, formation, synchronisation, stability, inverted, progression, counter tension,	
	<b>By the end of Year R: Gross Motor ELGS</b>		<b>By the end of KS1:</b>		<b>By the end of KS2:</b>			
	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>		<p>Children 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. Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>		<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: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their p</p>			
Games		<b>Gross Motor Skills:</b> -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball  <b>Acquiring and Developing Skills in Games (Striking and Hitting a Ball)</b> Hit a ball with a bat or racquet	<b>Striking and Hitting a Ball</b>  <i>Use hitting skills in a game</i>  <i>Practise basic striking, sending and receiving</i>	<b>Striking and Hitting a Ball</b>  <i>Strike or hit a ball with increasing control</i>  <i>Learn skills for playing striking and fielding games</i>  <i>Position the body to strike a ball</i>	<b>Striking and Hitting a Ball</b>  <i>Strike a ball with varying techniques</i>	<b>Striking and Hitting a Ball</b>  <i>Strike a ball using varying techniques with increasing accuracy.</i>	<b>Striking and Hitting a Ball</b>  <i>Strike a ball using a wider range of skills. Apply these with some success under pressure.</i>	<b>Striking and Hitting a Ball</b>  <i>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</i>
	<b>Gross Motor Skills:</b> Continue to develop their movement; balancing, riding (scooters, trikes and bikes) and ball skills	<b>Gross Motor Skills:</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	<b>Throwing and Catching a Ball</b>  <i>Throw underarm and overarm</i>	<b>Throwing and Catching a Ball</b>  <i>Throw different types of equipment in different ways, for accuracy and distance</i>	<b>Throwing and Catching a Ball</b>  <i>Use a variety of throwing techniques in game situations</i>	<b>Throwing and Catching a Ball</b>  <i>Use a variety of throwing techniques with increasing success</i>	<b>Throwing and Catching a Ball</b>  <i>Use a variety of throwing techniques with some control</i>	<b>Throwing and Catching a Ball</b>  <i>Use a variety of throwing techniques including fake passes to</i>

	<p><b>Acquiring and Developing Skills in Games (Throwing and Catching a Ball)</b> Roll equipment in different ways</p> <p>Throw underarm</p> <p>Throw an object at a target</p> <p>Catch equipment using two hands</p>	<p><i>Catch and bounce a ball</i></p> <p><i>Use rolling skills in a game</i></p> <p><i>Practice accurate throwing and consistent catching</i></p>	<p><i>Throw, catch and bounce a ball with a partner</i></p> <p><i>Use throwing and catching skills in a game</i></p> <p><i>Throw a ball for distance</i></p> <p><i>Use hand-eye coordination to control a ball</i></p> <p><i>Vary types of throw used</i></p>	<p><i>Catch a ball passed to them using one and two hands with some success</i></p>	<p><i>in game situations</i></p> <p><i>Catch a ball passed to them using one and two hands with increasing success</i></p>	<p><i>under increasing pressure.</i></p> <p><i>Catch and intercept a ball using one and two hands with some success in game situations.</i></p>	<p><i>outwit an opponent</i></p> <p><i>Catch and intercept a ball using one and two hands with increasing success in game situations</i></p> <p><i>Receive a ball with consideration to the next move</i></p>
	<p><b>Acquiring and Developing Skills in Games Travelling with a Ball</b></p> <p><i>Move a ball in different ways, including bouncing and kicking</i></p> <p><i>Use equipment to control a ball</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Travel with a ball in different ways</i></p> <p><i>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Bounce and kick a ball whilst moving</i></p> <p><i>Use kicking skills in a game</i></p> <p><i>Use dribbling skills in a game</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Dribble the ball with one hand with some control in game situations</i></p> <p><i>Dribble a ball with feet with some control in game situations</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Link dribbling the ball with other actions with increasing control</i></p> <p><i>Change direction when dribbling with feet with some control in game situations</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Use dribbling to change the direction of play with some control under pressure.</i></p> <p><i>Dribble with feet with some control under increasing pressure.</i></p>	<p><b>Travelling with a Ball</b></p> <p><i>Use dribbling to change the direction of play with control under pressure.</i></p> <p><i>Use a variety of dribbling techniques to maintain possession under pressure.</i></p>
	<p><b>Gross Motor skills:</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Demonstrate strength, balance and coordination when playing (ELG)</p> <p><b>Acquiring and Developing Skills in Games Passing a Ball</b></p> <p><i>Kick an object at a target</i></p>	<p><b>Passing a Ball</b></p> <p><i>Pass the ball to another player in a game</i></p> <p><i>Use kicking skills in a game</i></p>	<p><b>Passing a Ball</b></p> <p><i>Know how to pass the ball in different ways</i></p>	<p><b>Passing a Ball</b></p> <p><i>Kick towards a partner in game situations</i></p> <p><i>Receive a ball sent to them using different parts of the foot</i></p>	<p><b>Passing a Ball</b></p> <p><i>Kick with increasing success in game situations</i></p> <p><i>Receive a ball using different parts of the foot under pressure</i></p>	<p><b>Passing a Ball</b></p> <p><i>Use a variety of kicking techniques with some control under increasing pressure</i></p> <p><i>Receive a ball using different parts of the foot under pressure with increasing control.</i></p>	<p><b>Passing a Ball</b></p> <p><i>Select and apply the appropriate kicking technique with control</i></p> <p><i>Receive a ball with consideration to the next move</i></p>
	<p><b>Gross Motor Skills:</b> -Develop overall body-strength, balance, co-ordination and agility.</p> <p>Are able to negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> <p><b>Acquiring and Developing Skills in Games Using Space</b></p> <p><i>Move safely around the space and equipment</i></p> <p><i>Travel in different ways, including sideways and backwards</i></p>	<p><b>Using Space</b></p> <p><i>Use different ways of travelling in different directions or pathways</i></p> <p><i>Run at different speeds</i></p> <p><i>Begin to use space in a game</i></p>	<p><b>Using Space</b></p> <p><i>Use different ways of travelling at different speeds and following different pathways, directions or courses</i></p> <p><i>Change speed and direction whilst running</i></p> <p><i>Begin to choose and use the best space in a game</i></p>	<p><b>Using Space</b></p> <p><i>Change direction with increasing speed in game situations.</i></p> <p><i>Use space with some success in game situations</i></p>	<p><b>Using Space</b></p> <p><i>Change direction to lose an opponent with some success.</i></p> <p><i>Create and use space with some success in game situations.</i></p>	<p><b>Using Space</b></p> <p><i>Use a variety of techniques to change direction to lose an opponent.</i></p> <p><i>Create and use space for self and others with some success.</i></p>	<p><b>Using Space</b></p> <p><i>Confidently change direction to successfully outwit an opponent.</i></p> <p><i>Effectively create and use space for self and others to outwit an opponent.</i></p>

	Start to take part in some group activities which he/she makes up for himself/herself, or in teams	<b>Acquiring and Developing Skills in Games Attacking and Defending</b>  <i>Play a range of chasing games</i>	<b>Attacking and Defending</b>  <i>Begin to use the terms attacking and defending</i>  <i>Use simple defensive skills such as marking a player or defending a space</i>  <i>Use simple attacking skills such as dodging to get past a defender</i>	<b>Attacking and Defending</b>  <i>Begin to use and understand the terms attacking and defending</i>  <i>Use at least one technique to attack or defend to play a game successfully</i>	<b>Attacking and Defending</b>  <i>Change direction with increasing speed in game situations</i>	<b>Attacking and Defending</b>  <i>Change direction to lose an opponent with some success</i>	<b>Attacking and Defending</b>  <i>Use a variety of techniques to change direction to lose an opponent</i>	<b>Attacking and Defending</b>  <i>Confidently change direction to successfully outwit an opponent.</i>  <i>Effectively create and use space for self and others to outwit an opponent.</i>
		<b>Acquiring and Developing Skills in Games Tactics and Rules</b>  <i>Follow simple rules.</i>	<b>Tactics and Rules</b>  <i>Follow simple rules to play games, including team games</i>  <i>Use simple attacking skills such as dodging to get past a defender</i>  <i>Use simple defensive skills such as marking a player or defending a space</i>	<b>Tactics and Rules</b>  <i>Understand the importance of rules in games</i>  <i>Use at least one technique to attack or defend to play a game successfully</i>	<b>Tactics and Rules</b>  <i>Use simple tactics individually and within a team</i>	<b>Tactics and Rules</b>  <i>Use simple tactics to help their team score or gain possession.</i>  <i>Change direction to lose an opponent with some success.</i>	<b>Tactics and Rules</b>  <i>Use a variety of techniques to change direction to lose an opponent</i>  <i>Understand the need for tactics and can identify when to use them in different situations</i>	<b>Tactics and Rules</b>  <i>Confidently change direction to successfully outwit an opponent</i>  <i>Effectively create and use space for self and others to outwit an opponent</i>  <i>Work collaboratively to create tactics within their team and evaluate the effectiveness of these</i>
		<b>Gross Motor Skills:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)  <b>Acquiring and Developing Skills in Games Compete/Perform</b>  <i>Control my body when performing a sequence of movements</i>  <i>Participate in simple games</i>	<b>Compete/Perform</b>  <i>Perform using a range of actions and body parts with some coordination</i>  <i>Begin to perform learnt skills with some control</i>  <i>Engage in competitive activities and team games</i>	<b>Compete/Perform</b>  <i>Perform using a range of actions and body parts with more coordination</i>  <i>Perform learnt skills with increasing control</i>  <i>Compete against self and others</i>	<b>Compete/Perform</b>  <i>Develop the quality of the actions in their performances.</i>  <i>Perform learnt skills and techniques with control and confidence.</i>  <i>Compete against self and others in a controlled manner.</i>	<b>Compete/Perform</b>  <i>Perform and apply skills and techniques with control and accuracy.</i>  <i>Take part in a range of competitive games and activities.</i>	<b>Compete/Perform</b>  <i>Consistently perform and apply skills and techniques with accuracy and control.</i>  <i>Take part in competitive games with a strong understanding of tactics and composition.</i>	<b>Compete/Perform</b>  <i>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</i>  <i>Take part in competitive games with a strong understanding of tactics and composition.</i>
<b>Vocabulary</b>	Legs, arm, body, balancing, team, hoops, rolls, throwing underarm, goal,	underarm/ overarm, target attacking/ defending, throwing technique, accurate rules, opponent, tactics, striking, fielding	Net, racket, court, area, possession, fielder, attacker, retrieve, compete, teammate, pathway	Track, receive, chest, shoulder, overhead, accurate, receiver, footwork, rebound, tracking, interception, mark, travelling, playing area, serve, accurately, track, racket, control, rally, opponent, strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding	Release, select. Control, consistently, technique, persevere, outwit, opposition, opponent, contact, pivot, court, field, pitch, receiver, backhand, forehand, stance, retrieve, opposition, stumped, two-handed pick up, technique, short barrier	Tactics, control, foul, pressure, onside, offside, support, obstruction, volley, cooperatively, footwork, continuously, set, dig, overtake, pressure, tracking, backing up, outwit	Consecutive, consistently, dictate, contest, formation, conceding, turn over, shut down, deep, forecourt, backcourt, defensive, attacking , obstruction, continuous, cooperatively, drive hit, defensive hit	
<b>Athletics</b>	<b>By the end of Year R: Gross Motor ELGS</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul>	<b>By the end of KS1:</b> Children 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	<b>By the end of KS2:</b> 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.					



<ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p>against others) and co-operative physical activities, in a range of increasingly challenging situations. Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</li> </ul>	<p>Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>					
	<p><b>Gross Motor Skills:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p> <p><b>Acquiring and Developing Skills in Athletics (Running)</b> Run in different ways for a variety of purpose</p>	<p><b>Running</b></p> <p><i>Vary their pace and speed when running</i></p> <p><i>Run with a basic technique over different distances</i></p> <p><i>Show good posture and balance</i></p> <p><i>Jog in a straight line</i></p> <p><i>Change direction when jogging</i></p> <p><i>Sprint in a straight line</i></p> <p><i>Change direction when sprinting</i></p> <p><i>Maintain control as they change direction when jogging or sprinting</i></p>	<p><b>Running</b></p> <p><i>Run at different paces, describing the different paces.</i></p> <p><i>Use a variety of different stride length</i></p> <p><i>Travel at different speeds</i></p> <p><i>Begin to select the most suitable pace and speed for distance</i></p> <p><i>Complete an obstacle course</i></p> <p><i>Vary the speed and direction in which they are travelling</i></p> <p><i>Run with basic techniques following a curved line</i></p> <p><i>Be able to maintain and control a run over different distances</i></p>	<p><b>Running</b></p> <p><i>Develop the sprinting technique and apply it to relay events</i></p> <p><i>Understand that leaning slightly forwards helps to increase speed.</i></p> <p><i>Leaning my body in the opposite direction to travel helps to slow down.</i></p>	<p><b>Running</b></p> <p><i>Develop an understanding of speed and pace in relation to distance.</i></p> <p><i>Develop power and speed in the sprinting technique</i></p> <p><i>Understand that I need to pace myself when running further or for a long period of time.</i></p> <p><i>Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</i></p>	<p><b>Running</b></p> <p><i>Apply fluency and co-ordination when running for speed in relay changeovers.</i></p> <p><i>Effectively apply speeds appropriate for the event</i></p> <p><i>Understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</i></p> <p><i>Understand that keeping a steady breath will help me when running longer distances.</i></p>	<p><b>Running</b></p> <p><i>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique</i></p> <p><i>Understand that I need to prepare my body for running and know the muscle groups I will need to use.</i></p>
	<p><b>Gross Motor Skills:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p> <p><b>Acquiring and Developing Skills in Athletics (Jumping)</b> Jump in a range of ways, landing safely</p>	<p><b>Jumping</b></p> <p><i>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</i></p> <p><i>Perform a short jumping sequence</i></p> <p><i>Jump as high as possible</i></p> <p><i>Jump as far as possible</i></p> <p><i>Land safely and with control</i></p> <p><i>Work with a partner to develop the control of their jumps</i></p>	<p><b>Jumping</b></p> <p><i>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</i></p> <p><i>Combine different jumps together with some fluency and control</i></p> <p><i>Jump for distance from a standing position with accuracy and control</i></p> <p><i>Investigate the best jumps to cover different distances</i></p> <p><i>Choose the most appropriate jumps to cover different distances</i></p> <p><i>Know that the leg muscles are used when performing a jumping action</i></p>	<p><b>Jumping</b></p> <p><i>Develop technique when jumping for distance in a range of approaches and take off positions</i></p> <p><i>Know that if I jump and land in quick succession, the momentum will help me to jump further.</i></p>	<p><b>Jumping</b></p> <p><i>Develop technique when jumping for distance</i></p> <p><i>Understand that transferring weight will help me to jump further</i></p>	<p><b>Jumping</b></p> <p><i>Explore technique and rhythm in the triple jump</i></p> <p><i>Know that if I drive my knees high and fast I can build power and therefore distance in my jumps</i></p>	<p><b>Jumping</b></p> <p><i>Develop power, control and technique in the triple jump</i></p> <p><i>Understand that a run up builds speed and power and enables me to jump further.</i></p>
	<p><b>Gross Motor Skills:</b> Further develop and refine a</p>	<p><b>Throwing</b></p>	<p><b>Throwing</b></p>	<p><b>Throwing</b></p> <p><i>Throw with greater control and accuracy.</i></p>	<p><b>Throwing</b></p> <p><i>Perform a pull throw.</i></p>	<p><b>Throwing</b></p> <p><i>Perform a fling throw.</i></p>	<p><b>Throwing</b></p> <p><i>Perform a heave throw.</i></p>

	<p>range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Demonstrate strength, balance and coordination when playing (ELG)</p> <p><b>Acquiring and Developing Skills in Athletics (Throwing)</b></p> <p>Roll equipment in different ways</p> <p>Throw underarm</p> <p>Throw an object at a target</p>	<p>Throw underarm and overarm</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Improve the distance they can throw by using more power</p>	<p>Throw different types of equipment in different ways, for accuracy and distance</p> <p>Throw with accuracy at targets of different heights</p> <p>Investigate ways to alter their throwing technique to achieve greater distance</p>	<p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
	<p><b>Acquiring and Developing Skills in Athletics</b></p> <p><b>Compete/Perform</b></p> <p>Control their body when performing a sequence of movements</p> <p>Participate in simple games</p>	<p><b>Compete/Perform</b></p> <p>Begin to perform learnt skills with some control</p> <p>Engage in competitive activities and team games</p>	<p><b>Compete/Perform</b></p> <p>Perform learnt skills with increasing control</p> <p>Compete against self and others</p>	<p><b>Compete/Perform</b></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p><b>Compete/Perform</b></p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p><b>Compete/Perform</b></p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p><b>Compete/Perform</b></p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
<b>Vocabulary</b>	Running, sprint, distance, race, breathing, body, relay, throw, balancing, faster, slower	co-ordination, speed, balance, obstacles spatial awareness, accuracy, distance, height, take off, landing	Technique, muscles, run up, link, consistently, athlete, Olympics, pace, stride, aim,	Speed, power, strength, accurately, higher, pace, control, faster, further	Power, stamina, officiate, perseverance, determination, accuracy, personal best	Technique, down sweep, upsweep, flight, rhythm, stride	Rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight
<b>Dance</b>	<p><b>By the end of Year R: Gross Motor ELGS</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p><b>By the end of KS1:</b></p> <p>Children 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. Children should be taught to begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<p><b>By the end of KS2:</b></p> <ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>Pupils should be taught to develop flexibility, strength, technique, control and balance.</li> <li>Pupils should be taught to perform dances using a range of movement patterns.</li> </ul> </li> </ul>				

	<p>Use large-muscle movements to wave flags and streamers</p> <p>Start to take part in some group activities which he/she makes up for himself/herself, or in teams</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p><b>Acquiring and Developing Skills in Dance</b></p> <p><i>Join a range of different movements together</i> <i>Change the speed of their actions</i></p> <p><i>Change the style of their movements</i></p> <p><i>Create a short movement phrase which demonstrates their own ideas</i></p>	<p><b>Dance skills</b></p> <p><i>Copy and repeat actions</i></p> <p><i>Put a sequence of actions together to create a motif</i></p> <p><i>Vary the speed of their actions</i></p> <p><i>Use simple choreographic devices such as unison, canon and mirroring</i></p> <p><i>Begin to improvise independently to create a simple dance</i></p>	<p><b>Dance skills</b></p> <p><i>Copy, remember and repeat actions</i></p> <p><i>Create a short motif inspired by a stimulus</i></p> <p><i>Change the speed and level of their actions</i></p> <p><i>Use simple choreographic devices such as unison, canon and mirroring</i></p> <p><i>Improvise independently and in groups to create a simple dance</i> <i>Use different transitions within a dance motif.</i> <i>Move in time to music</i></p> <p><i>Improve the timing of their actions</i></p>	<p><b>Dance skills</b></p> <p><i>Copy remember and perform a dance phrase.</i></p> <p><i>Create short dance phrases that communicate an idea.</i></p> <p><i>Use canon, unison and formation to represent an idea.</i></p> <p><i>Match dynamic and expressive qualities to a range of ideas.</i></p> <p><i>Use counts to keep in time with a partner and group.</i></p>	<p><b>Dance skills</b></p> <p><i>Copy, remember and adapt set choreography.</i></p> <p><i>Choreograph considering structure individually, with a partner and in a group.</i></p> <p><i>Use action and reaction to represent an idea.</i></p> <p><i>Change dynamics to express changes in character or narrative.</i></p> <p><i>Use counts when choreographing short phrases.</i></p>	<p><b>Dance skills</b></p> <p><i>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</i></p> <p><i>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</i></p> <p><i>Confidently perform choosing appropriate dynamics to represent an idea.</i></p> <p><i>Use counts accurately when choreographing to perform in time with others and the music.</i></p>	<p><b>Dance skills</b></p> <p><i>Perform dances confidently and fluently with accuracy and good timing.</i></p> <p><i>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</i></p> <p><i>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</i></p> <p><i>Use counts when choreographing and performing to improve the quality of work.</i></p>
	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Are developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p><b>Compete/Perform</b></p> <p><i>Perform using a range of actions and body parts with some coordination</i></p> <p><i>Begin to perform learnt skills with some control</i></p>	<p><b>Compete/Perform</b></p> <p><i>Perform sequences of their own composition with coordination</i></p> <p><i>Perform learnt skills with increasing control</i></p> <p><i>Compete against self and others</i></p>	<p><b>Compete/Perform</b></p> <p><i>Perform short, self-choreographed phrases showing an awareness of timing.</i></p> <p><i>Understand that I can use timing techniques such as canon and unison to create effect</i></p>	<p><b>Compete/Perform</b></p> <p><i>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</i></p> <p><i>Know that being aware of other performers in my group will help us to move in time</i></p>	<p><b>Compete/Perform</b></p> <p><i>Perform dances expressively, using a range of performance skills, showing accuracy and fluency</i></p> <p><i>Understand what makes a performance effective and know how to apply these principles to my own and others' work.</i></p>	<p><b>Compete/Perform</b></p> <p><i>Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</i></p> <p><i>Understand how a leader can ensure our dance group performs together.</i></p>	

		<b>Acquiring and Developing Skills in Dance - Compete/Perform</b>  <i>Control my body when performing a sequence of movements.</i>						
<b>Vocabulary</b>	Arms, legs, body, feel, sounds, direction, speed, hall, space, beat, rhythm, pace, perform	High/ medium/ low levels, forward, backwards, sideways, curved, zigzag, Solo, duet, canon, unison, transitions	group, performance, sequences, represent, timing, starting position, finish position, motif, contact, in time	Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions	Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression	Levels, actions, formation, timing, relationship, performance, expression, unison, posture, dynamics, canon	Levels, actions, formation, timing, phrase, performance, expression, unison, posture, dynamics, canon, choreograph, contrast, structure	
<b>Outdoor Adventurous Activities</b>	<b>By the end of Reception, children:</b> •		<b>By the end of Year 2, children:</b> •		<b>By the end of KS2:</b>  • Should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to: • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
					<b>Preparation and Organisation</b>  <i>Begin to choose equipment that is appropriate for an activity.</i>	<b>Preparation and Organisation</b>  <i>Try a range of equipment for creating and completing an activity.</i>  <i>Make an informed decision on the best equipment to use for an activity.</i>  <i>Plan and organise a trail that others can follow.</i>	<b>Preparation and Organisation</b>  <i>Choose the best equipment for an outdoor activity.</i>  <i>Create an outdoor activity that challenges others.</i>  <i>Create a simple plan of an activity for others to follow.</i>  <i>Identify the quickest route to accurately navigate an orienteering course.</i>	<b>Preparation and Organisation</b>  <i>Choose the best equipment for an outdoor activity.</i>  <i>Prepare an orienteering course for others to follow.</i>  <i>Identify the quickest route to accurately navigate an orienteering course.</i>  <i>Manage an orienteering event for others to compete in.</i>
					<b>Communication</b>  <i>Communicate with others.</i>	<b>Communication</b>  <i>Communicate clearly with others.</i>  <i>Work as part of a team.</i>  <i>Begin to use a map to complete an orienteering course.</i>	<b>Communication</b>  <i>Communicate clearly and effectively with others.</i>  <i>Work effectively as part of a team.</i>  <i>Successfully use a map to complete an orienteering course.</i>  <i>Begin to use a compass for navigation</i>	<b>Communication</b>  <i>Communicate clearly and effectively with others when under pressure.</i>  <i>Work effectively as part of a team, demonstrating leadership skills when necessary.</i>  <i>Successfully use a map to complete an orienteering course. Use a compass for navigation.</i>

								Organise an event for others.
					<p><b>Compete and Perform</b></p> <p><i>Begin to complete activities in a set period of time.</i></p> <p><i>Begin to offer an evaluation of personal performances and activities.</i></p>	<p><b>Compete and Perform</b></p> <p><i>Complete an orienteering course more than once and begin to identify ways of improving completion time.</i></p> <p><i>Offer an evaluation of both personal performances and activities.</i></p> <p><i>Start to improve trails to increase the challenge of the course.</i></p>	<p><b>Compete and Perform</b></p> <p><i>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i></p> <p><i>Offer a detailed and effective evaluation of both personal performances and activities.</i></p> <p><i>Improve a trail to increase the challenge of the course.</i></p>	<p><b>Compete and Perform</b></p> <p><i>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</i></p> <p><i>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</i></p> <p><i>Listen to feedback and improve an orienteering course from it.</i></p>
					<p><b>Evaluate</b></p> <p><i>Watch, describe and evaluate the effectiveness of a performance.</i></p> <p><i>Describe how their performance has improved over time.</i></p>	<p><b>Evaluate</b></p> <p><i>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</i></p> <p><i>Modify their use of skills or techniques to achieve a better result.</i></p>	<p><b>Evaluate</b></p> <p><i>Choose and use criteria to evaluate own and others' performances.</i></p> <p><i>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</i></p>	<p><b>Evaluate</b></p> <p><i>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</i></p>
					<p><b>Health and Fitness</b></p> <p><i>Recognise and describe the effects of exercise on the body.</i></p> <p><i>Know the importance of strength and flexibility for physical activity.</i></p> <p><i>Explain why it is important to warm up and cool down.</i></p>	<p><b>Health and Fitness</b></p> <p><i>Describe how the body reacts at different times and how this affects performance.</i></p> <p><i>Explain why exercise is good for your health.</i></p> <p><i>Know some reasons for warming up and cooling down.</i></p>	<p><b>Health and Fitness</b></p> <p><i>Know and understand the reasons for warming up and cooling down.</i></p> <p><i>Explain some safety principles when preparing for and during exercise.</i></p>	<p><b>Health and Fitness</b></p> <p><i>Understand the importance of warming up and cooling down.</i></p> <p><i>Carry out warm-ups and cool-downs safely and effectively.</i></p> <p><i>Understand why exercise is good for health, fitness and wellbeing.</i></p> <p><i>Know ways they can become healthier.</i></p>
					<p><b>Trails</b></p> <p><i>Orientate themselves with increasing confidence and accuracy around a short trail.</i></p>	<p><b>Trails</b></p> <p><i>Orientate themselves with accuracy around a short trail.</i></p> <p><i>Create a short trail for others with a physical challenge.</i></p> <p><i>Start to recognise features of an orienteering course.</i></p>	<p><b>Trails</b></p> <p><i>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</i></p> <p><i>Design an orienteering course that can be followed and offers some challenge to others.</i></p>	<p><b>Trails</b></p> <p><i>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</i></p> <p><i>Design an orienteering course that is clear to follow and offers challenge to others.</i></p>

							<i>Begin to use navigation equipment to orientate around a trail.</i>	<i>Use navigation equipment (maps, compasses) to improve the trail.</i>
					<b>Problem Solving</b> <i>Identify and use effective communication to begin to work as a team.</i> <i>Identify symbols used on a key.</i>	<b>Problem Solving</b> <i>Communicate clearly with other people in a team, and with other teams.</i> <i>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</i> <i>Associate the meaning of a key in the context of the environment.</i>	<b>Problem Solving</b> <i>Use clear communication to effectively complete a particular role in a team.</i> <i>Complete orienteering activities both as part of a team and independently.</i> <i>Identify a key on a map and begin to use the information in activities.</i>	<b>Problem Solving</b> <i>Use clear communication to effectively complete a particular role in a team.</i> <i>Compete in orienteering activities both as part of a team and independently.</i> <i>Use a range of map styles and make an informed decision on the most effective.</i>
<b>Vocabulary</b>					Navigate, rules, grid, route, discuss, trust, plan	Leader, inclusive, effectively, orientate, symbol	Tactical, collaborate, control card, collective, orienteering, navigation	Boundaries, location, critical thinking, symbol, cooperatively, strategy
<b>Swimming</b>	<b>Vocabulary</b>				<b>By the end of KS2:</b>			
	Exit, enter, front, travel, rules, safely kicking back, pulling, splash, unaided, gliding, floating, breathing, sculling, crawl, breaststroke, submersion, rotation, backstroke, stroke, huddle, alternate, survival, treading water, buoyancy, exhale, flutter kick, surface, somersault, personal best, inhale, streamline, endurance, synchronised, propel, retrieve, continuous				<p>Pupils should identify my personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m.</p> <p>Pupils should be able to demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Pupils should be able to perform a variety of survival techniques.</p> <p>Pupils should understand that making my body streamlined helps me to glide through the water.</p> <p>Pupils should understand that the more I practice their breathing in the water, the more their heart and lungs can work effectively and aid their muscles with the ability to utilise oxygen when swimming.</p> <p>Pupils should know which survival technique to use for the situation.</p> <p>Pupils should understand that different environments have different rules to keep them safe around water.</p>			