

EYFS 40-60 months and Early	Physical Development: Moving and Handling
Learning Goals	• Experiments with different ways of moving.
	 Jumps off an object and lands appropriately.
	 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction
	 Travels with confidence and skill around, under, over and through balancing and climbing equipment.
	 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
	Early Learning Goal:
	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotia
	effectively, including pencils for writing.
	Physical Development: Health and Self-Care
	 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good he
	 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
	Early Learning Goal:
	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. T
	and personal needs successfully, including dressing and going to the toilet independently.
	FCA
	FS2

on to avoid obstacles.

ating space. They handle equipment and tools

ealth.

They manage their own basic hygiene



Team Building & Problem Solving	Invasion Games – Sending and	Gymnastics	FMS – Athletics focus	Invasion game
	Receiving Focus	PL – FMS/Dance	Move in a variety of ways in	Participate in a
<u>Knowledge</u>		Copy a dance <u>sequence</u>	and out cones and obstacles.	
Be able to participate in a game with an opposing	<u>Knowledge</u>			Work coopera
side	<u>PL – FMS</u>	Develop control of movement using:	Jump with both feet leaving the	
		Actions (WHAT) – travel, jump,	ground.	Listen to and f
Share ideas				
Listen to instructions and ideas of others		Space (WHERE) – forwards, backwards, sideways	Hop (on one leg – changing	
Listen to instructions and ideas of others		Relationships (WHO) – on own and with a whole class	legs)	
Be able to control a ball within a game setting		group.	Show differences in running at	
be able to control a ball within a game setting		Broup.	speed and jogging	
PL – Object Manipulation (Sending and Receiving)		Move with some spatial awareness	speed and Josefing	
			Perform 2 basic jumps (2-2. 2-	
Knowledge		Suggest own dance move or travelling action	1)	
		Follow a short dance sequence copying moves	Show increasing control at	
			take-off and landing	
		Move with increasing confidence when travelling		
			Practise specific events related	
		Show some understanding if rhythm and clap a simple	to School Sports Day	
		beat as a group.	<u>PL – Object Manipulation</u>	
		Begin to coordinate arm and leg movements (e.g.	(Sending and Receiving) Be able to throw and catch a	
		march and clap).	large ball – under arm (2	
			handed)	
			Develop throwing overhead	
			with 2 hands	
			Roll a ball to an end target	
			Kick a ball	
			Use hands to control a ball	
		hrowing and catching, as well as developing balance	e, agility and co-ordination, and	begin to apply
Should be	nes, developing simple tactics for	or attacking and defending		
 perform dances using s 	imple movement patterns			
taught to .				
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		Y1		
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in a game with an opposing side

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follow simple instructions within a game

bly these in a range of activities



Learning is specified work co-operatively with others Ball Skills Commutation Dimensities Dimensiti	A	Autumn 2	Contine 1	Coving 2	Cummer 1	Cummon 2
Begin to work co-operatively with others Perform gramatic sequence with a balance, a travelling balance Develop control movemut using: balance Run for 1 minute Effect forum Plan and share ides Lam beginning to cath with with a balance, a travelling balance balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance Show differences in mining a steed and balance, a travelling balance and and at tike a gymnast Show differences in mining a steed and balance, a travelling balance and and at tike a gymnast Show differences in mining a steed and balance, a travelling balance and and at tike a gymnast Show differences in mining a steed and balance, a travelling balance and and at tike a gymnast Show differences in mining a steed and balance, a travelling balance and and at tike a gymnast Show differences in mining a steed and balance, a travelling balance,	Autum1	<u>Autumn 2</u>	Spring 1	Spring 2	Summer 1	Summer 2
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Plan and share ideasiam beginning to catch with work hands.action, jump and a rollActions (WHAT) - travel, turn, jump. balances and tagrams to follow at rail.iam beginning to dribble a ball with my hands and fetct.Use simple maps and diagrams to follow at rail.Iam beginning to dribble a ball with my hands and fetct.Demonstrate in groups or pairs to the larger group sideways, safely showing an awareness of other sideways, safely showing an awareness of other sideways, safely showing an awareness of other sideways, safely showing an awareness of to raise a ball some the sideways, safely showing an awareness of other sideways, safely showing an awareness of to raise a ball some the sideways, safely showing an awareness of to raise a ball some that sideways, safely showing an awareness of to raise a ball some that sideways at the sideways, safely showing an awareness of to raise a ball some that sideways at the sideways, safely showing an awareness of to raise a ball some that sideways at the sideways, safely showing an awareness of to raise a dance sequence with 4-6 moves.Not difference tails associated with simple to raise a dance sequence with 4-6 moves.Not difference tails associated with simple to raise a dance sequence with 4-6 moves.Not difference tails associated with simple to raise a dance sequence with 4-6 moves.Show control at take-01 moves.Not with control tails with and to raise a dance sequence with 4-6 moves.Not with control tails with and to raise a dance sequence with 4-6 moves.Not with control tails to raise a dance sequence with 4-6 moves.Not with control tails with and to raise a dance sequence with 4-6 moves.Not with control tails with and to raise a dance sequence with 4-6 moves.Not w		Ball Skills				
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Just megning to dribble a bit with my hands and feet. Demonstrate in groups or pairs to the larger group Space (WHERE) - forwards, backwards, sidewards, safely showing an awareness of single actions. number and set mile actions. numer and set mile actions. <t< td=""><td></td><td></td><td>action, a jump and a roll</td><td></td><td></td><td></td></t<>			action, a jump and a roll			
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Use simple maps and diagrams to follow a trail. with my hands and feet. Stand and sit "like a gymnast" sideways, safely showing an awareness of thems. Control I ability awareness below to solve problems. Control I ability awareness below to solve p		Low beginning to dribble a ball	Demonstrate in groups or pairs to the larger group	Space (MULERE) ferwards backwards		medium-sized ball.
And the second	Use simple mans and diagrams to follow a trail	• •	Stand and sit "like a gymnast"		Jogging	L can roll a ball towards a
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Select appropriate equipment for the task. PL-Object Manipulation Gendman Receiving and Receiv	Discuss how to solve problems.	0 0		Relationships (WHO) – on own and with a		I can strike a ball using my
PL-Collicit Manipulation (Sending and Receiving) games (e.g. co-ordinating throwing and catching) accuracy towards a target. Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet - fronts support (press up position)NB. ensure hands are always filter on floor and fully the same way as toes Follow a short dance sequence copying moves Show control a take-off and landing L can track a ball that is successful on hands and feet - front support (press up position)NB. ensure hands are always filter on floor and fully the same way as toes Move with confidence when walking, jumping, landing L can track a ball that is successful on how to improve L can track a ball that is successful on how to improve L can track a ball that is successful. Perform a range of throwing underam, overam L can track a ball that is coming to an work co-operatively with a partner. Travel on hands and feet (hands flat on floor and fully extend arms) Move with confidence when walking, jumping, landing Move in time with music Practise get(fee vents partise different skills accuracy to an end target L can track a ball whi increasing accuracy to an end target L can recognise how yoga makes me both feel physical and metally. Monkey walk (bent legs and extended arms) Move in time with music Practise different skills accuracy in the air when jumping and landing with and metally. L can recognise how yoga march and clap) L can copy, reember and repeat actions. L can track a ball that is tore scills thape Roli babil to an end target L can remeber			Balance in the 3 basic shapes on large body parts: back,	small group (4-6) each sharing their action	Perform 3 basic jumps (2-2.	
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targetmakes me both feel physically and mentally.Explore shape in the air when jumping and landing with control (e.g. star shape)I am beginning to use counts.throwing and catching)Rolling the ball/dribbling around simple obstacles/conesI can remember and repeat actions, linking poses together.Develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shapeI can copy, remember and repeat actions.Work cooperatively in teams.Roll a ball to an end targetI can say what I liked about someone else's flow.Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strengthI can use different parts of the body in isolation and together.Perform a range of throw actions e.g. rolling, underarm, overarmVse hands to control a ball with increasing accuracyI can work with others toI can recognise changes in my body when I do exercise.I can work with others to share ideas and select actions.Describe different ways throwing andPlay a game following a set of rules.I can work with others toI can recognise changes in my body when I do exercise.I can work with others toDescribe different ways throwing	Kick a ball with increasing accuracy to an end		Bunny nop (transfer weight to hands)			
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obstacles/cones I can remember and repeat actions, linking poses together. Develop control in different rolls: actions, linking poses together. I can copy, remember and repeat actions. teams. Roll a ball to an end target I can say what I liked about someone else's flow. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength I can use different parts of the body in isolation and together. Perform a range of thre actions e.g. rolling, underarm, overarm Vse hands to control a ball with increasing accuracy I can show an awareness of space when travelling. I can sow with others to I can work with others to share ideas and select actions. I can work with others to share ideas and select actions. Describe different ways throwing	Rolling the ball/dribbling around simple					Work cooperatively in
Roll a ball to an end targetStraight shapeI can move confidently and safely.Throw into targetsParticipate in a game with an opposing sideI can say what I liked about someone else's flow.Straight shapeEgg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strengthI can use different parts of the body in isolation and together.Perform a range of throw actions e.g. rolling, underarm, overarmUse hands to control a ball with increasing accuracyI can show an awareness of space when travelling.I can work with others to FitnessI can work with others to share ideas and select actions.I can work with others to share ideas and select actions.Describe different way throwing		I can remember and repeat	Develop control in different rolls:	I can copy, remember and repeat actions.		teams.
Participate in a game with an opposing sideI can say what I liked about someone else's flow.Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strengthI can use different parts of the body in 		actions, linking poses together.				
Participate in a game with an opposing sidesome one else's flow.tucked into chest roll onto back and onto other side. Repeat to build up core strengthI can use different parts of the body in isolation and together.Perform a range of thr actions e.g. rolling, underarm, overarm actions e.g. rolling.Use hands to control a ball with increasing accuracyI can show an awareness of space when travelling.I can show an awareness of space when travelling.I can work with others to share ideas and select actions.I can work with others to share ideas and select actions.Describe different way throwingPlay a game following a set of rules.I can work with others toI can recognise changes in my body when I do exercise.I can to exercise.To my control a ball with others to	Roll a ball to an end target			I can move confidently and safely.		Throw into targets
Use hands to control a ball with increasing accuracy I can show an awareness of space when travelling. Repeat to build up core strength isolation and together. actions e.g. rolling, underarm, overarm actions e.g. rolling, underacting, underactions e.g. rolling, underarm, ove						Deuferman
Use hands to control a ball with increasing accuracy I can show an awareness of space when travelling. I can work with others to share ideas and select actions. I can work with others to share ideas and select actions. I can work with others to share ideas and select actions. Describe different ways throwing Play a game following a set of rules. I can work with others to I can recognise changes in my body when I do exercise. I can work with others to I throwing	Participate in a game with an opposing side	someone else's flow.				
accuracy space when travelling. I can work with others to share ideas and select actions. I can work with others to share ideas and select actions. Play a game following a set of rules. I can work with others to I can recognise changes in my body when I do exercise. I can work with others to I can work with others to I can work with others to	Use hands to control a ball with increasing	I can show an awareness of	Repeat to build up core strength			0 0.
Fitness Select actions. Describe different ways Play a game following a set of rules. I can work with others to I can recognise changes in my body when I do exercise. Select actions. Describe different ways	C C			I can work with others to share ideas and		underaring overarin
Play a game following a set of rules. I can work with others to I can recognise changes in my body when I do exercise. throwing			Fitness			Describe different ways of
	Play a game following a set of rules.	I can work with others to	I can recognise changes in my body when I do exercise.			
create poses. I choose appropriate movements for		create poses.				
			I can share my ideas with other people in the class.	different dance ideas.		Explain what is successful or
how to improve						how to improve
Fundamentals I can talk about what exercise does to my body. I say what I liked about someone else's Learn shares direction when moving at small I can talk about what exercise does to my body. I say what I liked about someone else's			I can talk about what exercise does to my body.	-		Introduce betting with
	i can change direction when moving at speed.		I recognise how evercise makes me feel	performance.		Introduce batting with
	I can recognise changes in my hody when I do		Theory inserious exercise makes merieel.	I show some sense of dynamic and		plastic bats (may wish to use tennis rackets to begin with)
exercise. I try my best in the challenges I am set. I understand why expressive qualities in my dance.			I try my best in the challenges I am set. I understand why	-		terms ruckets to begin with)
it is important to warm up.						

PORTER CROFT Church of England Primary Academy

PE Progression of Knowledge, Skills and Vocabulary Overview

I can run at different speeds.		Invasion: Sending and receiving focus
I can select my own actions in response to a task.		
I can show hopping and jumping movements.		I am beginning to dribble a ball with my hands and feet.
I can work co-operatively with others to complete tasks.		I can change direction to move away from a defender.
I show balance and co-ordination when static and moving at a slow speed.		I can recognise space when playing games.
Move in a variety of ways in and out of cones and obstacles.		I can send and receive a ball with hands and feet.
Jump with both feet leaving the group		I can use simple rules to play fairly.
Hop Stop on command Sprint		I move to stay with another player when defending.
Run Skip without a rope Jump for height		I recognise changes in my body when I do exercise.
Jump for height		I understand when I am a defender and when I am an attacker.

<u>Y2</u>

<u>Autum1</u>	<u>Autumn 2</u>	Spring 1	Spring 2	Summer 1	Summer 2
Team Building & Problem Solving	Stretch and Flex	Fitness	Dance	<u>Athletics</u>	Striking and fielding - Cricket
Work cooperatively with others	I am beginning to provide feedback using key words.	I can describe how my body feels	Develop control of movement using:	Throw a beanbag	games focus
		during exercise.	Actions (WHAT) – travel, stretch, twist,	into a given target	Practise different skills associated
Use simple maps and diagrams to follow a	I can copy, remember and repeat yoga flows.		turn, jump, balance		with simple games (e.g. co-
trail.		I can show hopping and jumping		Run for 1 minute	ordinating throwing and catching)
	I can describe how my body feels during exercise.	movements with some balance	Space (WHERE) – forwards, backwards,		
Discuss how to solve problems.		and control.	sideways, high, low, safely showing an	Show differences in	Participate in a game with an
	I can move from one pose to another thinking about my		awareness of others	sprinting and	opposing side
Select appropriate equipment for the task.	breath. I can use clear shapes when performing poses.	I persevere with new challenges.		jogging	

Sending and receiving -Rounders games

I am beginning to send and receive a ball with my feet.

I can catch a ball with some success. I can recognise changes in my body when I do exercise.

I can roll a ball towards a target. I can throw a ball to a partner.

I can track a ball that is coming towards me.

I can work co-operatively with a partner.

Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)

Work cooperatively in teams.

Introduce batting different equipment.

PORTER CROFT Church of England Primar

PE Progression of Knowledge, Skills and Vocabulary Overview

Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom

Ball Skills/Invasion Games – Football Focus

I am beginning to provide feedback using key words.

rope.

I am beginning to understand and use simple tactics.

I can dribble a ball with my hands and feet with some control.

I can roll and throw a ball to hit a target.

I can send and receive a ball using both kicking and throwing and catching skills.

I can track a ball and collect it.

I can work co-operatively with a partner and a small group

Explore controlling different sized balls stopping them with different parts of the body

Participate in a game with an opposing side

Play a game with a set of rules

Play as part of a team

Cooperate with team mates

Work as a team in order to score goals

Use hands and feet in order to control a ball (both feet).

Kick a ball

Dribble a ball in and out of a set of obstacles.

I can work with others to create simple flows showing some I show determination to continue control. working over a longer period of time. **Fundamentals** I am beginning to provide feedback using key words. I understand that running at a slower speed will allow me to run I am beginning to turn and jump in an individual skipping for a longer period of time. I work with others to turn a rope I can describe how my body feels during exercise. and encourage others to jump at the right time. I can show balance when changing direction. I can show hopping, skipping and jumping movements with **Gymnastics** some balance and control. Perform gymnastic sequence with a balance, a travelling action, and I can work co-operatively with a partner and a small group. a roll. I show balance and co-ordination when running at different Teach sequence to a partner and speeds. perform together Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/straddle/pik е Balance in the 5 basic shapes on large body parts: back, front, side and bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes

Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) - slowly, quickly, with appropriate expression Use own ideas to sequence dance Move with confidence when walking. hopping, jumping, landing Move with rhythm in the above actions and in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting) **Ball Skills/Invasion Games – Netball** Focus I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them.

Describe different ways of running

Use different techniques to meet challenges

Perform the 5 basic jumps; (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) and perform combinations of the above

Show control at take-off and landing

Describe different ways of jumping

Practise specific events related to School Sports Day

Play a game with a set of rules

Play as part of a team

Work cooperatively in teams.

Balance a ball on a bat

Hit a ball with some accuracy using a racket or a bat

Two-handed strike using a racket or bat

I am beginning to provide feedback using key words.

I am developing underarm and overarm throwing skills.

I can hit a ball using equipment with some consistency.

I can track a ball and collect it. I can use simple tactics.

I know how to score points and can remember the score.

I understand the rules of the game and can use these to play fairly in a small group.

Sending sand receiving - Rounders focus

I am beginning to provide feedback using key words.

I am beginning to trap and cushion a ball that is coming towards me.

I can accurately throw and kick a ball to a partner.

I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target.

I can track a ball and stop it using my hands and feet.

I can work co-operatively with a partner and a small group.



				Travel confidently on hands and feet (hands flat on floor and fully extend arms)		
				Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)		
				Bunny hop (transfer weight to hands)		
				Explore shape in the air when jumping and landing with control (e.g. star, tucked, straight)		
				 Develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control 		
				Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position		
KS2 pupils should be taught to 	 play competitive defending develop flexibility perform dances u take part in outd compare their performing and Water Sate swim competent 	y, strength, technique, contro using a range of movement p oor and adventurous activity erformances with previous on	ropriate [for example, badm ol and balance [for example, atterns r challenges both individuall nes and demonstrate improv	ion hinton, basketball, cricket, football, , through athletics and gymnastics] y and within a team rement to achieve their personal bo t 25 metres	-	nders and tennis], and a
	-	-rescue in different water-ba		- 4		

I can work safely to send a ball towards a partner using a piece of equipment.

Hit a ball with some accuracy using a racket or a bat

Begin to practise to throw and catch tennis balls

Perform a range of throwing actions e.g. overarm, underarm Practise a range of throwing actions over different distances

Participate in a game with an opposing side

Play a game with a set of rules

Play as part of a team

apply basic principles suitable for attacking and

<u>Y3</u>

Autum1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Team Building & Problem Solving	Netball	<u>Gymnastics</u>	Hockey	Athletics	Cricket
Orientate simple maps and plans	Practise skills in isolation and combination (e.g. throwing	Watch and describe specific aspects of	Use correct grip of the hockey stick to	Run at different	Practise skills in isolation and
	and catching with greater accuracy)	jumping e.g. what arms and legs are	ensure good control when passing or	speeds	combination (e.g. throwing
Mark control points in correct position on		doing	moving with the ball		and catching with greater
map or plan	Practise different styles of throwing e.g. chest pass,			Explore why	accuracy)
	shoulder pass	Perform a gymnastic sequence with	Develop more control over	different styles of	
Find way back to a base point		clear changes of speed, 2 different	moving/passing and stopping the ball	running for different	Work well as a team in
	Throw with greater control	balances with 2 different ways of	with a hockey stick.	distances may/may	competitive games
Co-operate and share roles within a group		travelling		not be suitable	
	Consistently hit a target with a range of implements		Practise skills in isolation and		Apply basic principles of
Listen to each other's ideas when planning		Work with a partner to create a	combination (e.g. throwing and	Sustain their effort	attacking and defending
a task and adapt	Watch and describe specific aspects of throwing (e.g. what	sequence.	catching with greater accuracy)	over longer	
	arms and legs are doing)			distances	Develop an understanding of
Take responsibility for a role within the			Work well as a team in competitive		fair play (respect team -mates
group	Work well as a team in competitive games	Explore use of upper body strength	games	Watch and describe	and opponents)
Description that some outdoor advanturous	Apply basis principles of attacking and defending	taking weight on hands and feet – front	A public basis principles of otto sking and	specific aspects of	Three with greater control
Recognise that some outdoor adventurous	Apply basic principles of attacking and defending	support (press up position) NB: ensure	Apply basic principles of attacking and	running (e.g. what	Throw with greater control
activities can be dangerous	Develop an understanding of fair play (respect team-mates	hands are always flat on floor and	defending	arms and legs are	Watch and describe specific
Follow rules to keep self and others safe	and opponents)	fingers point the same way as toes	Develop an understanding of fair play	doing)	aspects of throwing (e.g. what
Follow fules to keep sell and others sale		Explore balancing on combinations of	(respect team -mates and opponents)	Carry out stretching	arms and legs are doing)
Select appropriate	Stretch and Flex	1/2/3/4 "points" e.g. 2 hands and 1	(respect team -mates and opponents)	and warm-up safely	arms and legs are doing)
equipment/route/people to solve a	I can copy and link yoga poses together to create a short	foot, head and 2 hands in a tucked	Carry out stretching and warm-up safely	and warm-up safety	Develop accuracy hitting the
problem successfully	flow.	head stand	Carry out stretching and warm-up safety	Set targets when	ball with a racket then bat
problem successfully	I can describe how yoga makes me feel.			jumping for distance	ban with a racket then bat
Choose effective strategies and change	rear acsense now yoga makes me reel.	Balance on floor and apparatus	Dance	for or height (with	Two-handed grip on bat
ideas if not working	I can move from one pose to another in time with my	exploring which body parts are the	Develop movement using;	guidance)	
	breath. I can provide feedback using key words.	safest to use	Actions (WHAT); travel, turn, jump,	84.44.1007	Follow rules to keep self and
				Perform	others safe
Football	I can work with others to create a flow including a number	Explore balancing with a partner:	Space (WHERE); formation, direction	combinations of	
Practise skills in isolation and combination	of poses.	facing, beside, behind and on different		jumps e.g. hop,	
(e.g. throwing and catching with greater		levels	Relationships (WHO); whole group/solo,	step, jump showing	<u>Rounders</u>
accuracy)	I show some stability when holding my yoga poses.		unison	increasing control	Practise skills in isolation and
		Travel at different speeds e.g. move		-	combination (e.g. throwing
Work well as a team in competitive games		slowly into a balance, travel quickly	Structure a dance phrase, connecting	Explore different	and catching with greater
		before jumping	different ideas	styles of throwing	accuracy)



Apply basic principles of attacking and			
defending	Travel in different pathways on the	Link phrases to music	j
	floor and using apparatus, explore		
Develop an understanding of fair play	different entry and exit points other	Perform dance to an audience (class)	
(respect team-mates and opponents)	than travelling in a straight line on	showing confidence	
	apparatus		
Carry out stretching and warm-up safely		Show co-ordination, control and	
	Explore leaping forward in stag jump,	strength	
	taking off from one foot and landing on		
	the other (on floor controlling take-off	Demonstrate dynamic qualities – speed	
	and landing)	and energy	
	Add a quarter into a jump before	Demonstrate different relationships –	
	landing	mirroring, unison	
	Continue to develop control in rolling	Show an awareness of different dance	
	actions on the floor	styles and traditions	
	Combine the phases of earlier rolling	Understand why safety is important	
	actions to perform the full forward roll	onderstand why safety is important	
		Compare and comment on their own	
		and other's work -strengths and areas	
		for improvement	
		for improvement	



Autum1	Autumn 2	Spring 1	Spring 2	Summer 1	
Football	Netball	<u>Gymnastics</u>	Swimming	Swimming	Swir
Practise skills in isolation and	Practise skills in isolation and	Perform a gymnastic sequence with	swim competently, confidently and	swim competently, confidently and	swir
combination (e.g.	combination (e.g. throwing	clear changes of speed, 3 different	proficiently over a distance of at least	proficiently over a distance of at least	dista
throwing and catching with	and catching with greater	balances with 3 different ways of	25 metres	25 metres	
greater accuracy)	accuracy)	travelling			use
			use a range of strokes effectively (e.g.	use a range of strokes effectively (e.g.	bacl
Work well as a team in	Practise different styles of	Work with a partner to create a	front crawl, backstroke and	front crawl, backstroke and	
competitive games	throwing e.g. chest pass,	sequence. From starting shape move	breaststroke)	breaststroke)	perf
Apply basis principles of	shoulder pass, bounce pass	together by e.g. travelling on hands and	perform safe self-rescue in different	perform safe self-rescue in different	Cric
Apply basic principles of attacking and defending	Throw with greater control	feet, rolling, jumping. Then move apart to finish	water-based situations	water-based	Cric Prac
			שמנכו-שמשכע אונעמנוטווא	water-based	thro

-	
(to prepare for javelin, and discus)	Work well as a team in competitive games
	Apply basic principles of attacking and defending
	Develop an understanding of fair play (respect team -mates and opponents)
	Throw with greater control
	Explore different styles of throwing (under arm and over arm one-handed)
	Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)
	Develop accuracy hitting the ball with a racket then rounders bat
	One-handed grip on racket/ rounders bat
	Follow rules to keep self and others safe

Summer 2

wimming/Sports Day practice wim competently, confidently and proficiently over a istance of at least 25 metres

se a range of strokes effectively (e.g. front crawl, ackstroke and breaststroke)

erform safe self-rescue in different water-based

ricket ractise skills in isolation and combination (e.g. prowing and catching with control and accuracy)



Develop an understanding of	Watch and describe specific	Develop use of upper body strength		Athletics/Sports day practice
fair play (respect team -mates	aspects of throwing (e.g.	taking weight on hands and feet – front	and areas for improvement	Run smoothly at different speeds
and opponents)	what arms and legs are	support (press up position) and back		
	doing)	support (opposite) NB: ensure hands are	Tag Rugby	Choose different styles of running of
Pace and sustain their effort		always flat on floor and fingers point the		different distances
over longer distances e.g.	Develop shooting skills – grip	same way as toes	I understand the rules of the game	
duration of a match	of ball for shooting		and I can use them often and	Pace and sustain their effort over longer
		Explore balancing on combinations of	honestly.	distances
Carry out stretching and	Work well as a team in	1/2/3/4 "points" e.g. 2 hands and 1 foot,		
warm-up safely	competitive games	head and 2 hands in a tucked head	I can delay an opponent and help	Watch and describe specific aspects of
		stand	prevent the other team from scoring.	running (e.g. what arms and legs are
Develop control over the ball	Apply basic principles of			doing)
with feet – stopping with both	attacking and defending	Balance on floor and apparatus	I can explain what happens to my	
feet, changing direction whilst	Denee	exploring which body parts are the	body when I exercise and how this	Carry out stretching and warm-up safely
dribbling	Dance Create dance	safest to use	helps to make me healthy.	Cot realistic torgets when iumning for
Paskathall	Create dance	Evaluate halonging with a partners facing		Set realistic targets when jumping for
Basketball	phrases/dances to communicate an idea	Explore balancing with a partner: facing, beside, behind and on different levels	I can help my team keep persession	distance for or height (with guidance)
I can delay an opponent and help to prevent the other team	communicate an idea	beside, benind and on different levels	I can help my team keep possession and score tries when I play in attack. I	Perform combinations of jumps e.g.
from scoring.	Develop movement using;	Move in and out of balance fluently	can pass and receive the ball with	hop, step, jump showing control and
nom scoring.	Actions (WHAT); travel, turn,	Nove in and out of balance indentity	increasing control.	consistency
I can dribble, pass, receive and	gesture, jump, stillness	Use a variety of rolling actions to travel		consistency
shoot the ball with increasing	gesture, jump, stimess	on the floor and along apparatus	I can provide feedback using key	Explore different styles of throwing, e.g.
control.	Space (WHERE); formation,		terminology and understand what I	pulling, pushing and slinging (to prepare
	direction and levels	Travel with a partner; move away from	need to do to improve.	for javelin, shot and discus)
I can move to space to help my		and together on the floor and on		
team to keep possession and	Relationships (WHO); whole	apparatus	I can use simple tactics to help my	Set realistic targets when throwing over
score goals.	group/duo/solo, unison/		team score or gain possession. I share	an increasing distance and understand
	canon	Travel at different speeds e.g. move	ideas and work with others to manage	that some implements will travel
I can provide feedback using		slowly into a balance, travel quickly	our game.	further than others (guidance)
key terminology and	Dynamics (HOW); explore	before jumping		
understand what I need to do	speed and repetition			Develop positive competitive attitude
to improve.		Travel in different pathways on the floor		and encouragement of peers
	Structure a dance phrase,	and using apparatus, explore different		
I can use simple tactics to help	connecting different ideas,	entry and exit points other than		
my team score or gain	showing a clear beginning,	travelling in a straight line on apparatus		
possession.	middle and end			
		Explore leaping forward in stag jump,		
I share ideas and work with	Link phrases to music	taking off from one foot and landing on		
others to manage our game.		the other along bench controlling take-		
	Perform dance to an	off and landing		
I understand the rules of the	audience showing			
game and I can use them often	confidence	Add a half turn into a jump before		
and honestly.		landing		
	Show co-ordination, control	Continue to develop control in colling		
	and strength (Technical	Continue to develop control in rolling		
	Skills)	actions on the floor, off and along apparatus or in time with a partner.		
	Show focus and musicality	apparatus or in time with a partner.		
	(Expressive Skills)	Combine the phases of earlier rolling		
		actions to develop the full forward roll		
	Demonstrate different dance	dealons to develop the full for ward foll		
	actions – travel, turn,	Begin the backward roll		
	gesture, jump and stillness			

- Work well as a team in competitive games
- Apply basic principles of attacking and defending
- Develop an understanding of fair play (respect team mates and opponents)
- Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)
- Develop accuracy hitting the ball with a bat
- Two-handed grip on bat
- Follow rules to keep self and others safe
- Follow basic game rules



	Demonstrate dynamic qualities – speed, energy Demonstrate different relationships – mirroring, unison, canon Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important Compare and comment on their own and other's work - strengths	ensure good contr moving with the b Demonstrate conf moving/changing stopping the ball w Work well as a tea games Apply principles o defending Develop an under (respect team -ma Carry out stretching	fidence with direction/passing and with a hockey stick. am in competitive		
Autum1	<u>Autumn 2</u>	2	<u>S</u>	pring 1	Spring 2

		<u>Y5</u>			
Team Building & Problem	Netball	Hockey	Tag Rugby	Athletics/Sports Day practice	Rounder's
Solving	Practise skills in isolation and combination (e.g.	Develop techniques of a variety of skills to maximise team	I can communicate with my team and	Sustain pace over longer	Develop techniques of a
Draw maps and plans and set	throwing and catching with accuracy)	effectiveness	move into space to keep possession and	distance – 1and1/2 minutes	variety of skills to
trails for others to follow			score.		maximise team
	Practise different styles of throwing e.g. chest	Use ball control skills with a hockey stick e.g. of passing,		Practice relay change-overs	effectiveness
Use the four points of the	pass, shoulder pass, bounce pass	changing direction, dribbling and shooting to gain points in	I can identify when I was successful and		
compass to orientate (N,E,S,W)		competitive games	what I need to do to improve.	Identify parts of the	Use different styles of
	Watch and describe specific aspects of throwing			performance that need to be	throwing e.g. over arm,
Plan and share roles within the	(e.g. what arms and legs are doing)	Use tactics when attacking or defending	I can pass and receive the ball with	improved	under arm, bounce pass
group			some control under pressure.		– all one-handed, with
	Develop shooting skills from various positions in	Apply rules of fair play to competitive games		Explain how warming up	increasing control
Understand individuals' roles	the D – grip of ball for shooting		I can tag opponents and close down	affects performance	
and responsibilities		Recognise and talk about the dangers of tasks	space. I know what position I am		Use the skills e.g. of
	Follow basic rules of the game		playing in and how to contribute when	With guidance set realistic	throwing and
Adapt roles or ideas if they are			attacking and defending.	targets for self, of times to	catching/batting to gain
not working	Begin to explore the role of each position			achieve over a short and longer	points in competitive
		Gymnastics		distance	games (fielding/batting)
Recognise and talk about the	Work well as a team in competitive games	Create a sequence of up to 5 elements: (e.g. a	I understand the need for tactics and		
dangers of tasks		combination of balances, rolling and jumping actions; changes	can identify when to use them in	Demonstrate a range of jumps	One-handed grip on bat
	Apply basic principles of attacking and	of direction and level	different situations.	with increasing control and	
Plan strategies to solve	defending			consistency at both take-off	Use tactics when
problems				and landing	attacking or defending

Simmer 1

Summer 2



PE Progression of Knowledge, Skills and Vocabulary Overview

		Create a longer more complex sequence of up to 8 elements	I understand the rules of the game and
		e.g. a combination of counter balance/counter	I can apply them honestly most of the
	Dance	tension/twisting/turning, travelling on hands and feet, as well	time. I understand there are different
<u>Football</u>	Create longer dance phrases/dances	as jumping and rolling	skills for different situations and I am
Develop techniques of a			beginning to apply this.
variety of skills to maximise	Develop movement using;	Perform balances with increasing control, showing good body	
team effectiveness	Actions (WHAT); travel, turn, gesture, jump,	tension	
	stillness		Yoga (Stretch and Flex)
Use ball control skills e.g. of		Mirror and match partner's balance i.e. making same shape	
passing, shooting to gain	Space (WHERE); formation, direction,	winter and materi particle's balance het making same shape	I am confident to lead others,
points in competitive games	space (where, formation, direction,	Explore and develop control in taking some/all of a partner's	demonstrating poses and teaching
points in competitive games	Deletionshing (W/UQ), sele (due (
Discuss to stice (with swidenes)	Relationships (WHO); solo/duo/	weight using counter balance (pushing against) and counter	them my flow.
Discuss tactics (with guidance)	unison/canon/mirroring	tension (pulling away from)	
when attacking or defending			I can use feedback provided to improve
	Dynamics (HOW) explore speed, energy	Perform a range of acrobatic balances with a partner on the	the quality of my work.
Develop attitude of fair play to	(e.g. heavy/light, flowing/sudden)	floor and on different levels on apparatus	
competitive games			I can use my breath to transition from
	Link phrases to music	Consider how to move in and out of these balances	one pose to another with control.
	Perform dance to an audience showing	Begin to take more weight on hands when progressing	I can use yoga poses to improve my
	confidence	bunny hop (first step towards hand stand)	flexibility, strength and balance. I
			choose poses which link easily from one
	Show focus and musicality	Travel sideways in a bunny hop (first step towards cartwheels)	to the other to help my sequence flow.
	,	keeping knees tucked in and by placing one hand then the	
	Show an awareness of different dance styles,	other on the floor	I recognise my own and others
	traditions		strengths and areas for development
		Increase the veriety of nothways, levels and speeds at which	- · ·
	the developed and the developments the	Increase the variety of pathways, levels and speeds at which	and can suggest ways to improve.
	Understand and use dance vocabulary	you travel	
			I understand that there are different
	Understand why safety is important		areas of fitness and how this helps me
			in different activities.
	Compare and evaluate others' work		

Set realistic targets for self, when jumping for distance or height

Throw with increasing accuracy, using pulling, and slinging action with foam javelin, and discus

Organise small groups to SAFELY take turns when throwing and retrieving equipment

Set realistic targets for self, when throwing over an increasing distance and understand that some pieces of equipment will travel further than others

Apply rules of fair play to competitive games

Recognise and talk about the dangers of tasks

Cricket Develop techniques of a variety of skills to maximise team effectiveness

Use different styles of throwing e.g. over arm, under arm, bounce pass – all one-handed, with increasing control

Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting)

Use two-handed grip on bat

Use tactics when attacking or defending

Apply rules of fair play to competitive games

Recognise and talk about the dangers of tasks



VC	
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Autum1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Basketball	Netball	Gymnastics	Dance	Athletics	<u>Rounders</u>
	Practise skills in isolation and combination (e.g. throwing and	Create a sequence of up to 8 elements: (e.g. a combination of	Create longer, more challenging dance phrases/dances	Sustain pace over longer distance – 2	Develop techniques of a variety of
Develop even to most and we	catching with accuracy)	shapes and balances and symmetrical rolling and jumping actions; changes	Develop any entertainer	minutes	skills to maximise team
Develop awareness to create and use space to help my team.	Practise different styles of throwing e.g. chest pass, shoulder pass,	of direction and level)	Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness	Perform relay change-overs	effectiveness
space to help my team.	bounce pass	Create a longer more complex sequence of up to 10 elements e.g. a	Actions (WHAT), travel, turn, gesture, jump, stimess	Ferrorin relay change-overs	Use the skills e.g. of throwing and
Develop ability to dribble, pass, receive		combination of counter balance/counter tension/twisting/turning,	Space (WHERE); formation, direction, level	Identify the main strengths of a	catching/batting to gain points in
and shoot the ball with increasing control	Watch and describe specific aspects of throwing (e.g. what arms	travelling on hands and feet, as well as jumping and rolling		performance of self and others	competitive games
under pressure.	and legs are doing)		Relationships (WHO); solo/duo/trio, unison/canon/mirroring		(fielding/batting)
		Perform balances with control, showing good body tension	Dynamics (HOW) explore speed, energy (e.g. heavy/light,	Identify parts of the performance that	
Develop tactical awareness in order to	Develop shooting skills from various positions in the D with a		flowing/sudden)	need to be improved	One-handed grip on bat
select the appropriate action for the	defender – grip of ball for shooting	Mirror and match partner's balance i.e. making same shape on a different			
situation and make this decision quickly.	Follow basic rules of the game	level or in a different place	Link phrases to music	Perform a range of warm-up exercises specific to running for short and longer	Use tactics when attacking or defending
	Follow basic rules of the game	Explore symmetrical and asymmetrical balances on own and with a	Perform dance to an audience showing confidence and clarity of	distances	derending
Understand and use the rules of the game	Understand the role of each position and their boundaries within	partner	actions	uistances	Apply rules of fair play to
honestly and consistently.	the court			Explain how warming up affects	competitive games
		Explore and develop control in taking some/all of a partner's weight using	Show focus, rhythm and musicality	performance	
Work collaboratively to create tactics with	Follow footwork rule consistently	counter balance (pushing against) and counter tension (pulling away from)			Recognise and talk about the
my team and evaluate the effectiveness of			Show an awareness of different dance styles, traditions and	Explain why athletics can help stamina and	dangers of tasks
these.	Work well as a team in competitive games	Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus	aspects of their historical/social context	strength	

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Work in collaboration with others so t games run smoothly. Recognise my own and others strengt and areas for development and can suggest ways to improve. I understand when to use different styles of defend game situations <u>Football</u> Develop techniques of a variety of ski maximise team effectiveness Use the skills e.g. of passing, shooting tackling to gain points in competitive games Use tactics when attacking or defendi Apply rules of fair play to competitive games Recognise how to keep themselves ar others safe	hs d Volleyball e in I am confident to make decisions when ref I can select the appropriate action for the selection quickly. I can use a wider range of skills with increase pressure. and I can use feedback provided to improve the I can use the rules of the game consistently fairly. I can work collaboratively to create tactics evaluate the effectiveness of these.	fereeing. situation and make this asing control under a quality of my work. In the play honestly and s with my team and that games run and areas for	Perform group balances at the beginning, middle or Consider how to move in and out of these balances control Begin to take more weight on hands when into hand stand provide the p	s with fluency and ogressing bunny hop artwheeling action hen the other on the air ht with control in the air hen rolling e.g. forward raddle position on floor raight position, ending erent distances. areas where I have cord information at a est. ss and how this helps	effectiveness Use ball control sk	safety is importa aluate their own a ues of a variety of kills with a hocke ng, shooting and es attacking or defe r play to competi lk about the dang	nt and others' work skills to maximise team y stick e.g. of passing, changing tackling to gain points in ending tive games gers of tasks	Set realistic targets for self, of times to achieve over a short and longer distance Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height Throw with greater accuracy using pulling, pushing and slinging action with foam javelin, shot put and discus Organise small groups to SAFELY take turns when throwing and retrieving equipment Set realistic targets for self, when throwing over an increasing distance and understand that some equipment pieces will travel further than others	Recognise how to keep themselves and others safe Cricket Develop techniques of a variety of skills to maximise team effectiveness Use different styles of throwing e.g. over arm, under arm, bounce pass – all one-handed, with control and an understanding of when each style is most appropriate within a game situation Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting) Use two-handed grip on bat Use tactics when attacking or defending Apply rules of fair play to competitive games Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
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Skills Skills	<u>Skills</u>	<u>Skills</u>	Skills	<u>Skills</u>	Skills	<u>i</u>	Skills	Skills	<u>Skills</u>
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