



**Physical Education Progression**

General Health and Fitness (for all areas)						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercising.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what is needed to stay healthy.	Recognise and describe the effects that exercise has on their body.  Know the importance of strength and flexibility for physical activity.  Say why it is important to warm up and cool down.	Describe how the body reacts at different times and how this can affect performance.  Explain why exercise is good for your physical health.  Know some of the reasons for warming up and cooling down.	Know and understand some of the reasons for warming up and cooling down.  Understand why exercise is good for them.  Explain some of the safety principles when preparing for or during exercise.	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know some ways to become healthier.
Evaluate Performance (for all areas)						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To talk about what they have done.  Talk about what others have done.	To watch and describe performances.  Begin to talk about how they could improve.	Watch and describe performances and use what they see to improve their own performance.  Talk about the differences between their own work and that of others.	To watch, describe and evaluate the effectiveness of a performance.  To describe how their performance has improved over time.	To watch, describe and evaluate the effectiveness of performances, giving some ideas for improvements.  To modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate their own and others' performances.  Explain why they have used particular skills/techniques and the effect these have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



**Games**

**Striking and Hitting a Ball**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hit a ball with a bat or racquet.	Use hitting skills within a game.  Practise basic striking, sending and receiving with a range of objects. (ball, beanbag, etc.)	Strike or hit a ball with increasing control.  Learn some skills for playing striking and fielding games.  Position the body correctly for striking a ball.	Demonstrate successful hitting and striking skills.  Develop a range of skills in striking different objects.  Practise the correct hitting techniques for particular games.  Strike a ball with increased distance.	Use a bat, racquet, stick or club to hit a ball or shuttlecock with accuracy and control.  Accurately serve a ball underarm.  Use at least two styles of hitting within games.  Develop hand-eye coordination to strike both a moving and a stationary ball.	Use different techniques for hitting/striking balls.  Identify and apply techniques for hitting a small (tennis) ball.  Develop a backhand technique for hitting a ball and use it within games.  Practise techniques for all strokes learned.  Learn an overhead serve for use in tennis.	Hit a ball that has been thrown (bowled) over a longer distance.  Use good hand-eye coordination to be able to direct a ball accurately when striking or hitting.  To use a full range of different strokes within a game.  Understand when to use a serve in tennis and apply it appropriately.

**Sending and Receiving a Ball (Throwing and Catching)**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Roll equipment in different ways.  Throw a ball underarm.  Throw an object towards a target.  Attempt to catch a large object using both hands.	Throw underarm and begin to throw overarm.  Bounce and catch a ball.  Use rolling skills within a game. (e.g. skittles)  Practise catching and throwing in order to	Throw different types of equipment in different ways, with increasing accuracy and distance.  Throw, catch and bounce a ball with a partner.	Throw and catch with greater control and accuracy.  Practise the correct technique for throwing and catching a ball within a game.	Continue to develop precise throwing and catching using a range of styles.  Know when to use each variant within different games.  Develop the overarm bowl.	Consolidate different ways of throwing and catching, understanding the benefits of choosing the right one in different game situations.	Throw and Catch accurately, with a range of styles, under pressure in game situations.



	become more accurate.	Begin to apply throwing skills within a game.  Throw a ball a greater distance.  Use hand-eye coordination to become more consistent with catching.	Catch a ball with increasing control and accuracy.  Throw a ball in a variety of different ways (e.g. high, low, fast, slow) and begin to understand why some are used for specific purposes.  Learn to bowl a ball overarm.			
Travelling with a ball						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move a ball in different ways, including bouncing and kicking.  Use a piece of equipment to make a ball move.	Travel with a ball in a few different ways.  Begin to travel with a ball in different directions (side to side, forwards, and backwards) with some control.	Bounce and kick a ball whilst moving.  Use kicking a ball appropriately within games.  Use pushing a ball with an object (dribbling) within games.	Move with the ball in a variety of different ways, showing some control and fluency.  Use two different ways of moving a ball within a game.	Move with the ball using a range of techniques, showing accuracy, control and fluency.  Begin to make the right choices of techniques to use within a game situation.	Use a variety of ways to dribble (e.g. football, hockey, and basketball) in a game with success.  Use ball skills in various ways and begin to link these together. (e.g. dribble and then pass)	Show confidence in using ball skills in a range of ways within a game situation.  Make informed choices of how to link these effectively and choose the appropriate times to do so.
Passing a Ball						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kick an object towards a target.	Pass a ball, using kicking skills, to another player in a game.	Pass a ball, using kicking skills, within a game situation to another player in more than one way.	Pass a ball in two different ways within a game situation, with increasing accuracy.	Pass the ball with increasing speed, accuracy and success in game situation.	Pass a ball with speed and accuracy, using a range of appropriate	Choose and make the best pass in a game situation and link skills together with fluency. (e.g.



					techniques, in a game situation.	pass and receive the ball whilst moving)
Possession of the ball						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	Know how to keep and to win back possession of a ball within a game.	Make contributions to helping a team keep and win back possession of a ball within a team game.	Keep and win back possession of a ball effectively within a team game.	Keep and win back possession of a ball effectively and using a range of techniques within a team game.
Using Space						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move safely around the space and the equipment.  Travel in different ways including forwards, backwards, sideways.	Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to understand the need for space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to use space in a game.	Find useful space within a team game and use it effectively to support teammates.	Make effective use of space when passing and receiving in a team game.	Demonstrate an increasing awareness of space and using it effectively in team games.	Demonstrate a good awareness of space and maximise the use of it effectively in team games.
Attacking and Defending						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To play a chasing game.	Begin to use the terms attacking and defending.  Use simple attacking skills such as trying to get past someone. Use simple defensive	To use and understand the terms attacking and defending.  To use at least one technique to attack or defend within a game.	Use simple attacking and defending skills within a game.  To use fielding skills in a game to prevent a ball from travelling past. (i.e. rounders, cricket, etc.)	Use a range of attacking and defending skills and techniques in a game.  To use fielding skills as an individual to prevent a player	Choose the most effective techniques for attacking and defending in games.  Create and take opportunities for scoring effectively.	Think ahead and create a plan for attacking and defending. Apply a range of skills and techniques in games.  Work effectively within a team to develop fielding



	skills such as defending a space.			from scoring in games.	Use fielding skills to prevent the opposition from scoring.	strategies to prevent the opposition from scoring.
Tactics and Rules						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To follow simple rules.	Follow simple rules to play games including team games.	Understand the importance of rules in games and be able to follow them.	To apply and follow rules fairly. Apply the basic principles of invasion games. Know how to play a striking or fielding game fairly.	To vary the tactics they use a game depending on the objective of the game. To adapt rules to alter games.	To know and demonstrate when to use different techniques (e.g. dribbling, passing) within a game. To devise and adapt rules to create their own games.	Follow and create more complex rules to play a game successfully. To communicate plans to others within a game. To show leadership during a game.



**Gymnastics**

Acquiring and Developing Skills - General						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform movements with some control and put more than one into a sequence.</p> <p>Stretch in different ways.</p>	<p>Create and perform a sequence of movements.</p> <p>Link two actions within a sequence and show a beginning and an end.</p> <p>Perform simple stretches with control.</p>	<p>Copy, explore and remember actions and movements to create a sequence.</p> <p>Link actions together to make a sequence.</p>	<p>Choose ideas to compose a sequence independently and with a group.</p> <p>Link combinations of actions (of higher quality) with increasing confidence, including changes of direction, speed and level.</p> <p>Show increased flexibility in all movements.</p>	<p>Create a series of actions, using an increasing range, that fit around a theme. Include changes of direction, speed and level.</p> <p>Develop strength, technique and flexibility throughout all performances.</p>	<p>Select ideas to compose sequences of movements, shapes and balances. Adapt sequences to fit new criteria and suggestions.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create more interesting sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Apply skills and techniques consistently showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
Rolling						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Roll in different ways with some control.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p> <p>- rocking forward roll</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p> <p>- rocking forward roll</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p> <p>- rocking forward roll</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p> <p>- rocking forward roll</p>	<p>Perform controlled rolls.</p> <p>- curled side roll (egg roll)</p> <p>- log roll (pencil roll)</p> <p>- teddy bear roll</p> <p>- rocking forward roll</p>



		- crouched forward roll	- crouched forward roll - forward roll from standing - tucked backward roll	- crouched forward roll - forward roll from standing - straddle forward roll - tucked backward roll - backward roll to straddle	- crouched forward roll - forward roll from standing - straddle forward roll - pike forward roll - tucked backward roll - backward roll to straddle	- crouched forward roll - forward roll from standing - straddle forward roll - pike forward roll - dive forward roll - tucked backward roll - backward roll to straddle - backward roll to standing pike - pike backward roll
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**Jumping**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jump in a range of ways with some control. - straight jump - jumping jack - tuck jump - half turn jump	Carry out a range of simple jumps, landing safely. - straight jump - jumping jack - tuck jump - half turn jump - cat spring	Jump in a variety of ways and land with increasing control and balance. - straight jump - jumping jack - tuck jump - half turn jump - cat spring - cat spring to straddle	Use a range of jumps and incorporate them into sequences. - straight jump - jumping jack - tuck jump - star jump - straddle jump - pike jump - straight jump half turn - straight jump full turn	Perform jumps with fluency and control. - straight jump - jumping jack - tuck jump - star jump - straddle jump - pike jump - straight jump half turn - straight jump full turn	Perform jumps with fluency and control. - straight jump - jumping jack - tuck jump - star jump - straddle jump - pike jump - stag jump - straight jump half turn	Perform jumps with fluency and control. - straight jump - jumping jack - tuck jump - star jump - straddle jump - pike jump - stag jump - straight jump half turn



			<ul style="list-style-type: none"> <li>- cat leap</li> <li>Begin to use equipment to vault.</li> </ul>	<ul style="list-style-type: none"> <li>- cat leap</li> <li>- cat leap half turn</li> <li>Use equipment to vault in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- straight jump full turn</li> <li>- cat leap</li> <li>- cat leap half turn</li> <li>- split leap</li> <li>Confidently use equipment to vault in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>- straight jump full turn</li> <li>- cat leap</li> <li>- cat leap half turn</li> <li>- cat leap full turn</li> <li>- split leap</li> <li>- stag leap</li> <li>Confidently use equipment to vault in a variety of ways and incorporate this into sequences.</li> </ul>
<b>Vault - onto and off a platform with/without springboard</b>						
<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
n/a	<p>Safely jump from bench/low table using a straight jump.</p> <p>(Not using springboard)</p>	<p>Safely jump from bench/low table using straight or tuck jump.</p> <p>(Not using springboard)</p>	<p>Hurdle step onto springboard.</p> <p>Squat onto apparatus (bench/table/vault).</p> <p>Safely jump from apparatus using straight, star, tuck, straddle or pike jumps.</p> <p>(With and/or without springboard)</p>	<p>Hurdle step onto springboard.</p> <p>Begin to perform a straddle on vault.</p> <p>Safely jump from apparatus using straight, star, tuck, straddle or pike jumps.</p> <p>(With and/or without springboard)</p>	<p>Hurdle step onto springboard.</p> <p>Perform a straddle on vault and begin to perform a squat through vault.</p> <p>Safely jump from apparatus using straight, star, tuck, straddle or pike jumps.</p> <p>(With and/or without springboard)</p>	<p>Hurdle step onto springboard.</p> <p>Perform a straddle on vault, squat through vault and begin to perform a straddle over vault.</p> <p>Safely jump from apparatus using straight, star, tuck, straddle or pike jumps.</p> <p>(With and/or without springboard)</p>





Travelling & Linking						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Travel in different ways.</p> <ul style="list-style-type: none"> <li>- tiptoe</li> <li>- step</li> <li>- jump</li> <li>- hop</li> </ul> <p>Move around, under, over and through different objects and apparatus.</p>	<p>Travel in different ways with changes of direction and speed.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> </ul> <p>Move around with more control under, over and through different objects and apparatus.</p>	<p>Travel in a variety of ways including rolling.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> <li>- straight jump with half turn</li> </ul> <p>Move around with increasing control and care.</p> <p>Climb onto and jump off equipment safely.</p>	<p>Travel in a variety of ways and use turns whilst travelling.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> <li>- chassis steps</li> <li>- straight jump with half turn</li> <li>- cat leap</li> </ul> <p>Move with coordination, control and care.</p>	<p>Travel in different ways, using good technique, including flight.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> <li>- chassis steps</li> <li>- straight jump with half turn</li> <li>- straight jump full turn</li> <li>- cat leap</li> <li>- cat leap half turn</li> <li>- pivot</li> </ul> <p>Move with clarity, fluency and expression.</p>	<p>Travel in different ways, using good technique, including flight.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> <li>- chassis steps</li> <li>- straight jump with half turn</li> <li>- straight jump full turn</li> <li>- cat leap</li> <li>- cat leap half turn</li> <li>- pivot</li> </ul> <p>Move with clarity, fluency and expression.</p>	<p>Travel in different ways, using good technique, including flight.</p> <ul style="list-style-type: none"> <li>- tiptoe, step, jump and hop</li> <li>- hopscotch</li> <li>- skipping</li> <li>- galloping</li> <li>- chassis steps</li> <li>- straight jump with half turn</li> <li>- straight jump full turn</li> <li>- cat leap</li> <li>- cat leap half turn</li> <li>- cat leap full turn</li> <li>- pivot</li> </ul> <p>Move with clarity, fluency and expression.</p>
Shapes and Balances						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to balance with some control in a standing balance.</p>	<p>Hold still shapes in straight, star and tuck positions.</p>	<p>Hold still shapes in straight, star, pike, straddle and tuck positions, on</p>	<p>Hold still shapes in straight, star, pike, straddle and tuck positions, on different points of</p>	<p>Hold still shapes in straight, star, pike, straddle and tuck positions, on</p>	<p>Hold still shapes in straight, star, pike, straddle and tuck positions, on</p>	<p>Hold still shapes in straight, star, pike, straddle and tuck positions, on</p>



	Hold simple balances in standing and kneeling positions.	different points of the body. Hold balances in standing and kneeling positions. Large body part balances. Balances on apparatus. Partner balances. Use front and back support positions.	the body and using interesting shapes. Large and small body part balances including standing and kneeling balances. Balances on apparatus. Matching and contrasting partner balances. Use front and back support positions.	different points of the body. Perform 1, 2, 3 and 4 point balances. Balances on apparatus with a partner. Use front and back support positions in a controlled way. Improve the placement and alignment of body parts in balances. Recognise the position of the centre of gravity within a balance and how this affects the balance.	different points of the body. Perform 1, 2, 3 and 4 point balances. Balances on apparatus. Use part body weight partner balances. Use front and back support positions in a controlled way. Confidently develop the placement of their body parts in balances, recognising the position of the centre of gravity and where it should be to maintain the balance.	different points of the body. Perform 1, 2, 3 and 4 point balances. Balances on apparatus. Develop technique, control and compatibility of part-weight partner balances. Perform balances in group formations. Hold front and back support positions for extended periods. Demonstrate precise and controlled placement of body parts in all actions, shapes and balances.
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**Acrobatic Movements**

<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Begin to use a bunny hop.	Use bunny hop and front support wheelbarrow with a partner.	Use bunny hop, front support wheelbarrow with partner, T-lever and scissor kick.	Begin to do a handstand with support from a partner. Lunge into handstand. Begin to do a cartwheel.	Lunge into handstand. Lunge into cartwheel.	Lunge into handstand. Lunge into cartwheel. Lunge into round-off.	Lunge into handstand. Lunge into cartwheel. Lunge into round-off. Hurdle step into cartwheel.



						Hurdle step into round-off.
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Dance

Dance Skills						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Join a range of simple movements together.</p> <p>Change the speed of an activity.</p> <p>Change the style of movement.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat an action.</p> <p>Put a sequence of actions together to create a motif (movement or short movement phrase).</p> <p>Vary the speed of the actions.</p> <p>Begin to use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise and independently create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to the music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create different motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a longer/more complex sequence.</p> <p>Use simple dance vocabulary to compare and improve their work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p>	<p>Identify and repeat movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Identify and repeat movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with appropriate style in relation to</p>



				<p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of the sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
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<b>Compete/Perform</b>						
<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Control the body when performing a sequence of movements.	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with some coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of their actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to the music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movements.</p> <p>Perform the sequence in time to the music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>



Athletics

Running						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run in different ways for a variety of purposes.	<p>Vary pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line over a short distance. (30metres)</p> <p>Maintain control as they change direction.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for the distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish at the end of a longer distance run.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly and effectively.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their own fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on lead leg technique and stride pattern between hurdles.</p> <p>Accelerate in order to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to</p>



Jumping						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jump in a range of ways, landing safely.	<p>Perform different types of jumps: for example, 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to same foot or 1 foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps; for example, 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to same foot or 1 foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for maximum distance from a standing position with accuracy and control.</p> <p>Investigate and choose the best jumps to cover different distances.</p> <p>Understand that it is the leg muscles which are used when performing a jumping action.</p>	<p>Use both 1 foot or 2 feet to take off and to land with.</p> <p>Develop an effective take off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Perform a standing long jump effectively and with increased distance.</p> <p>Begin to combine a hop, step and jump to perform the standing triple jump.</p> <p>Begin to measure the distances jumped.</p>	<p>Improve on techniques when jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump, including take off and flight.</p> <p>Measure distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>maintain a sustained run.</p> <p>Develop technique for standing long jump.</p> <p>Maintain control during the different stages of the standing triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve techniques for jumping for both height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring jumps with confidence and accuracy.</p>





Throwing						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Roll equipment in different ways.</p> <p>Throw objects underarm.</p> <p>Throw an object towards 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 pieces 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 a greater distance.</p>	<p>Throw with greater control and accuracy.</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>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</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 opportunities to throw for accuracy.</p>
Compete/Perform						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Control their body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</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>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>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 competition.</p>



**Outdoor Adventurous Activities (OAA)**

Trails						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	<p>Orienteate themselves around a short trail.</p>	<p>Orienteate themselves with accuracy around a short trail.</p> <p>Create a short trail with a physical challenge.</p> <p>Begin to recognise the features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Begin to design an orienteering course that can be followed by others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>Orienteate themselves with confidence and accuracy around an orienteering course under pressure.</p> <p>Design an orienteering course that is clear to follow and offers a challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
Problem Solving						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	<p>Identify and use effective communication to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Experience a range of roles within a team and begin to identify some skills required to succeed at each.</p> <p>Associate the meaning of a key in</p>	<p>Use clear communication to effectively complete a particular role within a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to</p>	<p>Use clear communication to effectively complete a particular role within a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an</p>



				the context of the environment.	use the information in activities.	informed decision on the most effective.
Preparation & Organisation						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
Communication						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course.



						Use a compass for navigation. Organise an event for others.
Compete/Perform						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a	n/a	n/a	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify different ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge level.	Complete an orienteering course on multiple occasions, in a quicker time due to improved performance. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved performance. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.