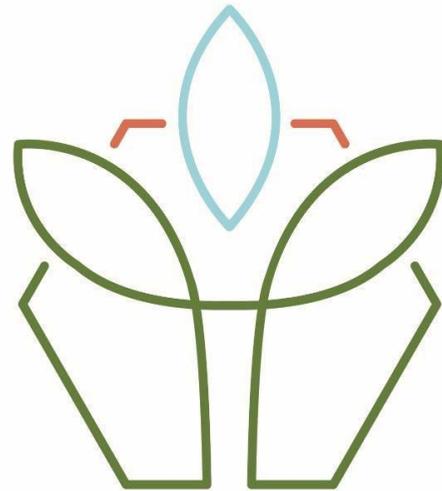


Physical Education

Progression in Knowledge and Skills



John Randall

Be Ready, Be Respectful, Be Safe



John Randall
Be Happy, Be Respectful, Be Safe

JOHN RANDALL PRIMARY SCHOOL AND NURSERY

PROGRESSION of KNOWLEDGE AND SKILLS IN PHYSICAL EDUCATION

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The following document has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. We follow the skills outlined in the National Curriculum and delivery is through a combination of our external specialist P.E. coaches from CROSS-BAR COACHING and year group class teachers.

EYFS

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
				Lower Key Stage 2		Upper Key Stage 2	
		YEAR 1	YEAR2	YEAR3	YEAR 4	YEAR 5	YEAR 6

Healthy Lifestyles Progression Grid

Healthy Body and Mind Lifestyles	Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know and understand the reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.
			Explain what they need to stay healthy.	Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Explain some safety principles when preparing for and during exercise.	Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Knowledge and Skills Progression in Athletics

<p>Early Years Outcome</p> <p>The main Early years outcomes covered in the athletic units are:</p> <ul style="list-style-type: none"> . shows increasing control over an object in pushing, patting, throwing, catching, or kicking. . Children show good control and co-ordination in large and small movements. . Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. . Experiments with different ways of moving. . They move confidently in a range of ways, safely negotiating space. 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills before increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> . Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> . Use running, jumping, throwing and catching in isolation and in combination. . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. . Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
		YEAR 1	YEAR2	Lower Key Stage 2		Upper Key Stage 2	
				YEAR3	YEAR 4	YEAR 5	YEAR 6
Running	Run in different ways for a variety of purposes.	<p>Vary their 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 and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</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 distance.</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.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>
Jumping	Jump in a range of ways, landing safely.	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p> <p>Land safely and with control.</p>	<p>Perform and compare different types of jumps.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p>	<p>Use one and two 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 with control.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p>

		Work with a partner to develop the control of their jumps.	Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.				Perform and apply different types of jumps in other contexts.
Throwing	Roll equipment in different ways. Throw Underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws.
Compete/perform	Control their body, when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.

Knowledge and Skills Progression in Dance

<p>Early Years Outcome The main Early Years Outcomes covered in the Dance units are:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD - M&H 30-50) • Experiments with different ways of moving. (PD - M&H 40-60) • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD - M&H ELG) • Enjoys joining in with dancing and ring games. (EAD - M & M 30-50) • Beginning to move rhythmically. (EAD - M & M 30-50) 	<p>KS1 National Curriculum Aims Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against</p>	<p>KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how</p>
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	<ul style="list-style-type: none"> • Imitates movement in response to music. (EAD - M & M 30-50) • Begins to build a repertoire of songs and dances. (EAD - M & M 40-60) • Children sing songs, make music and dance, and experiment with ways of changing them. (EAD - M & M ELG) • Developing preferences for forms of expression. (EAD - BI 30-50) • Uses movement to express feelings. (EAD - BI 30-50) • Creates movement in response to music. (EAD - BI 30-50) • Captures experiences and responses with a range of media, such as dance. (EAD - BI 30-50) • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD - BI 40-60) • Children represent their own ideas, thoughts and feelings through dance. (EAD - BI ELG) 	<p>self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. • perform dances using simple movement patterns. 	<p>to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns. • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
				Lower Key Stage 2		Upper Key Stage 2	
		YEAR 1	YEAR2	YEAR3	YEAR 4	YEAR 5	YEAR 6
Dance	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Create dance phrases that communicate ideas.</p> <p>Create dance phrases with a partner and in a small group using canon and unison.</p> <p>Repeat, remember and perform these phrases in a dance.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Use counts to keep in time with a group and the music.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently.</p> <p>Describe, interpret and evaluate dance, using appropriate language</p>	<p>Adapt and refine actions, dynamics and relationships in a dance.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>Work creatively, imaginatively and individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props.</p> <p>Perform dances fluently and with control.</p> <p>Use appropriate language to evaluate and refine their own and others' work.</p>

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Progression of Skills and Knowledge in Games

<p>Early Years Outcome</p> <p>The main Early Years Outcomes covered in the Games units are:</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60) • Children show good control and co-ordination in large and small movements. (PD - M&H ELG) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) • Experiments with different ways of moving. (PD M&H 40-60) • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG) 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending. • perform dances using simple movement patterns. 	<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
		YEAR 1	YEAR2	Lower Key Stage 2		Upper Key Stage 2	
				YEAR3	YEAR 4	YEAR 5	YEAR 6
Games Understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Work individually and with others. Engage in cooperative physical activities <input type="checkbox"/> Participate in team games. <input type="checkbox"/> Understand how to use equipment safely. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to apply basic movements in a range of activities <input type="checkbox"/> Work individually and with others. Engage in cooperative physical activities. <input type="checkbox"/> Engage in competitive physical activities (both against self and against others) <input type="checkbox"/> Participate in team games. <input type="checkbox"/> Understand how to use equipment safely. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in competitive physical activities (both against self and against others) <input type="checkbox"/> Participate in team games <input type="checkbox"/> Developing simple tactics for attacking and defending. <input type="checkbox"/> Able to reflect on and develop skills to improve. <input type="checkbox"/> Understand how to use equipment safely. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. <input type="checkbox"/> Pupils can identify when they are successful and the next steps in their learning <input type="checkbox"/> Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. <input type="checkbox"/> Understand how to use equipment safely 		<ul style="list-style-type: none"> Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. <input type="checkbox"/> Pupils are able to assess their own performance and the performance of others to identify areas for development. <input type="checkbox"/> Pupils consistently demonstrate the sporting spirit values in a range of games situations <input type="checkbox"/> Understand how to use equipment safely. 	
INVASION GAMES	<ul style="list-style-type: none"> To be able to move and stop confidently, negotiating the space around them effectively. <input type="checkbox"/> Show good control over their bodies when exploring different skills. <input type="checkbox"/> Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games: <input type="checkbox"/> Roll a ball or hoop 	<ul style="list-style-type: none"> <input type="checkbox"/> To be confident and keep themselves safe in the space in which an activity/game is being played. <input type="checkbox"/> Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. <input type="checkbox"/> Show ability to work with a partner in throwing and catching games. <input type="checkbox"/> Choose and use skills effectively for particular games: -Throw a ball accurately to a target using increasing control., -Explore throwing and catching in 	<ul style="list-style-type: none"> <input type="checkbox"/> Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. <input type="checkbox"/> Develop basic tactics in simple team games and use them appropriately. <input type="checkbox"/> Choose use and vary simple tactics. <input type="checkbox"/> Catch and control a ball in movement working with a partner or in a small group. <input type="checkbox"/> Take part in games where there is an opposition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Move with a ball towards goals with increasing control. <input type="checkbox"/> Understand their role as an attacker and as a defender <input type="checkbox"/> Move into space to help support a team. <input type="checkbox"/> Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pass, receive and shoot the ball with increasing control. <input type="checkbox"/> Work as part of a team to keep possession and score goals when attacking. <input type="checkbox"/> Defend one on one and know when and how to win the ball. <input type="checkbox"/> Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand there are different skills for different situations and begin to use these. <input type="checkbox"/> Move into space to help a team. <input type="checkbox"/> Play in a range of positions and know how to contribute when attacking and defending. <input type="checkbox"/> Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pass, receive and shoot the ball with increasing control under pressure. <input type="checkbox"/> Select the appropriate action for the situation. <input type="checkbox"/> Create and use a variety of tactics to help a team. <input type="checkbox"/> Create and use space to help a team. <input type="checkbox"/> Select and apply different movement skills to lose a defender. <input type="checkbox"/> Use marking, and/or interception to improve defending.

<p>NET AND WALL GAMES</p>		<p>To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. . <input type="checkbox"/> Hit a ball with control using an appropriate object.</p>	<p><input type="checkbox"/> Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. <input type="checkbox"/> Choose use and vary simple tactics. <input type="checkbox"/> Catch and control a ball in movement working with a partner or in a small group. <input type="checkbox"/> Take part in games where there is an opposition. <input type="checkbox"/> Decide where to stand during a team game, to support the game. <input type="checkbox"/> Begin to lead others in a simple team game. <input type="checkbox"/> To develop hand eye co-ordination to be able to receive and send balls using equipment if</p>	<p>Return a ball to a partner. Use basic racket skills. <input type="checkbox"/> Play a range of basic shots. <input type="checkbox"/> Move quickly around the court using a variety of movement patterns.</p>	<p><input type="checkbox"/> To play a continuous games. <input type="checkbox"/> Use a range of basic racket skills and variety of shots in different areas of the court. <input type="checkbox"/> Demonstrate good footwork on the court. <input type="checkbox"/> Return to the ready position to defend my own court.</p>	<p><input type="checkbox"/> Develop wider range of skills and begin to use these under some pressure. <input type="checkbox"/> Select and apply preferred skills with increasing consistency. <input type="checkbox"/> Understand the need for tactics and make decisions about when best to use them. <input type="checkbox"/> Play cooperatively with a partner. <input type="checkbox"/> Demonstrate good footwork to cover a court space in a game situation.</p>	<p><input type="checkbox"/> Use a wider range of skills in game situations. <input type="checkbox"/> Play cooperatively with a partner / in a team. <input type="checkbox"/> Demonstrate good decision making when making shots within a game. <input type="checkbox"/> Identify and use a variety of tactics</p>
<p>STRIKING AND FEILDING GAMES</p>		<p>To be confident and keep themselves safe in the space in which an activity/game is being played. <input type="checkbox"/> Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. <input type="checkbox"/> Show ability to work with a partner in throwing and catching games. <input type="checkbox"/> Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. Explore throwing and catching in different ways.</p>	<p><input type="checkbox"/> Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. <input type="checkbox"/> Choose use and vary simple tactics. <input type="checkbox"/> Catch and control a ball in movement working with a partner or in a small group. <input type="checkbox"/> Take part in games where there is an opposition. <input type="checkbox"/> Decide where to stand during a team game, to support the game. <input type="checkbox"/> Begin to lead others in a simple team game. <input type="checkbox"/> To be able to hit a ball accurately using a piece of equipment.</p>	<p><input type="checkbox"/> -Use overarm and underarm throwing and catching skills. <input type="checkbox"/> Begin to strike a bowled ball after a bounce. <input type="checkbox"/> Bowl a ball towards a target. <input type="checkbox"/> Develop an understanding of tactics and begin to use them in game situations.</p>	<p><input type="checkbox"/> Use overarm and underarm throwing and catching skills with increasing accuracy. <input type="checkbox"/> Strike a bowl and ball after a bounce. <input type="checkbox"/> Bowl a ball with some accuracy, and consistency. <input type="checkbox"/> Choose and use simple tactics for different situations.</p>	<p><input type="checkbox"/> To sometimes strike a bowled ball. <input type="checkbox"/> Begin to develop a wider range of skills and use these under some pressure. <input type="checkbox"/> Use tactics effectively in a competitive situation.</p>	<p><input type="checkbox"/> Strike a bowled ball with increasing consistency. <input type="checkbox"/> Use some tactics in the game as a batter, bowler and fielder. <input type="checkbox"/> Select the appropriate action for the situation.</p>

Progression of skills and Knowledge in Gymnastics

	<p>Early Years Outcome The main Early Years Outcomes covered in the Gymnastics units are: Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. (PD M&H 40-60) Jumps off an object and lands appropriately. (PD M&H 40-60) Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60) 	<p>KS1 National Curriculum Aims The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<p>KS2 National Curriculum Aims The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
				Lower Key Stage 2		Upper Key Stage 2	
		YEAR 1	YEAR2	YEAR3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS	<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p>

		Move around, under, over, and through different objects and equipment. Begin to move with control and care			Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	
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The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note - the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

PROGRESSION OF SKILLS and KNOWLEDGE - OUTDOOR AND ADVENTUROUS ACTIVITIES

		<p>KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best 					
SKILLS	EYFS	KEY STAGE 1		KEY STAGE 2			
		YEAR 1	YEAR 2	Lower Key Stage 2		Upper Key Stage 2	
				YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA							

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

Compete and Perform				<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
Evaluate				<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

PROGRESSION OF KNOWLEDGE AND SKILLS - SWIMMING

	<p>KS2 National Curriculum Aims</p> <p>A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <p>Targets:</p> <ul style="list-style-type: none"> □ swim competently, confidently and proficiently over a distance of at least 25 metres □ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations.</p>						
SKILLS	EYFS	KEY STAGE 1	KEY STAGE 2				
			Lower Key Stage 2		Upper Key Stage 2		

		YEAR 1	YEAR2	YEAR3	YEAR 4	YEAR 5	YEAR 6
SWIMMING						<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water. Treading water.</p>	<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water. Treading water.</p>