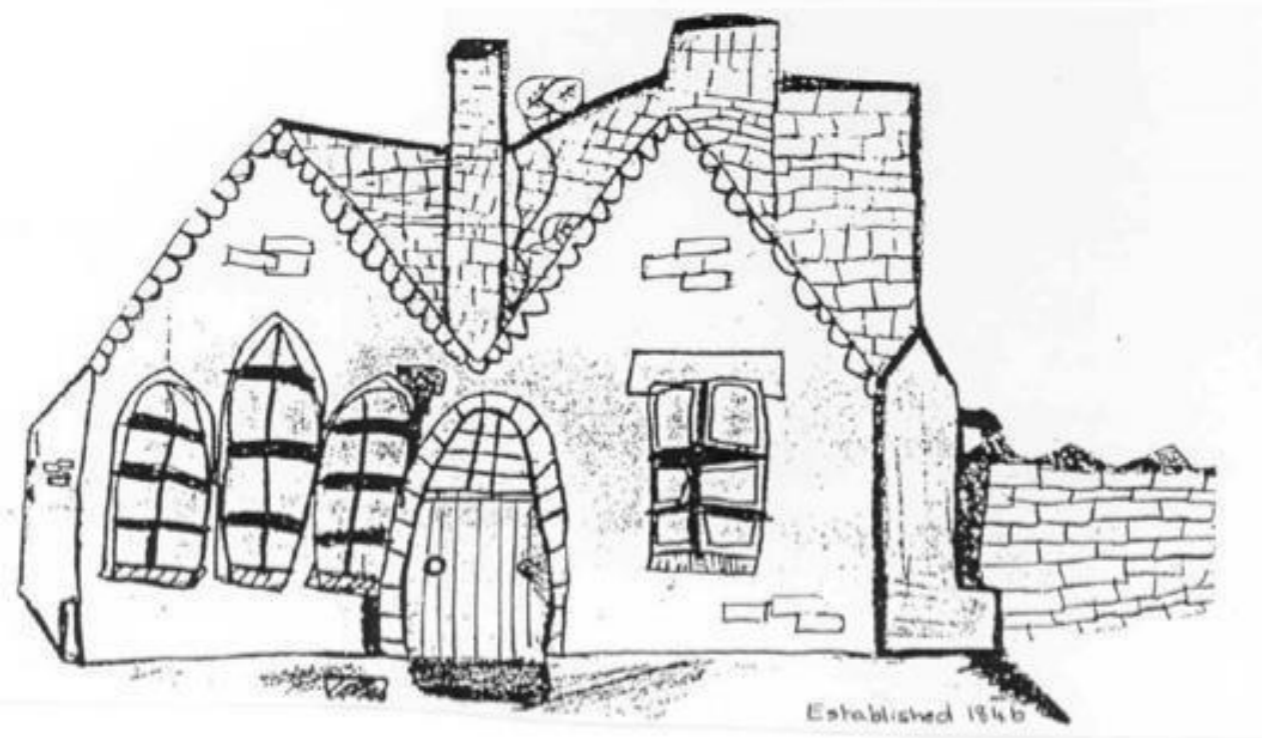




## Physical Education Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, National and global community.

*'Fullness of life for all, through working together with the love of Christ.'*

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

*'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'*

**Be kind, be fair, be thankful.**

*Fullness of life for all, through working together with the love of Christ.*

PROGRESSION AND SKILLS MAP - PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives	<p><b>Moving and handling:</b></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><b>Health and self-care:</b></p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet.</li> <li>They talk about ways to keep healthy and safe.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>Perform dances using a range of movement patterns.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and Water Safety:</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>				
Early Learning Goals EYFS	ELG: Gross Motor Skills						
	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing;</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>						
	ELG: Speaking						
	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>						
	ELG: Listening, Attention and Understanding						
	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> </ul>						
	ELG: Self-Regulation						
	<ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>						
	ELG: Managing Self						
	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>						
ELG: Building Relationships							
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others;</li> <li>Form positive attachments to adults and friendships with peers</li> </ul>							

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Run, Jump, Throw	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>-Suggest links between types of exercises.</li> <li>-Demonstrate awareness for the need to improve and attempt to improve. - Recognise and implement concepts such as waiting your turn.</li> <li>-Select correct skill for the situation.</li> <li>-Can start and stop at speed, run in straight lines using a variety of speeds. -Attempt a variety of jumps taking off and landing on different foot combinations.</li> <li>-Handle and throw a variety of different objects and attempt to throw for distance</li> <li>-Copy and repeat basic movements for extended periods of time developing stamina.</li> <li>-Demonstrate some core strength to hold a variety of shapes and positions.</li> <li>-Move a variety of objects quickly showing a range of techniques.</li> <li>-Developed agility and coordination skills to competently take part in a range of activities.</li> <li>-Work partner to help improve their performance.</li> <li>-Apply knowledge of boundaries such as lanes &amp; avoid impeding others.</li> <li>-Participate as part of a team to compete in running relays.</li> </ul>	<ul style="list-style-type: none"> <li>-Make choices about appropriate throws for different types of activity.</li> <li>-Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw.</li> <li>-Can identify areas of activities that need improvement e.g. power in throws to throw further.</li> <li>-Develop power, agility, coordination and balance over a variety of activities.</li> <li>-Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>-Can negotiate obstacles showing increased control of body and limbs.</li> <li>-Use agility in running games.</li> <li>-Apply skills in a variety of activities.</li> <li>-Practise to improve skills.</li> <li>-Discuss thoughts and feelings around physical challenges and what it means to be a team player.</li> <li>-Work cooperatively to complete running, jumping and throwing tasks.</li> <li>-Consider others when playing games to respect their space and boundaries</li> </ul>
Hit, Catch, Run	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>-Able to identify when a point has been scored and keep count of score.</li> <li>-Can choose where to send the ball to maximise chance to score.</li> <li>-Can make choices where to stand in the field to restrict runs scored.</li> <li>-Catch a medium sized ball thrown over a short distance</li> <li>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.</li> <li>-Track balls and other equipment sent to them, moving in line with the ball to collect it.</li> <li>-Run between bases to score points.</li> <li>-Retrieve and return a ball to a base.</li> <li>-Use a range of sending skills to put ball into space.</li> <li>-Able to self-feed ball to hit off hand and strike ball off cone.</li> <li>-Work collaboratively to score runs showing encouragement and support.</li> <li>-Decide as a team the best positioning to intercept balls.</li> <li>-Show awareness of team mates fielding positions to restrict runs in a simple game scenario.</li> </ul>	<ul style="list-style-type: none"> <li>-Make choices about where to hit the ball.</li> <li>-Judge and change pace in a variety of running activities.</li> <li>-Make tactical decisions about where to position themselves in the field.</li> <li>-Has developed hitting skills with a variety of bats.</li> <li>-Practised bowling/feeding a ball to other players.</li> <li>-Run in a game to score points.</li> <li>-Attempted to play the role of wicket keeper or backstop.</li> <li>-Use skills as a team to prevent runs.</li> <li>-Makes attempts to catch balls coming towards player in games.</li> <li>-Can work in small groups to field and bat.</li> <li>-Display sportsmanship when competing against others.</li> </ul>
Attack, Defend, Compete	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>-Recognise rules and apply them in competitive and cooperative games.</li> <li>-Discuss changes in the body brought about by exercise.</li> <li>-Make decisions about how to defend a target.</li> <li>-Begin to engage in competitive activities.</li> <li>-Roll, slide or throw a beanbag or ball with accuracy.</li> <li>-Bounce a medium sized ball to self and attempt to bounce to others.</li> <li>-Judge when and where to move to get in a defensive position.</li> <li>-Attempt to intercept and catch a thrown ball.</li> <li>-Work in collaboration with others to attack and score points.</li> <li>-Cooperate to perform a range of challenges using skills such as gesture/signalling.</li> <li>-Identify the things that they like about exercise both in and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>-Select and apply a small range of simple tactics.</li> <li>-Begin to look for space to pass into or run to in order to receive.</li> <li>-Select the more appropriate skill to move forwards to shoot.</li> <li>-Can send a ball using feet.</li> <li>-Can receive a ball using feet.</li> <li>-Link combinations of skills e.g. dribbling and passing with hands in isolation and combination.</li> <li>-Can send a ball using hands.</li> <li>-Can receive a ball using hands.</li> <li>-Perform the role of goal keeper using basic stopping and interception skills.</li> <li>-Can play in a variety of positions in both defence and attack.</li> <li>-Show awareness of teammates and opponents in games.</li> <li>-Work with a partner and in small groups to develop skills.</li> </ul>

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Send & Return	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>-Identify space to send a ball into.</li> <li>-Identify tactics to outwit an opponent such as hitting to space.</li> <li>-Can describe how they worked with their partner to send and receive.</li> <li>-Able to send an object with increased confidence using hand or bat.</li> <li>-Move towards a moving ball to return with hand or bat.</li> <li>-Score points against opposition over a line/net.</li> <li>-Select and apply skills to win points.</li> <li>-Chase, stop and control balls and other objects such as beanbags and hoops.</li> <li>-Track balls and other equipment sent to them, moving in line with the ball to collect or return.</li> <li>-Work with a partner to send and return an object and play in a simple rally.</li> <li>-Recognise your actions impact others e.g. feeding a ball accurately and at correct pace.</li> <li>-Play cooperatively in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>-Decide on and play with dominant hand.</li> <li>-Develop tactics to outwit your opponent so they cannot return the ball.</li> <li>-Demonstrate basic sending skills in isolation and small games.</li> <li>-Show agility to track the path of ball over a line/net and move towards it.</li> <li>-Hit a ball using both hand and racquet with some consistency.</li> <li>-Return a ball coming towards them using hand or racquet.</li> <li>-Play in a modified game send and returning the ball over a line/net.</li> <li>-Has developed hitting skills with a variety of bats.</li> <li>-Start a game using basic serving skills.</li> <li>-Recognise individual contribution and impact on a task.</li> <li>-Develop collaborative teams skills.</li> </ul>
<b>Gymnastics</b>		
	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>-Use words such as rolling, travelling, balancing, climbing.</li> <li>-Can identify risks of working on and around apparatus.</li> <li>-Decide which supporting concepts and actions to add to their sequence.</li> <li>-Safely move and carry basic gym equipment such as mats and benches.</li> <li>-Recognise like actions and link them together.</li> <li>-Perform simple gymnastic actions and shapes.</li> <li>-Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping</li> <li>Show spinning and rocking in isolation and in short sequence.</li> <li>-Make their body tense, relaxed, stretched and curled</li> <li>Perform in unison and canon.</li> <li>-Move on, off and over object with confidence.</li> <li>-Value other's efforts when they perform; watch and listen.</li> <li>-Communicate with a partner to create short sequence.</li> </ul>	<ul style="list-style-type: none"> <li>-Independently show creative flare, refining and developing during tasks.</li> <li>-Comment on aspects of own and others performances.</li> <li>-Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>-Create and perform a simple sequence.</li> <li>-Show contrasts in gymnastics shapes and actions.</li> <li>-Work to improve flexibility and strength.</li> <li>-Attempt to use rhythm whilst performing a sequence.</li> <li>-Use core strength to link gymnastic elements e.g. back support and half twist.</li> <li>-Remember and repeat sequences.</li> <li>-Develop character and maturity to work in close proximity with others.</li> <li>-Reflect on own performance and use scoring system to judge performance.</li> </ul>
<b>Dance</b>		
	<b>Year 1</b>	<b>Year 2</b>

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	<ul style="list-style-type: none"> <li>-Confident to explore space within their dances and movements.</li> <li>-Identify similarities between gymnastics and dance/other physical activity.</li> <li>-Recognise that dances can have themes and stories.</li> <li>-Perform basic body actions along with music.</li> <li>-Use different parts of the body, combine arm and leg actions.</li> <li>-Perform with an awareness of body shape required.</li> <li>-Remember and repeat simple movement patterns.</li> <li>-Move with control and show spatial awareness.</li> <li>-With help, compose a basic movement phrase.</li> <li>-Work with a partner.</li> <li>-Make some suggestions of how others can improve their work.</li> <li>-Engage with the class to perform marching sequence and canon.</li> </ul>	<ul style="list-style-type: none"> <li>-Select movements that show a clear understanding of the theme/story/idea of the dance.</li> <li>-Volunteer and show leadership in group dances.</li> <li>-Show confidence to perform in front of others.</li> <li>-Show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>-Use different parts of the body in isolation and combination.</li> <li>-Perform with control and balance and demonstrating coordination.</li> <li>-Explore and use basic choreography including levels, speed changes, unison and canon.</li> <li>-Move with imagination responding to the music.</li> <li>-Perform with expression.</li> <li>-Attempt to work as part of a group to perform a dance.</li> <li>-Show engagement in task to perform with freedom e.g. freestyling.</li> <li>-Able to comment on ideas and emotions and how they can be portrayed through dance.</li> </ul>		
	OAA			
	Year 1	Year 2		
	<ul style="list-style-type: none"> <li>-Follow simple instructions.</li> <li>-Find and record items on a list.</li> <li>-Identify and select equipment based on a symbol.</li> <li>-Handle order and organise equipment.</li> <li>-Use strength and coordination to complete a task.</li> <li>-Work with a partner to complete challenges.</li> <li>-Motivated to play their part in the team.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently follow a basic map.</li> <li>-Create a simple map.</li> <li>-Make good choices when leading others.</li> <li>-Attempt beginners competition Speed Stack</li> <li>-Adapt to use equipment in unconventional ways.</li> <li>-Use correct 1 and 2 footed jumping technique most of the time.</li> <li>-Stay motivated during challenges such as searching and seeking tasks.</li> <li>-Show sensitivity and respect when working with a blindfolded partner.</li> </ul>		
	Athletic Activity			
	Year 3	Year 4	Year 5	Year 6

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Topics and Skill Progression KS2	<ul style="list-style-type: none"> <li>-Take part in basic scoring of different events.</li> <li>-When questioned, show understanding of their individual role in team relay performance.</li> <li>-Compete with others and record points.</li> <li>-Link running and jumping activities with some fluency and consistency.</li> <li>-Control movements and body actions in response to specific instructions.</li> <li>-Jump for height and distance with control and balance.</li> <li>-Run at different speeds according to event and instruction.</li> <li>-Throw a variety of objects using different recognised throws.</li> <li>-Throw more accurately and over greater distances</li> <li>Run as part of a relay team.</li> <li>-Identify how to improve own and others work and be tactful.</li> </ul>	<ul style="list-style-type: none"> <li>-Decide on ways to improve, run, jumps and throws and implement changes.</li> <li>-Demonstrate patience and determination.</li> <li>-Show differences between sprinting and running speeds over a variety of distances .</li> <li>-Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone.</li> <li>-Perform a range of jumps with consistency, sometimes approaching jump with a run up.</li> <li>-Compete in running, jumping and throwing activities and compare their own performance with previous.</li> <li>-Work with others to score and record distance and times accurately.</li> <li>-Develop control in baton exchange and analyse as a team how to improve handover.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how they can change an activity by using the STEP principle.</li> <li>-Distinguish between good and poor performances and suggest ways to improve self and others.</li> <li>-Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes.</li> <li>-Explore a range of baton handling activities and attempt to receive in restricted area.</li> <li>-Perform a range of jumps in different activities.</li> <li>-Demonstrate a range of throwing actions using different equipment with some consistency and control.</li> <li>-Able to run as part of a team in relay style events and demonstrate max effort pace.</li> <li>-Compare own performance with previous ones and demonstrate improvement to achieve personal best.</li> </ul>	<ul style="list-style-type: none"> <li>-Accurately and confidently judge across a range of athletics activities.</li> <li>-Record accurately scores given in variety events.</li> <li>-Demonstrate accuracy and good technique when throwing for distance.</li> <li>-Show good technique and control for jumping activities.</li> <li>-Use skill and knowledge of activity to confidently teach and lead others.</li> <li>-Choose appropriate run up distance as an individual for athletic jumps.</li> <li>-Use appropriate pace for different running distances.</li> <li>-Demonstrate improvement when working with self and others.</li> <li>-Use appropriate language to deliver a taught activity to their peers.</li> </ul>
	<b>Striking and Fielding Games</b>			
	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Adhere to some basic rules of recognised games such as rounders or cricket.</li> <li>-Explain how fielders work together to restrict batters runs.</li> <li>-Apply simple tactics to choose where to hit the ball.</li> <li>-Strike a ball with some consistency.</li> <li>-Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling.</li> <li>-Play in simplified games.</li> <li>-Bowl accurately.</li> <li>-Show ready position to catch a ball.</li> <li>-Strike a stationary ball (off tee) with some consistency.</li> <li>-Strike a bowled ball with some consistency.</li> <li>-Identify how to improve own and others work and be tactful.</li> <li>-Field as a team to return the ball to the bowler/base effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-With increasing consistency, choose where to direct a hit from a bowled ball.</li> <li>-Use and apply the basic rules of the game.</li> <li>-Apply speed and decision making to run safely between scoring markers e.g. stumps, posts.</li> <li>-Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop.</li> <li>-Track and intercept the ball along the ground sometimes collecting with one hand.</li> <li>-Show more consistency in throwing and catching over a variety of distances.</li> <li>-Bowling a recognised action with some consistency.</li> <li>-Show fir play such as accepting when run out.</li> <li>-In their local community can they identify locations in which they could play striking and fielding games.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise where increased flexibility and power is an advantage in striking and fielding the ball.</li> <li>-In a game situation play using a range of simple tactics such as getting players out to restrict the attack.</li> <li>-Use and apply the basic rules of the game fairly and consistently.</li> <li>-Choose where to hit the ball to maximise likely hood of scoring runs.</li> <li>-Use a variety of shots in isolation and in a game situation.</li> <li>-Throw with accuracy and consistency over short distances.</li> <li>-Tracking flight of the ball to increase catching success</li> <li>Begin to employ specific bowling techniques such as overarm in cricket.</li> <li>-Show perseverance during the game and commitment to team.</li> <li>-Work collaboratively with others to both score runs and in the field to restrict runs.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply with consistency standard rules of (modified) games.</li> <li>-Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</li> <li>-In rounders use correctly the rules for running round bases.</li> <li>-Strike a bowled ball and attempt a small range of shots.</li> <li>-Attempt to track and catch high balls in isolation and game play.</li> <li>-Increase accuracy using a range of bowling techniques e.g. overarm.</li> <li>-Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting.</li> <li>-Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas.</li> <li>-Identify ways you can support your batting partner.</li> <li>-Work collaboratively in teams to compete against themselves and others.</li> </ul>	
<b>Net / Wall Games</b>				
Year 3	Year 4	Year 5	Year 6	

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<ul style="list-style-type: none"> <li>-Keep count/score of a game.</li> <li>-Can discuss the different type of shots that may be used in a variety of situations.</li> <li>-Serve to begin a game.</li> <li>-Play a continuous game using: throwing and catching or some simple hitting.</li> <li>-Can play within boundaries.</li> <li>-Use a small range of basic racquet skills.</li> <li>-Move towards a ball/shuttle to return over a line/net.</li> <li>-Play over a net.</li> <li>-Show engagement in rallying activities to improve and progress.</li> <li>-Work with a partner to play in a doubles game.</li> </ul>	<ul style="list-style-type: none"> <li>-Choose ways to send the ball to make it difficult for opponent to return.</li> <li>-Play the role of umpire to keep score.</li> <li>-Explore shots on both sides of the body and attempt with confidence.</li> <li>-Use a small range of racquet/hand skills.</li> <li>-Explore a range of recognised shots e.g. overhead, forehand etc.</li> <li>-Able to return ball/shuttle to different areas of oppositions court.</li> <li>-Use basic defensive tactics to defend the court i.e. moving to different positions on the court.</li> <li>-Work with a partner / small groups to return a served ball/shuttle.</li> <li>-Play competitively with others and against others in modified games.</li> </ul>	<ul style="list-style-type: none"> <li>-Cooperate and collaborate with others to play in a sportsman like way.</li> <li>-Recognise where they should stand on the court when playing on their own and with others.</li> <li>-Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point.</li> <li>-Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated Equipment.</li> <li>-Select and apply a range of skills to move around the court e.g. lunge, shuffle etc.</li> <li>-Apply some control when returning the ball/shuttle including foot placement, shot selection and aim.</li> <li>-Can apply with some success, a range of techniques to win points.</li> <li>-Demonstrate a variety of service shots in isolation and some game play.</li> <li>-Play with others with some flow to the game, keeping track of their own scores.</li> <li>-Suggest and lead warm ups that prepare the body appropriately for net/wall activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Make appropriate choices in games about the best shot to use.</li> <li>-Explain some of the tactics used in net/wall games.</li> <li>-Use forehand, backhand and overhead shots in isolation.</li> <li>-Use forehand, backhand and overhead shots with more confidence in games.</li> <li>-Start games with the appropriate serve.</li> <li>-Attempt more technical shots such as smash, where able use in a game.</li> <li>-Apply a range of defensive tactics n a game, individually and with a partner.</li> <li>-Begin to use full scoring systems.</li> <li>-Develop doubles play further implement basic positioning tactics (team play for volleyball).</li> <li>-Use speaking and listening skills to umpire and play with peers without dispute.</li> </ul>
Invasion Games			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Recognise when you need to defend.</li> <li>-Employ tactics to put opponents under pressure.</li> <li>-Being aware and able to undertake the demands different positions to support both attack defence.</li> <li>-Send and receive a ball with some consistency to keep possession.</li> <li>-Sometimes move into space to receive the ball.</li> <li>-Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football.</li> <li>-Can recall and show at least two key teaching points of a learned skill.</li> <li>-Play using basic rules of recognised game e.g. hockey or football.</li> <li>-Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball.</li> <li>-Show support, encouragement and good sportsmanship.</li> <li>-Work as part of a team to attack towards a goal,</li> </ul>	<ul style="list-style-type: none"> <li>-Working with team mates to make it difficult for the opposition.</li> <li>-Use tactics to perform defensively both as a team and as an individual.</li> <li>-Play using recognised marking techniques of specific game e.g. hockey, tag rugby.</li> <li>-Send and receive the ball with accuracy, controlling to score points/goals.</li> <li>-Keep possession of the ball as an individual using skills such as dribbling and running with the ball.</li> <li>-Show speed and endurance in a game situation.</li> <li>-Move in to space to help others and the ball over longer distances.</li> <li>-Work as part of a team to attack and score in defined area.</li> <li>-In netball play within positional restrictions.</li> <li>-Heart Recognise how playing as a team can improve your communication skills.</li> <li>-Use and apply the basic rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>-Play in formations and execute 'set plays' in game situations.</li> <li>-Explain the need for different tactics and attempt these in a game situation.</li> <li>-Know and apply the rules consistently in a game situations.</li> <li>-Able to combine basic skills such as dribbling and passing.</li> <li>-Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball.</li> <li>-Move balls over longer distances accurately, demonstrating power.</li> <li>-Play in different positions with some success.</li> <li>-Where appropriate mark goal side.</li> <li>-Use specific learned skills to maintain possession during a game.</li> <li>-Use specific skills in a game to win a ball such as boxing out and rebounding.</li> <li>-Use appropriate language to explain their attacking and defensive play.</li> <li>-Covering a variety of specific skills or concepts, discuss how they can improve.</li> </ul>	<ul style="list-style-type: none"> <li>-Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking.</li> <li>-Suggest, plan and lead a warm up or drill and use STEP technique to modify.</li> <li>-Make quicker decisions in games (on and off the ball).</li> <li>-Use and apply boundary rules such as corners, self pass and sideline in relevant game.</li> <li>-Build upon set plays such as in tag rugby, some suggest improvements to play.</li> <li>-Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games.</li> <li>-Play in a variety of positions (attacking and defensive).</li> <li>-Consistently catch/stop and control a ball.</li> <li>-Able to track and control a rebound from shot (penalty or open play).</li> <li>-Support someone else to take the lead in a warm up.</li> <li>-Work collaboratively in a team to play and keep possession of the ball.</li> </ul>

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Gymnastics				
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>-Modify actions independently using different pathways, directions and shapes.</li> <li>-Identify similarities and differences in sequences.</li> <li>-Perform sequences with contrasting actions.</li> <li>-Perform a range of increasingly challenging actions.</li> <li>-Show strength and flexibility to shapes and actions being performed.</li> <li>-Remember and repeat sequences.</li> <li>-Begin to show fluency in sequences and movement patterns.</li> <li>-Adapt basic sequences to include some apparatus.</li> <li>-Develop body management over a range of floor exercises.</li> <li>-Comment on others gymnastics sequences describing what they did well.</li> <li>-Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>-Decide on ways to improve a piece of work using compositional elements and implement changes.</li> <li>-Apply a broader range of more challenging skills executed with precision.</li> <li>-Perform actions such as balance, body shapes and flight with control.</li> <li>-Develop an increased range of body actions and shapes to use in longer, more complex sequences.</li> <li>-Identify 'core muscles' and use them to improve quality of shapes and actions.</li> <li>-Challenge self to more complex versions of a skill/ action.</li> <li>-Show smooth transitions and flow in sequences.</li> <li>-Adapt actions and sequences to work with partners and small groups.</li> <li>-At key points, compare their performances to previous ones.</li> </ul>	<ul style="list-style-type: none"> <li>-Selects a component for improvement and use guidance from others to do so.</li> <li>-Explain the significance of a warm up and how it relates to gymnastics activity.</li> <li>-Create longer and more complex sequences and adapt their performances.</li> <li>-Follow, copy and repeat others actions.</li> <li>-Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions.</li> <li>-Develop strength and flexibility to hold more complex balances and shapes such as bridge with control.</li> <li>-Attempt to perform more complex skills in isolation such as round-off.</li> <li>-Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls.</li> <li>-Work responsibly in trust exercises and when counterbalancing.</li> <li>-Perform symmetry and asymmetry individually, in pairs and as a group.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria.</li> <li>-Perform increasingly complex sequences.</li> <li>-Perform showing awareness of the judging criteria.</li> <li>-Compose and practise actions and relate to music.</li> <li>-Experience flight on and off of apparatus.</li> <li>-Show clarity, fluency, accuracy and consistency in their movements.</li> <li>-Lead group warm up demonstrating the importance of strength and flexibility.</li> <li>-Work independently and in small groups to make up sequences to perform to an audience.</li> </ul>
Dance				
	Year 3	Year 4	Year 5	Year 6

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<ul style="list-style-type: none"> <li>-Contribute ideas to the structure of the dance.</li> <li>-Create basic actions as an individual and working with a partner.</li> <li>-Describe using appropriate language the features of dances performed by others.</li> <li>-Attempt to perform with a sense of dynamics.</li> <li>-Competently include props and other ideas in their dance.</li> <li>-Attempt short pieces of improvised dance responding to the structure/theme of the dance.</li> <li>-Share and create short dance phrases with a partner and in small groups.</li> <li>-Perform a range of recognised dance actions with some confidence e.g. do see do.</li> <li>-Perform movements with increased control.</li> <li>-Express moods and feelings throughout the dance piece.</li> <li>-Can decide with others which floor patterns/pathways to follow.</li> </ul>	<ul style="list-style-type: none"> <li>-Use peer assessment to identify strength and weaknesses in performance.</li> <li>-Respond sensitively to professional work.</li> <li>-Refine, repeat and remember short dance phrases.</li> <li>-Perform with increasing musicality with control and confidence.</li> <li>-Perform dances with consistency.</li> <li>-Show rhythm and style when performing as an individual and with others.</li> <li>-Use devices to change actions individually and as a group e.g. facing, levels etc.</li> <li>-Dance using a variety of formations confidently.</li> <li>-Show sensitivity to a dance idea/theme or story.</li> <li>-Showing self control and maturity to perform a partner/group contact work.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently participate in dances from different cultures/parts of the world.</li> <li>-Perform different styles of dance clearly and fluently.</li> <li>-Refine &amp; improve dances adapting them to include use of space rhythm &amp; expression.</li> <li>-Adapt their skills to meet the demands of a range of dance styles.</li> <li>-Incorporate levels and flight in to movement patterns and dances.</li> <li>-Create and use compositional ideas confidently such as pathways, step patterns and unison.</li> <li>-Recognise and comment on dances suggesting ways to improve.</li> <li>-Work collaboratively in groups to compose short dances.</li> </ul>	<ul style="list-style-type: none"> <li>-Interpret different stimuli with imagination and flair.</li> <li>-Identify in others and self where good performance qualities are achieved.</li> <li>-Warm up and cool down independently.</li> <li>-Work creatively and imaginatively on their own, in pairs and in a group to create simple dances.</li> <li>-Implement skills from other activity areas e.g. gym and games to perform tasks.</li> <li>-Use recognised dance actions and adapt to create motifs and movement patterns.</li> <li>-Communicate the artistic intention of a dance clearly, fluently, musically and with control.</li> <li>-Practise and refine coordination skills through activities such as live aural setting / freeze frame.</li> <li>-When working in groups/pairs take the lead suggesting ideas and refining actions of others.</li> <li>-Use facial expression to communicate emotion and a further narrative.</li> </ul>
OAA			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>-Describe their work and the strategies they use to solve problems.</li> <li>-Independently identify factors needed to complete a task.</li> <li>-Use acquired skills to create maps and directions.</li> <li>-Identify and use symbols on a map to navigate.</li> <li>-Play competitively and fairly implementing the rules.</li> <li>-Participate safely, considering others.</li> <li>-Perform with strength, stamina and endurance in more physical tasks.</li> <li>-Lead others and be led.</li> <li>-Can work with others to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Plan and refine strategies to solve problems.</li> <li>-Identify what they have done well and suggest ways to improve.</li> <li>-Work out answers from clues, working independently from teacher.</li> <li>-Use maps, symbols and compass confidently to navigate.</li> <li>-Confidently undertake tasks with time limits and other restrictions.</li> <li>-Remember and recall map symbols and other relevant key information.</li> <li>-Work well as part of a team or group within well defined role.</li> <li>-Listen and be directed by others.</li> </ul>	<ul style="list-style-type: none"> <li>-Recall and remember symbols, items and objects during task as an individual and team.</li> <li>-Play a role in problem solving.</li> <li>-Communicate using code.</li> <li>-Work at a high intensity for sustained period of time whilst completing a task.</li> <li>-Evidence results and keep score.</li> <li>-Compete against others and perform under pressure.</li> <li>-Explore and refine ways of communicating to best complete a set task.</li> <li>-Put trust in others and demonstrate trustworthy behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>-Use knowledge of games in PE to suggest adaptations and variations to games/activities.</li> <li>-Follow instructions accurately.</li> <li>-Use written description to identify object.</li> <li>-Refine and adapt ideas in group task.</li> <li>-Use information given by others to complete a task and work collaboratively.</li> <li>-Work collaboratively to perform a more complex task.</li> <li>-Takes responsibility for a role in a task.</li> </ul>

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