



## Progression of Skills In PE

### Objectives of the Physical Education Curriculum

Our aim is to improve and increase the quality and quantity of PE & physical activity for all children, to show how PE & physical activity can enhance children's' attainment and achievement and to create pathways for them to continue to be active beyond school. We will be developing our links to outside agencies and clubs, which will help to generate positive interaction in the community. We also aim to ensure the profile of PE, sport & physical activity is raised across the school as a tool for whole-school improvement

We are striving towards improving delivery of the teaching & learning of PE in order to promote participation, progress and performance. 'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and 'healthenhancing' physical activities in line with their abilities' (DCMS Learning through PE & Sport). Our school recognises the impact that the provision of a high quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements.

Developing pupil's personal qualities through PE can affect their attitudes towards school and learning. When PE and school sport provision is of the highest quality, all pupils will, to the best of their abilities, develop and demonstrate the following personal qualities:

- A strong desire to learn & make progress;
- High levels of dedication, attendance and involvement in PE and school sport;
- High levels of commitment to PE and school sport;
- Good levels of positive behaviour such as politeness, fair play and helpfulness; and
- High levels of enjoyment and enthusiasm and a strong desire to get involved.' (DCMS Learning through PE & Sport).

Our PE curriculum aims to ensure that all children develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad & balanced curriculum with opportunities for all to be enjoyed.

### SMSC

Promote these throughout; Teamwork, respect, manners, being gracious in defeat and manners.

Skill	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## Games

<b>Health and Fitness</b>	Take part in physical activities	Awareness that the body can feel different during physical activity	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is	Know and understand the reasons for warming up and cooling down.  Explain some safety	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs
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					Explain what they need to stay healthy.	flexibility for physical activity. Explain why it is important to warmup and cool-down.	good for your health. Know some reasons for warming up and cooling down.	principles when preparing for and during exercise.	safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Striking and Hitting a Ball</b>	Use hands and feet to move items	Use hands and feet to move items with greater confidence, power and accuracy.	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
<b>Throwing and Catching a Ball</b>	Watch where balls go and how they move	Begin to release ball in to the air	Roll equipment in different ways. Throw underarm.	Throw underarm and overarm.	Throw different types of equipment in different	Throw and catch with greater control and accuracy.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when	Throw and catch accurately and successfully

			<p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Beginning to apply throws to appropriate games.</p>	<p>each is appropriate in a game.</p>	<p>under pressure in a game.</p>
<b>Travelling with a Ball</b>	<p>Move ball using feet and hands.</p>	<p>Move ball in more controlled way using feet and hands.</p>	<p>Move a ball in different ways, including bouncing, throwing, kicking and moving with a ball.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
<b>Passing a Ball</b>	<p>Recognise ball moves on when kicked or thrown.</p>	<p>Kick and throw the ball at different speeds.</p>	<p>Kick/ kick an object at a target.</p>	<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills</p>

									together with fluency, e.g. passing and receiving the ball on the move.
<b>Possession</b>						Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Using Space</b>	Move freely in space provided.	Move freely in space and avoid hitting others.	Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use 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 choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
<b>Attacking and Defending</b>	With support, join in with others when playing.	Join in with others when playing.	Play a range of chasing games.	Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or	Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or	Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from	Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a	Choose the best tactics for attacking and defending.	Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.

				defending a space. Use simple attacking skills such as dodging to get past a defender.	defend to play a game successfully	travelling past them.	player from scoring.	Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Work as a team to develop fielding strategies to prevent the opposition from scoring.
<b>Tactics and Rules</b>	Share with others.	With support, follow simple rules.	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
<b>Compete/Perform</b>	Perform a simple isolated movement	Perform a short sequence of movements	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. 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 a 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.

<b>Evaluate</b>	Facial gestures towards others and themselves after taking part in movements	Make simple observations	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 performance.  Talk about the 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.
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Skill	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>									
<b>Health and Fitness</b>	Make facial gestures towards how dance makes them feel	Make sounds relevant to how moving body makes them feel.	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warmup	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and 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

						and cool-down.	and cooling down.		health, fitness and wellbeing. Know ways they can become healthier.
<b>Dance Skills</b>	Move body to music	Move body parts when instructed	Join a range of different movements together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase, which demonstrates their own ideas.	Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif.  Move in time to music.  Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance.  Create motifs from different stimuli.  Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in	Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a

							<p>motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</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>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>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to 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</p>
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									<p>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>
<b>Compete/Perform</b>			Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.  Perform learnt skills	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.  Consistently perform and	<p>Link actions to create a complex sequence using a full range of movement.</p>

				Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.  Compete against self and others.	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.	apply skills and techniques with accuracy and control.	Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>			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 performance.  Talk about the 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' performances.  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.

Skill	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## Athletics

<p><b>Health and Fitness</b></p>	<p>Move around in a space</p>	<p>Move body around a space in different ways</p>	<p>Describe how the body feels when still and when exercising.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
<p><b>Running</b></p>	<p>Move around a space</p>	<p>Move at different speeds</p>	<p>Run in different ways for a variety of purposes.</p>	<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 in a straight line.</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</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</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</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</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 the lead leg technique and</p>

				<p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>and speed for 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>jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Speed up and slow down smoothly.</p>	<p>effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>a consistent stride pattern.</p> <p>Accelerate 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 distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
<b>Jumping</b>	Move one foot off the ground at a time	Move two feet off the ground at a time	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one	Perform and compare different types of jumps: for example, two feet to two feet, two	Use one and two feet to take off and to land with.  Develop an effective take-off for	Learn how to combine a hop, step and jump to perform the standing triple jump.	Improve techniques for jumping for distance.  Perform an effective standing long jump.	Develop the technique for the standing vertical jump.  Maintain control at each of the different

				<p>foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>feet to one foot, one foot to same foot or one foot to opposite foot.</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>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when</p>	<p>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>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>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> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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					performing a jumping action.				
<b>Throwing</b>	Hold an object in hands	Throw object into space	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.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
<b>Compete/Perform</b>	Follow instructions	Control their body and follow instructions	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 a 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.
<b>Evaluate</b>			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 performance.  Talk about the 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.

Skill	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>									
<b>Health and Fitness</b>	Move body	Move body in different ways	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and 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 ways they can become healthier.

						warmup and cool-down.	warming up and cooling down.		
<b>Acquiring and Developing Skills in Gymnastic</b>	Copy a movement	Copy/attempt a movement with some control	<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>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end. 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</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>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</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>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</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</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.</p> <p>Develop strength, technique and flexibility throughout performances.</p>

			<p>Move around, under, over, and through different objects and equipment.</p>	<p>simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>equipment safely.</p> <p>Move with increasing control and care.</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>variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>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>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	
<b>Rolls</b>	Body in roll position	Attempt basic log roll	<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p>

					Rocking for forward roll Crouched forward roll			Backward roll to straddle	Pike backward roll
<b>Jumps</b>	Two feet off the ground at once	Straight jump	Straight jump Tuck jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
<b>Vault - with springboard and vault or other suitable raised platform, e.g. gymnastics table</b>				Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Squat through vault Straddle over vault

								Pike jump off Squat through vault	
<b>Handstands, Cartwheels and Round-offs</b>			Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<b>Travelling &amp; Linking Actions</b>	Move from one place to another	Move from one place to another differently	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
<b>Shapes and Balances</b>	Stand still	Make a shape and hold still	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting	1, 2, 3 and 4-point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight,	1, 2, 3 and 4-point balances Balances on apparatus Part body weight partner balances Pike, tuck, star,	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support

					Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	partner balances Pike, tuck, star, straight, straddle shapes Front and back support	straddle shapes Front and back support	straight, straddle shapes Front and back support	
<b>Compete/Perform</b>			Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers' performances, and evaluate these.

Skill	2 Year olds	3-4 Year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## Outdoor Adventurous Activities

<p><b>Health and Fitness</b></p>						<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
<p><b>Trails</b></p>						<p>Oriente themselves with increasing confidence and accuracy around a short trail.</p>	<p>Oriente themselves with accuracy around a short trial.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an</p>	<p>Start to orientate themselves with increasing confidence accuracy and accuracy around and orienteering course.</p> <p>Design and orienteering course that can be followed and</p>	<p>Oriente themselves with confidence and accuracy around in orienteering course when under pressure.</p> <p>Design and orienteering course that is clear to follow</p>

							<p>orienteering course.</p>	<p>offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
<b>Problem-solving</b>						<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 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>
<b>Preparation and Organisation</b>							<p>Try a range of equipment for creating and completing an activity.</p>	<p>Choose the best equipment for an outdoor activity.</p>	<p>Choose the best equipment for an outdoor activity.</p>

						<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</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 and orienteering course.</p>	<p>Prepare and orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate and orienteering course.</p> <p>Manage an orienteering event that others can compete in.</p>
<b>Communication</b>						<p>Communication with others.</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Communicate clearly and effectively with others went under pressure.</p> <p>Work affectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Organise an event for others.</p> <p>Use a compass for navigation.</p>

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

						has improved over time.	Modify their use of skills or techniques to achieve a better result.	and the effect they have had on their performance.	
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