

## Physical Education Progression of Knowledge

### National Curriculum Statements

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</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"> <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 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"> <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>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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>

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### Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Running skills</b>						
<p>To run at different speeds.</p> <p>To run for varying distances.</p> <p>To run for a variety of purposes.</p>	<p>To vary their pace and speed when running.</p> <p>To demonstrate good posture and balance when running.</p> <p>To be able to change direction when jogging and running.</p> <p>To be able to jog and run in a straight line.</p> <p>To demonstrate good control of the body when jogging and running.</p> <p>To run with a basic technique over a variety of distances.</p>	<p>To run at different paces, speeds and distances.</p> <p>To be able to describe the different paces and the effect that they have on our bodies.</p> <p>To begin to choose the most suitable pace and speed to run at, for different distances.</p> <p>To complete an obstacle course by jogging or running.</p> <p>To maintain control of the body when running over different distances.</p> <p>To maintain control of the body when changing direction and speed.</p>	<p>To use a variety of stride lengths when running.</p> <p>To focus on the correct arm and leg technique when running.</p> <p>To demonstrate the correct sprinting technique with confidence.</p> <p>To begin to combine running with jumping over small hurdles.</p> <p>To focus on trial leg and lead leg action when running over small hurdles or obstacles.</p> <p>To identify and demonstrate how different running techniques and paces can affect their performance.</p>	<p>To improve the correct arm and leg technique when running and sprinting.</p> <p>To confidently demonstrate an improved technique for running and sprinting.</p> <p>To carry out an effective sprint start and finish.</p> <p>To perform a relay, confidently using the correct baton changeover technique.</p> <p>To speed up and slow down smoothly.</p> <p>To change pace, speed and direction within a relay smoothly.</p>	<p>To change pace, speed and direction within a relay race smoothly.</p> <p>Confidently demonstrate how to use the baton in a relay, using the correct changeover technique.</p> <p>To accelerate from a variety of starting positions.</p> <p>To identify and select the most appropriate starting position for that individual.</p> <p>To understand stamina and its importance for runners.</p> <p>To identify their reaction times when performing a sprint start.</p>	<p>To know when to accelerate to pass other competitors.</p> <p>To know when to change pace, speed and direction in a race.</p> <p>To recap, practise and refine an effective running and sprinting technique, including starting and finishing.</p> <p>To confidently and independently select the most appropriate pace when running different distances.</p> <p>Demonstrate endurance and stamina over long distance running in order to maintain a sustained run.</p> <p>Run over hurdles with fluency,</p>

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			To understand the importance of adjusting pace to suit the distance being ran.		To ensure that they can confidently perform an effective sprint start and finish	confidence and control.  Run over hurdles focusing on the lead and trail leg technique.  To focus on maintaining a consistent stride pattern when running over long distances.
<b>Acquiring and Developing Jumping Skills</b>						
To jump in a variety of ways, landing safely.  To jump and land using the correct technique, with both feet.	To perform a variety of jumps safely, with control.  To perform different types of jumps, such as, one foot to one foot, two feet to two feet, one foot to two feet or two feet to one foot.  To perform a short jumping sequence.  To perform a variety of jumps from a given sequence.	To perform a variety of jumps safely, with control and confidence.  To combine different jumps together to make a sequence.  To combine different jumps together with confidence and fluency.  To jump as far as possible from a standing position, with control.	To use one foot to take off and land with.  To confidently use two feet to take off and land with.  To develop an effective take-off for the standing long jump.  To understand that the leg muscles are primarily used when performing a jumping action.  To combine a variety of jumps	To develop an effective take-off for the standing long jump.  To understand and demonstrate the hop, step and jump when performing a triple jump.  To perform a variety of jumps with control and accuracy, landing safely.  To begin to measure the distance when jumping with a partner, further developing the	To perform a variety of jumps with control and accuracy, landing safely.  To perform an effective standing long jump and standing triple jump with control and confidence.  To develop an effective technique for the standing vertical jump.  To focus on take-off, flight phase and landing when jumping for height.	To develop the technique for the standing vertical jump. To develop the technique used for a triple jump.  To develop and improve the technique used for a standing long jump.  To maintain control and fluency at each of the different stages of a triple jump.  To perform a variety of jumps with control, confidence

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	<p>To jump at a variety of heights and distances.</p> <p>To jump as far as possible and as high as possible.</p> <p>To work with a partner to develop the control and length of their jumps.</p>	<p>To choose the most appropriate jump for varying distances.</p> <p>To perform and compare different types of jumps, such as, one foot to one foot, two feet to two feet, one foot to two feet or two feet to one foot.</p>	<p>together with confidence and control.</p> <p>To identify and demonstrate the flight phase for the standing long jump.</p> <p>To practise jumping over small hurdles.</p>	<p>control and length of their jump.</p> <p>To understand and demonstrate the flight phase when performing a standing long jump.</p> <p>To practise jumping over hurdles with a lead and trail foot.</p> <p>To combine running and jumping over hurdles with control.</p>	<p>To perform a triple jump confidently using the correct hop, step and jump technique.</p> <p>To measure the distance and height achieved with a partner when jumping.</p> <p>To understand the lead and trail foot technique when performing hurdles.</p> <p>To confidently perform a hurdle run and jump with fluency.</p>	<p>and accuracy, landing safely.</p> <p>To perform and apply different types of jumps in other contexts.</p> <p>To set up and lead a variety of jumping activities.</p> <p>To measure different jumps with confidence and accuracy.</p> <p>To develop and improve their techniques for jumping for height and distance, supporting others in improving their performance.</p> <p>To understand and develop the lead and trail foot technique when performing hurdles.</p> <p>To confidently perform a hurdle run and jump with fluency and control.</p>
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### Acquiring and Developing Throwing Skills

<p>To roll equipment in a variety of ways.</p> <p>To roll a ball at a target with control. Throw a beanbag or ball underarm.</p> <p>To throw a beanbag or ball at a target.</p>	<p>Throw a ball underarm and overarm with control.</p> <p>To throw a ball at a target with accuracy.</p> <p>To use power when throwing a ball in an open space, improving the distance that they can throw.</p>	<p>To throw a beanbag, ball or quoit in a variety of ways.</p> <p>To throw a ball at a target with accuracy and control.</p> <p>To throw a ball underarm and overarm at a target.</p> <p>To throw a ball or beanbag at targets of different heights. Investigate ways to change their throwing technique when throwing for distance.</p> <p>Modify their throwing technique when trying to achieve a greater distance.</p>	<p>To throw a shotput with control and accuracy.</p> <p>To throw a javelin with control and accuracy. To develop the correct technique for throwing a shotput and javelin safely.</p> <p>To perform a push throw with a shotput or ball.</p> <p>Show increasing control in their overarm and underarm throws.</p> <p>Continue to develop techniques used to throw for increased distance.</p>	<p>Use the correct technique for a push throw when throwing a shotput.</p> <p>To develop the correct technique when performing a pull throw.</p> <p>Continue to develop techniques used to throw for increased distance.</p> <p>To perform a pull throw when throwing a javelin.</p> <p>Measure the distances of their throws with a partner or in a small group.</p>	<p>Continue to develop techniques used to throw for increased distance.</p> <p>To perform a fling throw.</p> <p>To develop the correct technique when performing a fling throw.</p> <p>To use the correct technique when throwing a discus with control.</p> <p>Throw a shotput, discus and javelin with control and accuracy.</p> <p>Measure and record the distances of their throws with a partner or in a small group.</p>	<p>To perform a heave throw.</p> <p>To develop the correct technique when performing a heave throw.</p> <p>Measure and record the distances of their throws with a partner or independently.</p> <p>Continue to develop techniques to throw for greater distance. Support others in improving their throwing techniques.</p> <p>To develop and refine throwing techniques to throw for accuracy.</p>
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### Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Dance Skills</b>						
Combine a range of different movements together.	Combine a range of different movements together, creating a	Combine a range of different movements together, creating a	Improvise with a partner or group to create a simple	Compose a dance with a partner or group that reflects	Compose individual, partner and/or group dances that reflect	Combine and link an increasing number of movement

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<p>Change the speed of their actions. Change the style of their movements.</p> <p>Copy dance moves. Create movements to music.</p> <p>Practice movements and join them together to create a motif. Remember a small dance routine.</p>	<p>sequence of actions.</p> <p>Vary the speed of their actions. Create a short movement phrase, which demonstrates their own ideas.</p> <p>Copy and repeat actions. Move in time to music.</p>	<p>sequence of actions.</p> <p>Vary the speed, level and height of their actions. Create a short motif inspired by a given stimulus.</p> <p>Copy, remember and repeat actions.</p> <p>Understand and demonstrate unison, canon and mirroring.</p> <p>Move in time to music, counting in beats of four.</p> <p>Use space well when combining different movements together.</p>	<p>dance by combining a range of different movements together.</p> <p>Vary the speed, level and height of their actions within a routine.</p> <p>Create motifs from different stimuli. Compare and adapt movements and motifs to create a larger sequence.</p> <p>Understand and demonstrate unison, canon, mirroring and formation.</p> <p>Move in time to the music, counting in beats of four.</p> <p>Perform with some rhythm, expression and repetition.</p> <p>Demonstrate spatial awareness.</p>	<p>the chosen dance style.</p> <p>Compose longer dance sequences in a small group, confidently improvising movements.</p> <p>Identify and repeat movement patterns and actions of a chosen dance style. Vary the speed, level, height and directions of their actions within a routine.</p> <p>Change parts of a dance after self-evaluation.</p> <p>Demonstrate the use of unison, canon, mirroring and a variety of formations within a dance routine.</p> <p>Move in time to the music, dancing and counting in beats of eight.</p>	<p>the chosen dance style.</p> <p>Improvise movements with confidence, fluency, creativity and imagination in response to a stimulus.</p> <p>Identify, repeat and choreograph movement patterns and actions of a chosen dance style. Show a change of pace, timing, height and direction within their movements.</p> <p>Modify parts of a sequence as a result of peer evaluation and self-evaluation.</p> <p>Demonstrate the use of unison, canon, mirroring and formations a variety of times within a sequence.</p> <p>Move in time to the music, dancing in</p>	<p>phrases and patterns, both individually and within a pair or group.</p> <p>Improvise movements with confidence, fluency, creativity and imagination in response to a stimulus. Identify, repeat, choreograph and add to movement patterns and actions of a chosen dance style.</p> <p>Adapt or change movements according to different stimuli.</p> <p>Demonstrate multiple changes of pace, timing, height and direction within their movements.</p> <p>Modify parts of a sequence as a result of peer evaluation and self-evaluation.</p>
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				<p>Demonstrate spatial awareness when creating motifs from different stimuli.</p>	<p>beats of eight and ensuring that their actions fit the rhythm of the music.</p> <p>Develop an awareness of their use of space when changing formations within a routine.</p> <p>Use transitions to link movements together smoothly.</p>	<p>Demonstrate the use of unison, canon and formations multiple times within a movement phrase.</p> <p>Create different movements in response to different sounds.</p> <p>Demonstrate a range of dance techniques such as isolation, tempo and repetition.</p> <p>Take responsibility for their own skill progression by suggesting ways to make certain activities more challenging.</p> <p>Use various transition movements to link movement phrases together smoothly.</p>
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### Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Gymnastic Skills</b>						



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<p>Experiment with different ways of moving such as skipping, running, crawling etc.</p> <p>Explores different ways of travelling with confidence.</p> <p>Explores different ways of travelling with confidence around, under and over balancing equipment.</p> <p>Explores different ways of moving onto and off climbing equipment.</p> <p>Copy a variety of balances using both hands and feet.</p> <p>Hold simple shapes and balances for at least 5 seconds.</p> <p>Hop using alternate feet at least 3 times.</p> <p>Perform a pencil roll and tuck roll with control.</p>	<p>Experimenting with different ways of travelling confidently, using different body parts.</p> <p>Travel at different speeds, heights and in different directions.</p> <p>Exploring different ways of moving onto and off equipment safely.</p> <p>Jump from two feet onto two feet. Performing a pencil jump, star jump and tuck jump with control.</p> <p>Jump onto a mat and down from equipment safely, using the 'magic chair' position.</p> <p>Perform a variety of shapes (tall, small and wide) and be able to hold each shape for at least 5 seconds.</p>	<p>Demonstrate different ways of travelling confidently, on the floor and on apparatus.</p> <p>Demonstrate different ways of travelling, taking their weight on their hands and feet.</p> <p>Create new ways of travelling confidently, showing varying heights and speeds.</p> <p>Jump from two feet onto two feet confidently.</p> <p>Perform a pencil jump, tuck jump and star jump with confidence and control.</p> <p>Jump off apparatus safely, using the 'magic chair' position.</p>	<p>Link a series of different movements together to form a short sequence.</p> <p>Practice and refine their own movements independently, showing awareness of others around them.</p> <p>Demonstrate different ways of travelling confidently using different body parts, on the floor and on apparatus.</p> <p>Begin to perform movements to a higher standard, linking multiple movements together to make a sequence.</p> <p>Demonstrate basic shapes and balances on the floor and apparatus, holding them for approx. 8- 10 seconds.</p>	<p>Link a series of movements and rolls, jumps together to form a longer sequence.</p> <p>Combine a series of movements to create a sequence that fits a theme.</p> <p>Link a series of movements together demonstrating awareness of style and space to create maximum effect.</p> <p>Practice and refine different ways of travelling confidently using different body parts both on the floor and on apparatus.</p> <p>Use an increasing range of movements, actions, directions, levels and heights within sequences.</p> <p>Move with clarity, fluency and expression.</p>	<p>Select and combine ideas to form a specific sequence based on a theme.</p> <p>Select ideas to compose specific sequences of movements, rolls, jumps, balances and shapes.</p> <p>Adapt their sequences to fit new criteria or suggestions from peer and teacher feedback.</p> <p>Perform a variety of ways to travel with confidence and control.</p> <p>Add multiple travelling movements into a sequence to represent a theme.</p> <p>Use an increasing range of movements, actions, directions, levels and heights within sequences.</p>	<p>Combine a series of movements together to create a routine with a theme or style.</p> <p>Perform specific movements, showing a good understanding of control and form.</p> <p>Describe what they have done or changed to better their performance during a lesson.</p> <p>Adapt their routines to fit new criteria or suggestions from peer and teacher feedback.</p> <p>Demonstrate a variety of ways to travel with confidence and control within their routine, using different body parts each time.</p> <p>Add multiple travelling movements into a</p>
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	<p>Perform a variety of balances with control for at least 5-8 seconds.</p> <p>Copy, remember and repeat movement patterns.</p> <p>Link together two actions to make a sequence.</p> <p>Performing a pencil roll, log roll and tuck roll (egg roll) with control.</p> <p>Perform rocking forwards and backwards with control in preparation for forwards and backwards rolls.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Hop confidently using alternate feet for at least 5 seconds.</p>	<p>Move from one roll into another roll and finish by standing.</p> <p>Perform a variety of balances with control for at least 5-8 seconds.</p> <p>Copy, remember and repeat movement sequences with a clear start and clear finish.</p> <p>Performing a pencil roll, log roll, teddy bear roll and tuck roll (egg roll) with control.</p> <p>Perform a forwards roll from a crouched position.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Begin to repeat and copy counter balances with a partner.</p>	<p>Create longer and more complex sequences with a partner, demonstrating control and consistency.</p> <p>Perform a variety of point balances and counter balances with control and confidence.</p> <p>Perform a variety of point balances on apparatus with control and confidence.</p> <p>Know what mirroring and symmetry mean, identifying this when making shapes with a partner or group.</p> <p>Use the correct vocabulary when performing and evaluating a variety of shapes and balances.</p> <p>Perform a teddy bear roll, pencil roll,</p>	<p>Create longer and more complex sequences with a partner or group, showing changes of direction, speed and levels.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on apparatus with control and confidence.</p> <p>Demonstrate mirroring and matching within sequences. Use the correct gymnastics terms when performing and evaluating.</p> <p>Perform a variety of rolls with confidence and control.</p>	<p>Move with clarity, fluency, expression and control.</p> <p>Create longer and more complex sequences with a partner or group, showing changes of direction, speed and levels.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on apparatus with control and confidence.</p> <p>Confidently use mirroring and matching more than once within a sequence.</p> <p>Confidently perform movements to a high standard and link multiple</p>	<p>sequence to represent a theme.</p> <p>Use an increasing range of movements, actions, directions, levels and heights to represent a theme or style within a routine.</p> <p>Link a series of movements together, repeating various movements more than once within a routine.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on apparatus with control and confidence.</p> <p>Confidently perform movements to a high standard, working on form,</p>
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		<p>Create a movement sequence that reflects a theme.</p>	<p>tuck roll and forwards roll with confidence.</p> <p>Perform a pencil jump, star jump and tuck jump off apparatus, clearly demonstrating the shapes in the air.</p>	<p>Perform a variety of jumps with confidence and control.</p> <p>Demonstrate a variety of shapes of different heights, depth and levels within a sequence.</p> <p>Improve the placement and alignment of body parts in balances.</p>	<p>movements competently, e.g. a sequence of 3 pike forward rolls.</p>	<p>precision and control.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Demonstrate precise and controlled movements to a high standard.</p>
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### Acquiring and Developing Shapes and Balances

<p>Wide shape – star Small shape – tuck Tall shape – pencil Standing balances – one point balancing (one foot)</p>	<p>Wide shape – star Small shape – tuck Tall shape – pencil Standing balances – one point balancing (one foot) Floor balances – two point balancing (two feet, one foot and one hand etc)</p>	<p>Wide shape – star Small shape – tuck Tall shape – pencil Straddle shape Standing balances Point balances Floor balances Counter balances (with a partner)</p>	<p>Wide shape – star Small shape – tuck Tall shape – pencil Straddle shape Pike shape Standing balances Point balances Patch balances Floor balances Counter balances (with a partner) Balances on apparatus Mirroring and matching partner balances</p>	<p>Wide shape – star Small shape – tuck Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Counter balances (with a partner) Mirroring and matching partner balances Front and back support</p>	<p>Wide shape – star Small shape – tuck Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Part body weight counter balances (with a partner) Mirroring and matching partner balances Front and back support</p>	<p>Wide shape – star Small shape – tuck Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Counter balances using part of each others bodyweight (with a partner) Mirroring and matching partner balances Front and back support Group formation balances</p>
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### Acquiring and Developing Rolls and Jumps

Pencil jump Star jump Pencil roll Tuck roll (egg roll)	Pencil jump Tuck jump Star jump Pencil roll Tuck roll (egg roll) Log roll	Pencil jump Tuck jump Star jump Half turn jump Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll Forwards roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll Forwards roll Backwards roll Forwards roll from standing	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Pivot Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll Forwards roll Backwards roll Forwards roll from standing Backward roll to straddle	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Cat leap full turn Pivot Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll Forwards roll Backwards roll Forwards roll from standing Backward roll to straddle Pike backwards roll Forward roll to straddle
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### Acquiring and Developing Travelling and Linking Actions

Tiptoe Step Jump Hop Galloping Bunny hop	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Cartwheels Handstands Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Bear crawls Cartwheels Handstands Lunge into cartwheel Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Bear crawls Cartwheels Handstands Lunge into cartwheel Round off Front support wheelbarrow with partner
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### Striking and Fielding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Fielding and Striking Skills</b>						

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<p>To roll a ball at a target with control.</p> <p>Perform an underarm bowl at a target.</p> <p>Perform an underarm throw at a target.</p>	<p>To practise basic striking with a tennis racket.</p> <p>To throw and catch a ball with control and accuracy.</p> <p>To hit a target with a ball when either rolling or throwing a ball.</p> <p>To strike a ball with a racket or bat.</p> <p>Use fielding skills to play a game.</p>	<p>To use fielding skills to play a game.</p> <p>To learn skills for playing small striking and fielding games.</p> <p>Strike a ball with a tennis racket with control.</p> <p>Use the correct technique when striking a ball with a tennis racket.</p> <p>To position the body correctly to strike a ball.</p> <p>To develop catching skills.</p> <p>To throw a ball over a variety of distances.</p> <p>To throw a ball at a target with control and accuracy.</p> <p>To develop fielding skills to play a game</p>	<p>To develop and investigate different ways of throwing.</p> <p>To aim at a target.</p> <p>To throw a ball underarm and overarm with control and accuracy.</p> <p>To understand basic rules of a striking and fielding game.</p> <p>To investigate different ways of throwing for distance and know when it is appropriate to use them.</p> <p>To consolidate and develop a range of fielding and striking skills.</p> <p>To practise the correct technique for catching a ball with control.</p> <p>To practise the correct technique for</p>	<p>To practise the correct technique for batting with a rounders bat.</p> <p>To strike a ball with confidence, using a tennis racket or rounders bat.</p> <p>To throw a ball at a target underarm and overarm with control and accuracy.</p> <p>To develop and investigate different ways of throwing for distance, knowing when each is appropriate.</p> <p>To use and demonstrate agility, balance and coordination when batting and fielding.</p> <p>To use hand eye coordination to strike a ball whilst on the move and whilst stationary.</p>	<p>Develop batting and fielding skills.</p> <p>Demonstrate effective teamwork and communication when working as fielders. To run, throw and catch with control.</p> <p>Use the correct grip and technique when striking a ball using a cricket bat or rounders bat.</p> <p>To throw a ball at a target, underarm and overarm, with control and accuracy.</p> <p>To develop a safe and effective overarm bowl/throw.</p> <p>To understand the rules of a competitive game.</p> <p>To develop control when striking a ball using a bat.</p>	<p>To choose the most effective batting and fielding techniques and tactics in a game situation.</p> <p>To throw and catch with confidence and control, under pressure.</p> <p>To work on reaction times when fielding and batting.</p> <p>To fully understand the rules of a striking and fielding game in order to help others.</p> <p>To bowl and throw a ball overarm at a target with control and accuracy.</p> <p>To develop batting skills.</p> <p>To develop control when batting a ball for distance.</p> <p>To strike a ball for distance.</p> <p>To run for distance.</p>
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## Physical Education Progression of Knowledge

			<p>batting with a cricket bat.</p> <p>To practise the correct technique for batting with a cricket bat and using it in a game situation.</p> <p>To understand and demonstrate the role of a wicket keeper and backstop.</p> <p>To practise using a rounders bat.</p>	<p>To strike a moving ball and a stationary ball with control.</p> <p>To play in a competitive situation, demonstrating effective teamwork and communication.</p> <p>To understand and demonstrate the role of a wicket keeper and backstop.</p> <p>Develop fielding skills and understand the importance of fielders in a game situation.</p>	<p>To understand when to run, when to catch and when to throw.</p> <p>To be able to choose the most effective fielding techniques and tactics in a game situation.</p> <p>To understand and demonstrate the role of a wicket keeper and backstop.</p>	<p>To use a variety of fielding techniques to stop the ball quickly and effectively.</p> <p>To understand and demonstrate the role of a backstop.</p> <p>To demonstrate effective teamwork and communication when playing in a tournament.</p> <p>To use a variety of tactics in order to beat another team.</p>
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### Invasion Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and developing Invasion Skills – Basketball and Netball</b>						
<p>To control a ball and move it around their body.</p> <p>To travel confidently in a variety of ways.</p> <p>To pat a large ball, making it bounce.</p>	<p>To begin to travel with a ball.</p> <p>To throw a ball to another player over a short distance.</p> <p>To change direction whilst travelling.</p>	<p>To keep good control of a ball whilst travelling with it.</p> <p>To throw and catch a ball with a partner with control.</p>	<p>To keep good control of a ball whilst dribbling.</p> <p>To pass a ball by creating a W on the ball.</p>	<p>To move in multiple directions in isolation and in a game situation.</p> <p>To dribble the ball</p> <p>To understand the difference between</p>	<p>To dribble with the ball using the correct technique, varying their speed and changing direction.</p> <p>To ensure that they can look up and</p>	<p>To pass and receive a netball with one hand and two hands with some confidence and success.</p> <p>Demonstrate a chest pass, bounce</p>

## Physical Education Progression of Knowledge

<p>To bounce and catch a large ball.</p> <p>To throw a large ball to a partner over a very short distance.</p> <p>To catch a ball thrown by a partner with two hands.</p>	<p>To change direction whilst travelling with a ball.</p> <p>To pass a ball to another player whilst on the move.</p> <p>To travel in a range of different ways to get into a useful space.</p> <p>To keep good control of a ball whilst travelling with it.</p> <p>To pass a ball quickly to another player.</p> <p>To use a simple overarm and underarm throw.</p> <p>To catch a ball thrown by a partner with two hands.</p> <p>To throw a ball into a hoop.</p>	<p>To perform a variety of passes with control.</p> <p>To perform a chest pass and bounce pass with control.</p> <p>To stop a ball with two hands.</p> <p>To bounce a ball whilst on the spot and whilst moving.</p> <p>To get into a position to catch a ball.</p> <p>To begin to work as part of a team.</p> <p>To understand the importance of rules and follow them in simple games.</p> <p>To begin to use and understand the terms attacking and defending.</p> <p>To apply and demonstrate simple attacking and defending skills in a game successfully,</p>	<p>To make a series of passes to other players, moving towards the scoring area.</p> <p>To perform a chest pass, bounce pass and shoulder pass with control.</p> <p>To use space well to pass and receive a ball.</p> <p>To recognise and begin to apply basic defending skills such as marking and intercepting with some success.</p> <p>To understand and demonstrate the term intercepting.</p> <p>To recognise and begin to apply basic attacking skills such as dodging and marking, with some success.</p> <p>To understand and apply the basic rules</p>	<p>dribbling and double dribbling.</p> <p>To dribble with the ball using different techniques.</p> <p>To ensure that they can look up and ahead when dribbling with the ball.</p> <p>To pass a basketball in a variety of ways with control and accuracy.</p> <p>To mark an opposition player with confidence and success.</p> <p>To contribute to the success of their team in attack and defence.</p> <p>To demonstrate effective teamwork and communication in a game situation.</p> <p>To move in multiple directions with speed and confidence.</p>	<p>ahead when dribbling with the ball.</p> <p>To use the correct pass and the correct technique when passing a ball over a range of distances.</p> <p>To know the rules for pivoting and perform this skill using the correct footwork.</p> <p>To occasionally combine more than one skill, such as dribbling and pivoting in a game situation.</p> <p>Demonstrate a clear technique whilst dribbling to protect the ball from a defender who is trying to keep possession.</p> <p>Know and demonstrate how to mark a player man to-man successfully to prevent an</p>	<p>pass, overhead pass and shoulder pass with success, using the correct technique.</p> <p>To be able to jump with the ball.</p> <p>To move quickly with the ball when changing direction, showing speed, power and agility.</p> <p>To use more than one type of netball pass in a game situation.</p> <p>To land with one or two feet with or without the ball.</p> <p>To use efficient footwork in a game situation, including pivoting in a range of situations.</p> <p>To pivot using the correct footwork in a game situation and combine the skill of pivoting with other learnt netball skills.</p>
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## Physical Education Progression of Knowledge

	<p>To identify useful spaces for throwing and catching a ball.</p> <p>To defend a goal or space.</p> <p>To demonstrate basic attacking and defending skills in a game situation such as dodging, side stepping and leaping.</p> <p>To demonstrate a variety of movements including running, jumping, hopping, leaping, side stepping and dodging.</p>	<p>including dodging and marking.</p> <p>To make quick decision about which player to pass to.</p> <p>To throw a ball over a range of distances.</p> <p>To throw and bounce a ball into a hoop.</p> <p>To pass a ball quickly and accurately to another player.</p>	<p>of basketball in a game situation.</p> <p>To know when to pass or dribble with the ball.</p> <p>To identify and use tactics to help their team keep possession of the ball.</p> <p>To practice scoring a ball into a basketball hoop from a spot, from a variety of distances.</p> <p>To travel with a ball and pass to another player to score points in a game situation.</p>	<p>To understand and apply the rules of basketball in a game situation.</p> <p>To identify when a pass should be made in a game situation and identify which pass to use.</p> <p>To pass and receive a ball with control and accuracy.</p>	<p>opposition player from receiving a pass.</p> <p>To demonstrate effective teamwork and communication in a game situation.</p> <p>To understand and apply the rules of basketball in a game situation.</p> <p>To understand the scoring system in a game of basketball.</p> <p>To use a range of attacking and defending skills and tactics to contribute towards the success of their team.</p> <p>Understand and demonstrate the defensive stance when marking an opposition player.</p> <p>To understand the different types of basketball scoring shots and demonstrate how to</p>	<p>Perform the correct shooting technique when scoring a point.</p> <p>To understand what being part of a team involves and demonstrate this skill in a game situation with effective communication.</p> <p>To execute the movement skills of dodging and marking a player in a game situation successfully.</p> <p>To apply a range of attacking and defending movement skills within a game situation to contribute to the success of their team.</p> <p>To understand the rules of netball and understand the roles of each position.</p>
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## Physical Education Progression of Knowledge

					execute them with control.	
<b>Acquiring and developing Invasion Skills - Football</b>						
<p>To kick a ball using the correct part of their foot.</p> <p>Keep a ball under control.</p> <p>To develop the ability to kick a ball towards a target.</p> <p>To stop a football using the correct technique.</p> <p>To begin to travel with a football.</p> <p>To dribble a football around an area whilst walking.</p> <p>To show control when kicking a football.</p>	<p>To travel with a football with control.</p> <p>To dribble a football using the correct technique.</p> <p>To kick a football towards a target.</p> <p>To travel with a football whilst dribbling.</p> <p>To show control when stopping a football, using the correct technique.</p> <p>To dribble a football around an area whilst walking and jogging.</p> <p>To travel in a variety of ways with control in order to get into a useful space.</p> <p>To change direction whilst travelling with a football.</p>	<p>To change direction whilst travelling with a football.</p> <p>To begin to dribble a football around an area whilst running.</p> <p>To pass a ball quickly and accurately to another player whilst standing still and on the move.</p> <p>To demonstrate effective teamwork and communication in a game situation.</p> <p>To kick a ball at a target, at varying lengths and distances.</p> <p>To follow basic rules to play a variety of football related games and understand the importance of having rules.</p>	<p>To dribble with their dominant and nondominant foot, with control.</p> <p>To understand the term 'intercepting' and demonstrate it in small games.</p> <p>To demonstrate marking in a game situation.</p> <p>To move in different directions whilst dribbling a football.</p> <p>To understand the difference between attacking and defending in football.</p> <p>To demonstrate at least two techniques to attack, such as dodging and changing direction.</p> <p>To demonstrate at least two techniques to defend, such as</p>	<p>To dribble a ball with both dominant and non-dominant foot with control and correct technique.</p> <p>To confidently demonstrate how to intercept in a game situation.</p> <p>To confidently demonstrate how to mark man to man in a game situation.</p> <p>To move in a variety of directions whilst dribbling a football.</p> <p>To demonstrate attacking and defending in a game situation.</p> <p>To demonstrate various ways of attacking and defending in a game situation.</p> <p>To pass a football at varying lengths and</p>	<p>To play effectively in a variety of positions and formations in a game situation.</p> <p>To be able to demonstrate a variety of attacking and defending techniques and tactics in a game situation.</p> <p>To move in a variety of directions whilst dribbling a football, with greater speed.</p> <p>To pass a football at varying lengths and distances with greater speed.</p> <p>To choose and implement a variety of ways to attack and defend in a game situation</p>	<p>To make quick decisions of how and when to pass to someone in a game situation.</p> <p>To use a range of ways to keep a ball under control, depending on where it is coming from.</p> <p>To draw a defender away to create space.</p> <p>To position their body correctly to defend effectively, making successful interceptions.</p> <p>To know how space changes within a game and when and how to move into changing spaces.</p> <p>To suggest, lead and plan simple drills to practice skills.</p>

## Physical Education Progression of Knowledge

	<p>To pass and receive a football with a partner, using the correct technique.</p>	<p>To kick a ball towards a target with control.</p> <p>To use space well to pass and receive a football.</p> <p>To learn how to mark a player when they have the ball.</p>	<p>marking and intercepting.</p> <p>To make quick decisions about which player to pass to in a game situation.</p> <p>To know when to pass or dribble with the ball in a game situation.</p> <p>To follow basic rules of a football match and understand the importance of having rules.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To develop their scoring skills when scoring towards a target or goal with control and accuracy.</p> <p>To understand and demonstrate what they and their team must try to do to</p>	<p>distances to others in a game situation.</p>		<p>To choose and implement a variety of ways to attack and defend in a game situation.</p>
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## Physical Education Progression of Knowledge

			keep possession of the ball.			
<b>Acquiring and developing Invasion Skills - Hockey</b>						
Hit a ball with a racket or bat.	Use hitting / striking skills in a small game.  Practice basic striking, sending and receiving skills.	Strike or hit a ball with a hockey stick, with control.  Learn basic skills for playing a small hockey game.  Position the body correctly to strike a ball with a hockey stick.  Direct a ball using a hockey stick, with control.	Demonstrate successful striking skills.  Develop a range of striking skills, using the correct technique.  Use the correct striking technique in a game situation.  Practice striking the ball at varying lengths and distances.  Direct a ball using a hockey stick, with control.	Use a hockey stick to strike a ball with accuracy and control.  Use a hockey stick to strike a ball using the correct technique, with control.  Confidently use at least two different ways of striking a ball with a hockey stick.  Consistently perform basic hockey skills, such as dribbling and a push pass.  To begin to implement basic rules of hockey.  To develop tactics and apply them to basic competitive situations.	Use a variety of techniques to hit a ball using a hockey stick.  Identify and apply techniques for hitting a ball in a game situation.  Identify and apply techniques and tactics that can be used in a game situation.  To be able to combine basic hockey skills such as dribbling and push pass.  To begin to play effectively in different positions on the pitch, both attacking and defending.  To increase power and strength of passes, moving the	Demonstrate effective hand-eye coordination to be able to direct a ball with control.  Demonstrate effective hand-eye coordination when striking or hitting a ball with a hockey stick.  Identify and apply techniques for hitting a ball in a game situation.  Identify and apply techniques and tactics that can be used in a game situation.  To choose and implement a range of strategies and tactics to attack and defend.  To combine and perform more complex skills.

## Physical Education Progression of Knowledge

				To increase speed and endurance during game play.	ball over short and long distances.	To increase speed and endurance during game play.
<b>Acquiring and Developing Invasion Skills – Tag Rugby</b>						
<p>To control a rugby ball and move it around their body.</p> <p>To travel confidently in a variety of ways.</p> <p>To throw and catch a ball.</p> <p>To throw and catch a large ball with a partner.</p> <p>To catch a ball thrown by a partner with two hands.</p>	<p>To begin to travel with a ball.</p> <p>To throw a ball to another player over short and long distances.</p> <p>To change direction whilst travelling.</p> <p>To change direction whilst travelling with a ball.</p> <p>To pass a ball to another player whilst on the move.</p> <p>To travel in a range of different ways to get into a useful space.</p> <p>To keep good control of a ball whilst travelling with it.</p> <p>To pass a ball quickly to another player.</p>	<p>To keep good control of a ball whilst travelling with it.</p> <p>To throw and catch a ball with a partner sideways or backwards.</p> <p>To stop a ball with two hands.</p> <p>To get into a position to catch a ball.</p> <p>To begin to work as part of a team.</p> <p>To understand the importance of rules and follow them in simple games.</p> <p>To begin to use and understand the terms attacking and defending.</p> <p>To apply and demonstrate simple attacking and</p>	<p>Know how to hold a rugby ball with the correct grip.</p> <p>To throw a rugby ball sideways, using the correct technique, whilst stationary.</p> <p>To catch a rugby ball with control.</p> <p>To begin to run with a rugby ball, keeping the ball under control. To use space well to pass and receive a ball.</p> <p>To understand and demonstrate the term intercepting.</p> <p>To recognise and begin to apply basic attacking and defending skills such as marking and dodging.</p>	<p>Use the correct grip whilst holding a rugby ball.</p> <p>Pass a rugby ball with accuracy, using the correct technique.</p> <p>To accurately make a pass whilst stationary and on the move.</p> <p>Pass a rugby ball sideways and backwards with control and some accuracy.</p> <p>To catch a rugby ball accurately.</p> <p>To move their hands to catch a ball at different heights and angles, using the correct grip.</p> <p>To get into the correct position to</p>	<p>Use the correct grip whilst holding the ball to be able to pass it effectively.</p> <p>To pass the ball with accuracy, using the correct technique whilst stationary.</p> <p>To pass the ball with accuracy, using the correct technique whilst on the move.</p> <p>To confidently pass a rugby ball sideways or backwards with control and accuracy.</p> <p>To demonstrate knowledge and understanding of what a tactical decision is in a game situation.</p> <p>To sidestep a defender with</p>	<p>To confidently and consistently use the correct grip whilst moving with the ball.</p> <p>Pass the ball confidently and effectively.</p> <p>Pass a rugby ball with control and accuracy, to the left and right, using the correct technique.</p> <p>To confidently pass the ball backwards in a game situation.</p> <p>Use the correct technique whilst running with the ball with speed and pace.</p> <p>To confidently sidestep and dodge a defender with pace.</p>

## Physical Education Progression of Knowledge

	<p>To catch a ball thrown by a partner with two hands.</p> <p>To identify useful spaces for throwing and catching a ball.</p> <p>To defend a goal or space.</p> <p>To demonstrate basic attacking and defending skills in a game situation such as dodging, side stepping and leaping.</p> <p>To demonstrate a variety of movements including running, jumping, hopping, leaping, side stepping and dodging.</p>	<p>defending skills in a game successfully, including dodging and marking.</p> <p>To make quick decision about which player to pass to.</p> <p>To throw a ball over a range of distances.</p> <p>To pass a ball quickly and accurately to another player.</p>	<p>To know when to make a pass. To explain and demonstrate some rules of tagging.</p>	<p>receive a pass from a teammate.</p> <p>To understand and demonstrate a sidestep.</p> <p>To sidestep to move around a defender in a game situation.</p> <p>To explain and demonstrate the tagging rules, including in a game situation.</p> <p>To avoid being tagged in a variety of ways, including passing the ball, dodging, sidestepping etc.</p> <p>To demonstrate knowledge of how to intercept a pass and when to intercept a pass.</p> <p>To use a range of attacking and defending skills successfully in a game situation.</p>	<p>success and use the space effectively.</p> <p>To demonstrate knowledge of how to intercept a pass and execute this in drills and in a game situation.</p> <p>To avoid being tagged in a variety of ways, including passing the ball, dodging, sidestepping etc.</p> <p>To confidently explain and demonstrate the rules of tagging.</p>	<p>To avoid being tagged in a variety of ways, including passing the ball, dodging, sidestepping etc.</p> <p>To confidently explain and demonstrate the rules of tagging.</p> <p>Confidently intercept a pass to win possession for their team to set up an attack.</p> <p>Make appropriate and informed tactical decisions when attacking and defending.</p> <p>Share tactical decisions with teammates and support each other when making these decisions.</p>
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## Physical Education Progression of Knowledge

				<p>Demonstrate knowledge of some tag rugby rules and follow them in a game.</p> <p>To understand what a tactic is in a game situation and the importance. Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.</p> <p>Use simple vocabulary when evaluating, comparing and improving skills.</p> <p>Modify their skills to achieve a better result.</p>		

### OAA

Year 3	Year 4	Year 5	Year 6
<b>Developing and Acquiring Outdoor and Adventurous Skills</b>			
To take part in outdoor and adventurous activity.	To take part in outdoor and adventurous activity challenges both individually and within a pair.	To take part in outdoor and adventurous activity challenges both individually and within a team.	To take part in outdoor and adventurous activity challenges both individually and within a team.

## Physical Education Progression of Knowledge

<p>To take part in some outdoor and adventurous activities individually and within a pair.</p> <p>To use running and jumping both in isolation and in combination.</p> <p>To compare their performances with others and discuss room for improvements.</p>	<p>To use running, jumping and throwing in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>Developing and Acquiring Orienteering Skills</b>			
<p>To navigate in pairs or individuals to an orienteering control marker location.</p> <p>To be able to identify and follow a key.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To understand what a 'birds eye view' diagram is.</p> <p>To record information.</p> <p>To travel safely to and from orienteering control marker locations.</p> <p>Orienteate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify symbols used on a key.</p>	<p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To set up a course based on a given key.</p> <p>To travel safely to and from control marker locations. Orienteate themselves with accuracy around a short trail.</p> <p>Create a short trail for others to complete, with a physical challenge.</p>	<p>To know the 8 points on a compass.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p> <p>To set up an orienteering course in pairs, groups and individually.</p> <p>To travel safely to and from control marker locations.</p>	<p>To know the 8 points on a compass.</p> <p>To use a compass for navigation.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To navigate individually to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p>



## Physical Education Progression of Knowledge

	<p>To recognise symbols used on a key.</p>	<p>To use the key to recognise the relevant symbols and features on the orienteering map.</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 by another team, with some physical challenges.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>To set up an orienteering course in pairs, groups and individually. To travel safely to and from control marker locations. To use the key to recognise the relevant symbols and features on the orienteering map.</p> <p>Orientate themselves with confidence and accuracy around an orienteering course when under a time limit.</p> <p>Design an orienteering course for other children that is clear to follow and offers challenge to others.</p> <p>Identify a key on any given map.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
<b>Developing and Acquiring Communication Skills</b>			
<p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To take responsibility for themselves and others. Increase confidence to make decisions.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p>	<p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p>

## Physical Education Progression of Knowledge

	<p>To take responsibility for themselves and others. Increase ability and confidence to make decisions.</p>	<p>To guide a blindfolded team member effectively to a control marker location with or without physical contact. Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> <p>Increase ability and confidence to make decisions.</p>	<p>To guide a blindfolded team member effectively to a control marker location with or without physical contact.</p> <p>Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> <p>Increase ability and confidence to make decisions.</p>
<b>Developing and Acquiring Thinking/ Tactical Skills</b>			
<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p> <p>To organise and determine the rules of an orienteering competition</p>	<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p> <p>To organise and determine the rules of an orienteering relay / competition. Begin to complete activities in a set period.</p>	<p>To plan effectively the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p> <p>To guide a blindfolded teammate safely and efficiently around the course.</p> <p>To organise and determine the rules of an orienteering competition.</p> <p>Begin to complete activities against a stopwatch.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>To effectively plan the quickest route to take.</p> <p>To allocate marker locations as per the strengths of individuals in the group.</p> <p>To guide a blindfolded teammate safely and efficiently around the course.</p> <p>To organise and determine the rules of an orienteering competition.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>

## Physical Education Progression of Knowledge

### Developing and Acquiring Physical Skills

<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>To plan physically how they will get around the course quickly.</p> <p>To breathe effectively to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Plan how they will physically get around the course quickly and efficiently .</p> <p>To adopt an efficient running technique to preserve energy.</p> <p>To alter the way of travelling to support a teammate who is slower/faster.</p> <p>To maintain balance in all areas of the orienteering course.</p> <p>Develop flexibility, strength, technique, control and balance.</p>
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### Health and Fitness In Every Unit Of Work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when standing still and when exercising.	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 explain what our bodies need to stay healthy.  Carry and place equipment safely.	Recognise and describe the effects of exercise on the body and mind.  Know the importance of strength and flexibility for physical activity.  Carry and place equipment safely.	Describe how the body reacts at different times of the day and how this might affect performance.  Know the importance of controlling the body in physical activity.  Explain why exercise is good for your health.	Understand and describe how different exercises affect performance in different ways.  Recognise and understand benefits on the body, from warming up and cooling down.  To be able to understand and explain safety	Understand and describe the importance of warming up and cooling down, alongside effects that they have on our bodies.  Carry out warm-ups and cool downs safely and effectively.

## Physical Education Progression of Knowledge

			<p>Explain why it is important to warm up and cool down.</p>	<p>Recognise and understand benefits of warming up and cooling down.</p> <p>Carry and set up equipment safely.</p>	<p>principles when preparing for and during exercise.</p> <p>Understand why exercise is important for our health, fitness and wellbeing.</p> <p>Set up and carry equipment safely.</p>	<p>Understand why exercise is good for our physical and mental health and well-being.</p> <p>Understand and describe different lifestyles that we can maintain to keep ourselves healthier and fit.</p> <p>Set up and carry equipment safely.</p>
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### Evaluation In Every Unit of Work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe.</p> <p>Begin to say how they could improve,</p> <p>Talk about the differences between their technique and the techniques of others.</p>	<p>Watch, describe and evaluate the effectiveness of a technique.</p> <p>Identify what aspects worked well and what aspects could be improved next time.</p>	<p>Watch, describe and evaluate the effectiveness of a technique 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 their own and other's techniques</p> <p>Explain why they have used particular skills or techniques.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate ideas for improvements.</p> <p>Explain why they have used particular skills or techniques.</p> <p>Explain the effect that particular skills or techniques have.</p>