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| **School Crest.epsSt Gabriel’s Catholic Primary School – PE Progression of Skills** |

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| **Gymnastics** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Competent learner:**  Respond to simple stimuli  To be able to respond to simple movement and language. | **Competent learner:**  Respond to simple stimuli  To be able to respond to movement and language. | **Competent learner:**  Respond to simple stimuli  To be able to brainstorm ideas for movements and language. | **Competent learner:**  Respond to simple stimuli  To be able to use a picture stimulus to bring movements to life. | **Competent learner:**  Respond to wider range of stimuli  To be able to be inventive with their own movements and actions with mixed success. | **Competent learner:**  Respond to wider range of stimuli  To be able to be inventive with their own movements and actions to create brand new ideas and sequences. | **Competent learner:**  Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement, and effective communication skills to own group. | **Competent learner:**  Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement and effective communication skills to own group and model etiquette such as applauding. |
| Control  To be able to stay within an area whilst moving. | Control  To be able to stay within an area whilst moving. | Control  To be able to stay within an area whilst moving, managing all body parts in isolation. | Control  To be able to control movements to represent direct opposites. | Perform actions with control  To be able to transition seamlessly from one movement to another. | Perform actions with control  To be able to sequence a series of movements with consistent control. | Performing a range of skills  To be able to show noticeable progress in performing actions and decision making. | Performing a range of skills  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic |
| Balance  To be able to show clear intent of direction when travelling. | Balance  To be able to show clear intent of direction when travelling, managing their weight. | Balance  To be able to show clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust weight to transfer into different positions using different body parts. |  |  |  |  |
|  |  |  |  | Develop themes and ideas  To be able to implement changes to better their performance, suggested by self or AP. | Develop themes and ideas  To be able to review and implement changes to better their performance without prompt or guidance. | Take the lead in a range of situations  To be able to support the group to make decisions to improve work. | Take the lead in a range of situations  To be able to compromise where necessary to allow all group members to feel valued. |
| Co-ordination  To begin to be able to use arms and legs simultaneously. | Co-ordination  To begin to use be able to arms and legs simultaneously. | Co-ordination  To be able to use arms and legs simultaneously. | Co-ordination  To be able to use arms and legs simultaneously in different directions. | Improvements to their work  To be able to sequence a series of movements with increasing control. | Improvements to their work  To be able to identify and implement changes to performance that make it more interesting to watch | Creativity and imagination in choreography  To be able to be inventive with their movements individually and in a group with mixed success. | Creativity and imagination in choreography  To be able to be inventive with their movements individually and in a group with consistent success. |
| Range of movements  To begin to use a variety of level and direction including jumps and rolls. (low) | Range of movements  To begin to use a variety of level and direction including jumps and rolls. (High and low). | Range of movements  To be able to use a variety of level and direction including jumps and rolls. | Range of movements  To be able to use a variety of level and direction including jumps, rolls and spins. |  |  |  |  |
|  |  |  |  | Leadership qualities  To be able to suggest characteristics of an effective leader (e.g., respectful, encouraging, role model, good communicator, puts the group first). | Leadership qualities  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the group. | Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement, and effective communication skills to own group. | Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement and effective communication skills to own group and model etiquette such as applauding. |
| Development matters Links  To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  To be able to go up steps and stairs, or climb up apparatus, using alternate feet.  To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. | Development matters Links  To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to combine different movements with ease and fluency.  To be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  To be able to develop overall body-strength, balance, co-ordination and agility.  To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |  |  |  |  |  |  |
| **Active & healthy learner:**  Changes to the body  To begin to identify heart beating faster. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss the more exercise they do, the hotter they get and the need for more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth. | **Active & healthy learner:**  Changes to the body  To be able to reference longer term benefits of exercising, such as muscle growth and improved endurance |  |  |
|  | Able to discuss the more exercise they do, the hotter they get and the need for more air  To be able to talk about the different types of foods. | Able to discuss the more exercise they do, the hotter they get and the need for more air  To be able to talk about the different types of foods. | Able to discuss the more exercise they do, the hotter they get and the need for more air  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, and self-esteem). | Health and wellbeing  To have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration. |
|  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest movements that increase heart rate | Activity types  To be able to suggest activities that increase heart rate. | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
| **Skills** | **Skills**  **Agility**  To be able to move their body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | | **Skills**  **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | | **Skills**  **Agility**  To be able to move the body from one position to another (changing direction). | | **Skills**  **Agility**  To be able to move the body from one position to another (changing direction). | |
| **Balance**  To be able to use centre of gravity over the base of support. To be able to link & mirror with another person. | | **Balance**  To be able to use centre of gravity over the base of support. To be able to link & mirror with another person. | | **Balance**  To be able to use centre of gravity over the base of support. To be able to link & mirror with another person. | | **Balance**  To be able to use centre of gravity over the base of support. To be able to counterbalance with another person or group. | |
| **Co-ordination**  To be able to synchronise limbs when performing an action. | | **Co-ordination**  To be able to synchronise limbs when performing an action. | | **Co-ordination**  To be able to synchronise limbs when performing an action. | | **Co-ordination**  To be able to synchronise limbs when performing an action.  To be able to change height (high, mid, and low). | |
| **Locomotion:**  Pathways – To move forwards, backwards, sideways. Turn – To be able to change direction. Shape– To be able to move the body to create a shape (star, straight, tuck). | | **Locomotion:**  Pathways – To move forwards, backwards, sideways, and diagonally. Turn – To be able to change direction. Shape– To be able to move the body to create a shape (pike, straddle, star, straight, tuck, front support, back support). | | **Locomotion:**  Pathways – To move forwards, backwards, sideways, and diagonally. Turn – To be able to change direction: quarter, half, full. Shape– To be able to move the body to create a shape (pike, straddle, star, straight, tuck, front support, back support, side support) and create a shape along different planes.  Leap – To be able to jump from one foot to another foot. | | **Locomotion:**  Pathways – To be able to move forwards, backwards, sideways and diagonally. Turn – To be able to change direction: quarter, half, full. Shape– To be able to move the body to create a shape (pike, straddle, star, straight, tuck, front support, back support, side support) and create a shape along different planes over and across apparatus.  Leap – To be able to jump from one foot to another foot. Level – To be able to change height (high, mid & low). | |
| **Rotation:**  Spin – To be able to turn on the spot using different levels (seated). Roll – To be able to use a log roll. Jump- To be able to jump with safe landing. | | **Rotation:**  Spin – To turn on the spot using different levels (pivot and seated). Roll – To use log roll, egg roll and teddy bear roll. Jump – To be able to do a straight and star jump with safe landing. | | **Rotation:**  Roll – To use log roll, egg roll, teddy bear roll, arch and dish roll Jump –To jump on, off, over apparatus, linked jumps | | **Rotation:**  Roll – To be able to complete a backwards roll. Jump –To be able to jump on, off, over apparatus, linked jumps. Cartwheel – To be able to rotate over hands. | |
| **Sequencing:**  Connecting Movements– To be able to think about direction. | | **Sequencing:**  Connecting Movements– To be able to think about level and direction. | | **Sequencing:**  Connecting Movements– To be able to think about level and direction. Transition – To be able to move from one movement to another seamlessly. | | **Sequencing**  Connecting Movements– To be able to think about level and direction. Transition – To be able to move from one movement to another seamlessly. Evaluation – To be consistent checking and adapting movements. Style –To be able to adapt own personal creativity to a sequence. | |
|  | **Apparatus:**  Small – To be able to use objects when moving and balancing. Large –To be able to jump off low platforms. | | **Apparatus:**  Small – To be able to use objects when moving and balancing. Large – To be able to jump off low platforms. | | **Apparatus:**  Small – To be able to use objects when moving and balancing. Large – To be able to jump on and off low platforms. | | **Apparatus:**  Small – To be able to use objects when moving and balancing. Large – To be able to balance and move on, over and under apparatus. | |
| **Working together:**  Unison – Everyone in the group moving in the same way at the same time. | | **Working together:**  Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – To be able to make shapes as if in a mirror. | | **Working together:**  Mirroring, Matching and Linking – To be able to create movements together. Canon – One child moving followed by another and another like a Mexican wave. Synchronisation – To be able to move together at the same time to create effect. | | **Working together:**  Mirroring, Matching and Linking – To be able to create movements together. Canon – One child moving followed by another and another like a Mexican wave. Synchronisation – To be able to move together at the same time to create effect. | |
| **Dance** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Competent learner:**  Respond to simple stimuli  To be able to brainstorm basic ideas for movements. | **Competent learner:**  Respond to simple stimuli  To be able to brainstorm ideas for movements. | **Competent learner:**  Respond to simple stimuli  To be able to brainstorm ideas for movements and language. | **Competent learner:**  Respond to simple stimuli  To be able to use a picture stimulus to bring movements to life. | **Competent learner:**  Respond to wider range of stimuli  To be able to be inventive with their own movements and actions with mixed success. | **Competent learner:**  Respond to wider range of stimuli  To be able to be inventive with their own movements and actions to create brand new ideas and motifs. | **Competent learner:**  Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement, and effective communication skills to own group. | **Competent learner:**  Improve own and others’ performance  To be able to take charge demonstrating respect, encouragement and effective communication skills to own group and model etiquette such as applauding. |
| Control  To be able to stay within an area whilst moving. | Control  To be able to stay within an area whilst moving, managing some body parts in isolation. | Control  To be able to stay within an area whilst moving, managing all body parts in isolation. | Control  To be able to control movements to represent direct opposites. | Perform actions with control  To be able to transition seamlessly from one movement to another. | Perform actions with control  To be able to sequence a series of movements with consistent control. | Performing a range of skills  To be able to show noticeable progress in performing actions and decision making. | Performing a range of skills  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
| Balance  To begin to show intent of direction when travelling. | Balance  To begin to show intent of direction when travelling, managing their weight. | Balance  To be able to have clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust weight to transfer into different positions. |  |  |  |  |
|  | Co-ordination  To be able to use arms and legs simultaneously. | Co-ordination  To be able to use arms and legs simultaneously. | Co-ordination  To be able to use arms and legs simultaneously. | Co-ordination  To be able to use arms and legs simultaneously in different directions. |  |  |  |  |
| Range of movements  To begin to use a variety of level, direction and types (jump, twist, turn etc). | Range of movements  To begin to use a variety of level, direction and types (jump, twist, turn etc). | Range of movements  To be able to use a variety of level, direction and types (jump, twist, turn, leap etc). | Range of movements  To be able to use a variety of level, direction and types (jump, twist, turn, leap, stillness etc). |  |  |  |  |
|  |  |  |  | Develop themes and ideas  To be able to implement changes to better their performance, suggested by self or AP. | Develop themes and ideas  To be able to review and implement changes to better their performance without prompt or guidance. | Take the lead in a range of situations  To be able to support the group to make decisions to improve work. | Take the lead in a range of situations  To be able to compromise where necessary to allow all group members to feel valued. |
| Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be able to move at different levels and direction without colliding with others or objects. |  |  |  |  |
|  |  |  |  | Improvements to their work  To be able to sequence a series of movements with increasing control. | Improvements to their work  To be able to identify and implement changes to performance that make it more interesting to watch. | Creativity and imagination in choreography  To be able to be inventive with their movements individually and in a group with mixed success. | Creativity and imagination in choreography  To be able to be inventive with their movements individually and in a group with consistent success. |
|  |  |  |  | Leadership qualities  To be able to suggest characteristics of an effective leader (e.g., respectful, encouraging, role model, good communicator, puts the group first). | Leadership qualities  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the group. |  |  |
|  | Development matters  To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.  To be able to show increasingly use and remember sequences and patterns of movements which are related to music and rhythm. | Development matters  To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to combine different movements with ease and fluency.  To be able to develop overall body-strength, balance, co-ordination and agility.  To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |  |  |  |  |  |  |
| **Active & healthy learner:**  Changes to the body  To begin to identify heart beating faster. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss change in temperature and needing more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth. | **Active & healthy learner:**  Changes to the body  To be able to understand sweat is heat escaping the body and the build-up of lactic acid in their muscles. |  |  |
|  | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Good health  To be able to talk about different food groups and understand their nutritional value and frequency of consumption. | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. Sleep, being active, friends, self-esteem). | Health and wellbeing  To be able to have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep, and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep, and hydration. |
|  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. | Remain active  To be able to reference managing energy levels to last for the duration of a dance. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
| **Skills** | **Skills**  **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | | **Skills**  **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | |  | |  | |
| **Balance**  To begin to centre gravity over the base of support. To be able to counterbalance when centre of gravity is out of position. | | **Balance**  To be able to use centre of gravity over the base of support. To be able to Counterbalance when centre of gravity is out of position. | |  | |  | |
| **Co-ordination**  To be able to synchronise limbs when performing an action. | | **Co-ordination**  To be able to synchronise limbs when performing an action. | |  | |  | |
| **Travel**  Pathways – To be able to travel forwards, backwards, sideways. Stabilisation skills (maintaining physical stability): Turn – To be able to change direction in the dance. Twist – To be able to move the body to create a shape. | | **Travel**  Pathways – To be able to travel forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – To be able to change direction in the dance. Twist – To be able to move the body to create a shape. | | **Travel**  Pathways –To be able to travel forwards, backwards, sideways and diagonally.  Turn – To be able to change direction in the dance.  Twist –To be able to move the body to create a shape.  Leap – To be able to jump from one foot to another foot.  Spin – To be able to rotate on the spot. | | **Travel**  Pathways – To be able to travel forwards, backwards, sideways, and diagonally. Turn – To be able to change direction in the dance. Twist – To be able to move the body to create a shape. Leap – To be able to jump from one foot to another foot. Spin – To be able to rotate on the spot. Level – To be able to change height (high, mid, and low). | |
| **Choreography**  Count – To be able to count to 4, 8 for a section of movement. Dynamic – To be able to move in such a way as to represent something. Isolations – To be able to move only one part of the body at a time. | | **Choreography**  Count – To be able to count to 4, 8, 12, or 16 for a section of movement. Dynamic – To be able to move in such a way as to represent something or someone. Isolations – To be able to move only one part of the body at a time. | | **Choreography**  Count – To be able to count to 4, 8, 12, or 16 for a section of movement. Dynamic – To be able to move in such a way as to represent something or someone. Isolations –To be able to move only one part of the body at a time. Transition – To be able to move from one movement to another seamlessly. | | **Choreography**  Count – To be able to count to 4, 8, 12, or 16 for a section of movement. Dynamic – To be able to move in such a way as to represent something or someone. Isolations – To be able to move only one part of the body at a time. Transition -To be able to move from one movement to another seamlessly. Emotion – To be able to use movement to express feeling. Evaluation – To be consistent checking and adapting movements. Style – To be able to adapt own personal creativity to a sequence. | |
| **Working together**  Unison – Everyone in the group moving in the same way at the same time. Mirroring – To be able show movements as if in a mirror.  Canon – One child moving followed by another and another like a Mexican wave. | | **Working together**  Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – To be able to show movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – To be able to move as a direct consequence of the previous movement. Canon – One child moving followed by another and another like a Mexican wave. | | **Working together**  Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – To be able to show movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – TO be able to move as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – To be able to move together at the same time to create effect. | | **Working together**  Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting –To be able to show movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response –TO be able to move as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – To be able to move together at the same time to create effect. | |
| **Invasion games** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  |  | **Competent learner:**  Understanding effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first).  . | **Competent learner:**  Understanding effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team. | **Competent learner:**  Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team. | **Competent learner:**  Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition. |
|  |  | Simple tactics for attack & defend  To be able to identify the correct role based on possession and can create and close space. | Simple tactics for attack & defend  To be able to maintain possession, create and close space and react accordingly when possession is lost or gained. |  |  |  |  |
|  |  | Control  To be able to stay within an area whilst moving, managing all body parts and object. | Control  To be able to stay within an area stopping and starting on command, maintaining control of object. |  |  | Skill control and consistency  To be able to show Increasing control and consistency when sending, receiving and shooting from a static position and on the move. | Skill control and consistency  To be able to show clear intent when sending, receiving and shooting with consistent control and accuracy. |
|  |  | Agility  To be able to change direction quickly. | Agility  To be able to change direction quickly avoiding others. |  |  |  |  |
|  |  | Balance  To be able to show clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust weight to transfer into different positions. |  |  |  |  |
|  |  | Co-ordination  To be able to use arms and legs simultaneously to send and receive. | Co-ordination  To be able to use arms and legs simultaneously to send, receive and intercept. |  |  |  |  |
|  |  |  |  | Demonstrate creativity  To be inventive with their own movements and actions with mixed success. | Demonstrate creativity  To be inventive with their own movements and actions and gain an advantage. |  |  |
|  |  |  |  | Improvements to work  To be able to implement changes to better their performance, suggested by self or AP. | Improvements to work  To be able to review and implement correct changes to better their performance without prompt` or guidance. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
|  |  | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be consistent in finding new spaces whilst remaining in an area and controlling an object. | Fundamental Movement Skills  To be able to sequence a series of movements with increasing control (e.g. dribble then pass). | Fundamental Movement Skills  To be able to sequence a series of movements with consistent control (e.g. dribble then pass). | Fundamental Sport Skills  To be able to apply different skills in different sports with increasing control. | Fundamental Sport Skills  To be able to demonstrate consistent control and intent when performing skills in different sports. |
|  |  |  |  | Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | Strategies and tactics  To be able to identify and implement changes to performance that gain an advantage over their opponent. |  |  |
|  |  |  |  |  |  | Creativity and imagination  To be inventive with their tactics individually and in a team with mixed success. | Creativity and imagination  To be inventive with their tactics individually and in a team with consistent success. |
|  |  | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss the more exercise they do, the hotter they get and the need for more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth | **Active & healthy learner:**  Changes to the body  To be able to understand sweat is heat escaping the body and the build-up of lactic acid in their muscles. |  |  |
|  |  | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Good health  To be able to talk about different food groups and understand their nutritional value and frequency of consumption. | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self-esteem). | Health and wellbeing  To be able to have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. |  |  |
|  |  |  |  |  |  | **Active & healthy learner:**  Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | **Active & healthy learner:**  Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
|  |  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give example for external factors such as diet, sleep and hydration. |
| **Skills** |  |  | **Skills**  **Invasion Games Principles**  **Attack** – To be able to create space to get through defence and score. **Defend –**To be able to prevent opposition from scoring by closing space and retaining possession. | | **Skills**  **Invasion Games Principles**  **Attack:**  To be able to create space to get through defence and score. To be able to maintain possession. To be able to vary speed and locomotion skills/agility to beat defender. To be able to create strategies and tactics to achieve desired result and outwit your opponents. To be able to understand the importance of width and depth of playing area and positions/roles within a team – apply game principles. To be able to shoot methods and importance of accuracy to increase chances of success. To be able to make decisions on when to shoot/distance from goal/net.  **Decision making on when to shoot/distance from goal/net**  **Defend**  To be able to prevent opposition from scoring by closing space. To be able to regain possession. To be able to create strategies and tactics to achieve desired result. To be able to understand the importance of width and depth of playing area and positions/roles within a team. To have an awareness of own goal/net and managing the defence of this. | | **Skills**  **Invasion Games Principles**  **Attack**  To be able to disguise a form of shot or pass. To be able to identify weakness in defence/organisation of defence and taking advantage of this. Communication skills – To be able to be verbal and non-verbal. To be able to identify patterns of play. To be able to move off the ball to open space for teammates. To be able to demonstrate game management.  **Defend**  To be able to anticipate an attacker's next move or action. To be able to identify strengths of opposition and reducing/stopping this. To be able to use communication skills - verbal and non-verbal. To be able to identify patterns of play, zonal marking and awareness of pitch width and depth. Game management – To be able to use scenario cards. | |
|  |  | **Agility**  To be able to move the body from one position to another (changing direction). To be able to start / stop on command, maintaining balance. | |  | |  | |
|  |  | **Balance**  To be able to use centre of gravity over the base of support. To be able to counterbalance when centre of gravity is out of position. | |  | |  | |
|  |  | **Co-ordination**  To be able to synchronise limbs when performing an action. To be able to generate force when sending. | |  | |  | |
|  |  | **Locomotion Skills (ways to move)**  Run – To be able to run forwards, backwards, sideways and diagonally. Chase – To be able to chase, closing space between the attacker and defender. Avoid – To be able to avoid, increasing the space between the attacker and defender. Jump – To be able to block, intercept, receive object off target / on the move. | | **Locomotion skills (Attack)**  Run – To be able to run, identifying space to move into to receive the ball. Avoid – To be able to avoid opposition and moving accordingly to remain in space and maintain possession.  **Locomotion skills (Defend)**  Run – To be able to close space not allowing any gaps. Chase – To be able to mark a specific player as part of a strategy. Jump – To be able to block, intercept, receive object off target/on the move.  Ball manipulation skills (Attack) – To be able to apply game principles/rules. Send –To be able to send, from a static position and on the move, into a space for a teammate to run on to and receive. Receive –To be able to receive, from a static position and on the move, transitioning into an immediate pass when received (quick pass). Dribble – To be able to dribble, varying movements to outwit opponent. Pick up –To be able to loose ball followed by an immediate pass or shot. Carry – To be able to control the ball on the move, disguise pass or shot. Shoot –To be able to kick, throw or strike/push a ball with intent into a goal or net. | | **Locomotion skills (Attack)**  Run – To be able to vary speeds and direction to outwit defence.  **Locomotion skills (Defend)**  Run – To be able to vary speeds and direction to manage space between attack and goal. | |
|  |  | **Ball manipulation skills (ways to use an object)**  Send –To be able to throw/kick a ball, push an object with a hockey stick. Receive – To be able to catch with hands, softly cradle with feet/stick. Dribble – To be able to continuously dribble with hand(s), using feet to move a ball, pushing an object with a stick. Pick up – To be able to pick up static or moving object. Carry – To be able to run with an object in hands. Bounce –To be able to bounce-catch/bounce pass. Kick – To be able to kick ball into area/at a target. | |  | | **Ball manipulation skills (Attack)**  Send – To be able to send, from a static position and on the move, into a space for a teammate to run on to and receive. Receive -To be able to receive from a static position and on the move, transitioning into an immediate pass when received (quick pass). Dribble – To be able to disguise a form of shot/pass. Pick up – To be able to loose ball followed by an immediate pass or shot. Carry – To be able to control the ball on the move, disguise pass or shot. Shoot – To be able to kick, throw or strike/push a ball with intent into a goal or net. | |
|  |  | **Stabilisation skills (maintaining physical stability)**  Turn – To be able to turn, looking for spaces, chasing/avoiding. Twist – To be able to twist when sending/receiving. Stretch – To be able to stretch when blocking, intercepting, receiving. | |  | |  | |
| **Multi skills** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Competent learner:**  Simple tactics for attack & defend  To be able to maintain possession. | **Competent learner:**  Simple tactics for attack & defend  To be able to maintain possession. | **Competent learner:**  Simple tactics for attack & defend  To be able to identify the correct role based on possession and can create and close space.  To be able to maintain possession. | **Competent learner:**  Simple tactics for attack & defend  To be able to maintain possession, create and close space and react accordingly when possession is lost or gained | **Competent learner:**  Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | **Competent learner:**  Strategies and tactics  To be able to identify and implement changes to performance that gain an advantage over my opponent. |  |  |
|  |  |  |  | Demonstrate creativity  To be inventive with their own movements and actions with mixed success. | Demonstrate creativity  To be inventive with their own movements and actions and gain an advantage. |  |  |
| Control  To be able to stay within an area whilst moving, managing most body parts and object. | Control  To be able to stay within an area whilst moving, managing all body parts and object. | Control  To be able to stay within an area whilst moving, managing all body parts and object. | Control  To be able to stay within an area stopping and starting on command, maintaining control of object. |  |  |  |  |
| Agility  To be able to change direction with increasing control. | Agility  To be able to change direction with increasing control. | Agility  To be able to change direction quickly. | Agility  To be able to change direction quickly avoiding others. |  |  |  |  |
| Co-ordination  To use arms and legs simultaneously to send and receive. | Co-ordination  To use arms and legs simultaneously to send and receive. | Co-ordination  To use arms and legs simultaneously to send and receive. | Co-ordination  To be able to use arms and legs simultaneously to send, receive and intercept. |  |  |  |  |
| Safely negotiate space  To be able to remain in an area with increasing awareness of colliding with others or objects. | Safely negotiate space  To be able to remain in an area with increasing awareness of colliding with others or objects. | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be consistent in finding new spaces whilst remaining in an area and controlling an object. |  |  |  |  |
|  |  |  |  | Improvements to work  To implement changes to better their performance, suggested by self or AP. | Improvements to work  To be able to review and implement correct changes to better their performance without prompt or guidance. |  |  |
|  |  |  |  | Fundamental Movement Skills  To be able to sequence a series of movements with increasing control (e.g. dribble then pass). | Fundamental Movement Skills  To be able to sequence a series of movements with consistent control (e.g. dribble then pass). |  |  |
|  |  |  |  | Understanding effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first). | Understanding effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team. |  |  |
| Development matters  To be able to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  To be able to go up steps and stairs, or climb up apparatus, using alternate feet.  To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues.  To be able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | Development matters  To be able to combine different movements with ease and fluency.  To be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  To be able to develop overall body-strength, balance, co-ordination and agility.  To be able to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  To be able to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  To be able to negotiate space and obstacles safely, with consideration for themselves and others.  To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |  |  |  |  |  |  |
| **Active & healthy learner:**  Changes to the body  To be able to begin to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss the more exercise they do, the hotter they get and the need for more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness. | **Active & healthy learner:**  Changes to the body  To be able to reference longer term benefits of exercising, such as muscle growth and improved endurance. |  |  |
|  | Good health  To be able to talk about the different types of foods. | Good health  To be able to talk about the different types of foods. | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self-esteem). | Health and wellbeing  To have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. |  |  |
|  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. |  |  |
| **Skills**  **Locomotion skills (ways to move):**  **Run** – To be able to run forwards, backwards, and sideways. **Chase** – To be able to close space between the attacker & defender. **Avoid** – To be able to increase the space between the attacker & defender. **Jump** – To be able to block, intercept, receive object off target/on the move. | | **Skills**  **Locomotion skills (ways to move):**  **Run** – To be able to run forwards, backwards, sideways and diagonally. **Chase** – To be able to close space between the attacker & defender. **Avoid** – To be able to increase the space between the attacker & defender. **Jump** – To be able to block, intercept, receive object off target/on the move. | | **Skills**  **Locomotion skills**  **Run** – To be able to identify space to move into to receive the ball. **Avoid** – To be able to monitor opposition and moving accordingly to remain in space and maintain possession. **Jump** – To be able to block, intercept, receive object off target/on the move. | |  |  |
| **Ball manipulation skills (ways to use an object):**  **Send** – To be able to throw/kick a ball, push an object. **Receive** – To be able to catch with hands, softly cradle with feet. **Pick up** – To be able to pick up static or moving object. **Carry** -To be able to run with an object in hands. **Bounce**-To be able to bounce-catch/bounce pass. **Kick**– To be able to kick ball into area/at a target. | | **Ball manipulation skills (ways to use an object):**  **Send** – To be able to throw/kick a ball, push an object with a hockey stick. **Receive** – To be able to catch with hands, softly cradle with feet/stick. **Dribble** – To be able to continuously dribble with hand(s), using feet to move- a ball, pushing an object with a stick. **Pick up** – To be able to pick up a static or moving object. **Carry** – To be able to run with an object in hands. **Bounce**– To be able to bounce-catch/bounce pass. **Kick**– To be able to kick ball into area/at a target. | | **Ball manipulation skills**  **Send** – To be able to send from a static position and on the move, into a space for a teammate to run on to and receive. **Receive** – To be able to receive from a static position and on the move, transitioning into an immediate pass when received (quick pass). **Dribble** -To be able to vary movements to outwit opponent. **Pick up** – To be able to loose ball followed by an immediate pass or shot. **Carry** – To be able to control the ball on the move, disguise pass or shot. **Shoot** -To be able to kick, throw or strike/push a ball with intent into a goal or net. | |  |  |
| **Stabilisation skills (maintaining physical stability):**  **Turn** – To be able to turn when chasing/avoiding. **Twist** – To be able to twist when sending/receiving. **Stretch** – To be able to stretch when sending/receiving. | | **Stabilisation skills (maintaining physical stability):**  **Turn** – To be able to turn and look for spaces, chasing/avoiding. **Twist** – To be able to twist when sending/receiving. **Stretch** – To be able to stretch when sending/receiving. | |  | |  |  |
| **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | | **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance. | |  | |  |  |
| **Balance**  To be able to demonstrate centre of gravity over the base of support. To be able to counterbalance when centre of gravity is out of position. | | **Balance**  To be able to demonstrate centre of gravity over the base of support. To be able to counterbalance when centre of gravity is out of position. | |  | |  |  |
| **Co-ordination**  To be able to synchronise limbs when performing an action. To be able to generate force when sending. | | **Co-ordination**  To be able to synchronise limbs when performing an action. To be able to generate force when sending. | |  | |  |  |
|  | | **Invasion Games Principles:**  **Attack** – To be able to create space to get through defence and score. **Defend** – To be able to prevent opposition from scoring by closing space and retaining possession. **Dribble** – To be able to continuously dribble with hand(s), using feet to move a ball, pushing an object with a stick. | |  | |  |  |
|  | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Striking and fielding** |  |  | **Competent learner:**  Control  To be able to stay within an area whilst moving, managing all body parts and object. | **Competent learner:**  Control  To be able to stay within an area stopping and starting on command, maintaining control of object. | **Competent learner:**  Fundamental Movement Skills  To be able to sequence a series of movements with increasing control (e.g. strike and run/retrieve and throw with some accuracy). | **Competent learner:**  Fundamental Movement Skills  To be able to sequence a series of movements with consistent control (e.g. retrieve and throw with accuracy). | **Competent learner:**  Skill control and consistency  To be able to show increasing control and consistency when sending, receiving and striking from a static position and on the move. | **Competent learner:**  Skill control and consistency  To be able to show clear intent when sending, receiving and striking with consistent control and accuracy. |
|  |  |  |  |  | Demonstrate creativity  To be inventive with their own movements and actions with mixed success. | Demonstrate creativity  To be inventive with their own movements and actions and gain an advantage. | Creativity and imagination  To be able to be re inventive with their tactics individually and in a team with mixed success. | Creativity and imagination  To be re inventive with their tactics individually and in a team with consistent success. |
|  |  |  |  |  | Understanding effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first). | Understanding effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition. |
|  |  |  |  |  | Improvements to work  To be able to implement changes to better their performance, suggested by self or AP. | Improvements to work  To be able to review and implement changes to better their performance without prompt or guidance. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
|  |  |  |  |  | Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | Strategies and tactics  To be able to identify and implement changes to performance that gain an advantage over their opponent. |  |  |
|  |  |  |  |  |  |  | Fundamental Sport Skills  To be able to apply different skills in different sports with increasing control. | Fundamental Sport Skills  To be able to show consistent control and intent when performing skills in different sports. |
|  |  |  | Agility  To be able to change direction quickly. | Agility  To be able to change direction quickly to retrieve a moving object. |  |  |  |  |
|  |  |  | Balance  To show clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust weight to transfer into different positions. |  |  |  |  |
|  |  |  | Co-ordination  To be able to use arms and legs simultaneously to send and receive. | Co-ordination  To be able to use arms and legs simultaneously to send, receive and strike. |  |  |  |  |
|  |  |  | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be able to be consistent in finding new spaces whilst remaining in an area and retrieving an object. |  |  |  |  |
|  |  |  | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss change in temperature and needing more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth. | **Active & healthy learner:** | **Active & healthy learner:** |
|  |  |  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. |  |  |  |  |
|  |  |  |  |  | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g.sleep, being active, friends, self esteem). | Health and wellbeing  To have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. |  |  |
|  |  |  |  |  |  |  | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
|  |  |  | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Good health  To be able to talk about different food groups and understand their nutritional value and frequency of consumption. | Remain active  To be able to reference managing energy levels to last for the duration of a game | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration |
| **Skills** |  |  | **Agility**  To be able to move the body from one position to another (changing direction).  To be able to start/stop on command, maintaining balance. | |  | |  | |
|  |  |  | **Balance**  To be able to use centre of gravity over the base of support.  To be able to counterbalance when centre of gravity is out of position. | |  | |  | |
|  |  |  | **Co-ordination**  To be able to synchronise limbs when performing an action.  To be able to generate force when sending | |  | |  | |
|  |  |  | **Stabilisation skills (maintaining physical stability):**  Turn – To be able to pick up and throw to designated target.  Twist – To be able to twist when sending/receiving.  Stretch – To be able to stretch when receiving/ stop object travelling away from self. | |  | |  | |
|  |  |  | **Striking & Fielding Principles**  Fielding – To be able to retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/points.  Batting – To be able to strike an object into space to gain an advantage and allow to score runs/rounders/points. | | **Striking & Fielding Principles – different types of games**  .  **Batting – simplified versions of games**  To be able to strike into space.  To be able to correct grip for different pieces of equipment (cricket/rounders bats).  To be able to create tactics to achieve desired result and outwit your opponents.  To be able to understand the importance of striking into space and varying shots played – apply game principles.  To be able to shoot selection and importance of timing to increase chances of success.  To be able to decision make on where to hit and why. | | **Striking & Fielding Principles – different types of games**  .  **Batting**  To be able to identify weaknesses in organisation of fielders and take advantage of it.  To be able to have communication skills – verbal and non-verbal.  To be able to identify patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy.  To have game management. | |
|  |  |  |  | | **Fielding- simplified versions of games, game scenarios**  To be able to prevent opposition from scoring by closing space as best as you can.  To be able to create tactics to achieve desired result.  To be able to understand the area and positions/roles within a team.  To be able to show awareness of the playing area and how to run a batter out.  To be able to show awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught). | | **Fielding**  To be able to create tactics to achieve desired result.  To be able to identify strengths of opposition and reduce/stopping it.  To have communication skills – verbal and non-verbal.  To identify patterns of play (favoured shot of batter).  To be able to show awareness of pitch width and depth and cover best as possible.  To have game management. | |
|  |  |  |  | | **Bowling- simplified versions**  To be able to bounce feed/underarm/figure of 6 breakdown (overarm action). | | **Bowling**  To be able to identify patterns of play (favoured shot of batter). | |
|  |  |  |  | |  | | **Umpiring**  To be able to apply rules and make decisions aligned to the rules; run out/no ball/strike/boundary crossing. | |
|  |  |  | **Locomotion skills (ways to move):**  Run – To be able to move forwards, backwards, sideways and diagonally.  Chase – To be able to close space between self and travelling ball.  Jump – To be able to receive object/stop object travelling away from self. | | **Locomotion skills (Batting) - apply game principles/rules**  Run – To be able to run in between wickets/around bases. | | **Locomotion skills (Batting) - apply game principles/rules**  Run – To be able to run in between wickets/around bases. | |
|  |  |  | **Locomotion skills (Fielding) - apply game principles/rules**  Run – To be able to close space not allowing any gaps.  Chase – To be able to retrieve an object (once struck) following the direction it is travelling in. | | **Locomotion skills (Fielding) - apply game principles/rules**  Run – To be able to run, closing space not allowing any gaps. | |
|  |  |  |  | | **Bat manipulation skills (Batters) – apply game principles/rules**  Strike – To be able to strike an object from a static position and on the move, into a space to gain an advantage to score. | | **Bat manipulation skills (Batters)**  Strike – To be able to vary shots to gain an advantage over the fielders. | |
|  |  |  | **Ball manipulation skills (ways to use an object):**  Send – To be able to throw an object to designated target.  Receive – To be able to catch with hands.  Pick up – To be able to pick up static or moving object.  Carry – To be able to run with a bat in hands. | | **Ball manipulation skills (Bowler/Fielders) – apply game principles/rules**  Catch – To be able to catch a moving object - varying speeds, angles and heights.  Throw – To be able to throw a designated target/person dependant on the batter(s) movements.  Pick-up – To be able to gather a rolling object and throw. | | **Ball manipulation skills (Bowler/Fielders) – apply game principles/rules**  Catch – To be able to catch a moving object - varying speeds, angles and heights.  Throw – to be able to throw to a designated target/person dependant on the batter(s) movements.  Pick-up – To be able to gather a rolling object and throw. | |
| **Athletics** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Competent learner:**  Control  To be able to stay within an area whilst moving, managing some body parts. | **Competent learner:**  Control  To be able to stay within an area whilst moving, managing most body parts. | **Competent learner:**  Control  To be able to stay within an area whilst moving, managing all body parts. | **Competent learner:**  Control  To be able to stay within an area stopping and starting on command. | Competent learner: | Competent learner: | Competent learner: | Competent learner: |
| Agility  To begin to be able to change direction quickly. | Agility  To begin to be able to change direction quickly. | Agility  To be able to change direction quickly. | Agility  To be able to change direction quickly avoiding others. |  |  |  |  |
|  | Balance  To begin to show a clear intent of direction when travelling. | Balance  To be able to show a clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust their weight to transfer into different positions. |  |  |  |  |
| Co-ordination  To begin to be able to use arms and legs simultaneously to jog and jump. | Co-ordination  To begin to be able to use arms and legs simultaneously to jog, jump and throw. | Co-ordination  To be able to use arms and legs simultaneously to jog, jump and throw. | Co-ordination  To be able to use arms and legs simultaneously to run quickly, jump and throw. |  |  |  |  |
|  | Safely negotiate space  To begin to remain in an area without colliding with others/objects. | Safely negotiate space  To be able to remain in an area without colliding with others/objects. | Safely negotiate space  To be consistent in finding new spaces whilst remaining in an area. |  |  |  |  |
|  |  |  |  | Demonstrate creativity  To be able to be re inventive with their own movements and actions with mixed success. | Demonstrate creativity  To be able to be re inventive with their own movements and actions and gain an advantage. | Creativity and imagination  To be able to be re inventive with their tactics individually and in a team with mixed success. | Creativity and imagination  To be able to be re inventive with their tactics individually and in a team with consistent success compared to their previous performance. |
|  |  |  |  | Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | Strategies and tactics  To be able to identify and implement changes to performance that gain an advantage over their opponent. |  |  |
|  |  |  |  | Improvements to work  To be able to implement changes to better their performance, suggested by self or AP. | Improvements to work  To be able to review and implement changes to better their performance without prompt or guidance. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
|  |  |  |  | Fundamental Movement Skills  To be able to sequence a series of movements with increasing control. | Fundamental Movement Skills  To be able to sequence a series of movements with consistent control. | Fundamental Sport Skills  To be able to apply different skills in different sports with increasing control. | Fundamental Sport Skills  To be able to show consistent control and intent when performing skills in different sports. |
|  |  |  |  | Understanding of effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first). | Understanding of effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition. |
|  |  |  |  |  |  | Skill control and consistency  To be able to show increasing control and consistency when sending, receiving and shooting from a static position and on the move. | Skill control and consistency  To be able to show clear intent when sending, receiving and shooting with consistent control and accuracy. |
| Development matters | Development matters  To be able to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |  |  |  |  |  |  |
|  | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to identify heart beating faster and sweating. | **Active & healthy learner:**  Changes to the body  To be able to discuss change in temperature and needing more air. | **Active & healthy learner:**  Changes to the body  To be able to reference heart rate, temperature change and muscle soreness/growth. | **Active & healthy learner:**  Changes to the body  To be able to understand sweat is heat escaping the body and the build-up of lactic acid in their muscles. | **Active & healthy learner:**  Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | **Active & healthy learner:**  Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
|  | Good health  To be able to talk about the different types of foods- healthy and unhealthy. | Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | Good health  To be able to talk about different food groups and understand their nutritional value and frequency of consumption. | Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g.sleep, being active, friends, self esteem). | Health and wellbeing  To have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration. |
|  |  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. |  |  |
| **Skills** | **Running Technique**  -To be able to use smaller steps quicker.  -To begin to have a straight back and head/eyes facing the direction of travel. | | **Running Technique**  -To be able to use smaller steps quicker.  -To be able to have arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum).  -To be able to have a straight back and head/eyes facing the direction of travel. | | **Outdoor Track Events:**  Running – How long will it take them to finish?  Long Distance: -To be able to pace themselves, knowing they cannot sprint for the full race. -To understand the start of the race is important; if they start too quickly they may not finish. -To know that there are no lanes to stay in.  Sprint Races: -To run know to run in lanes, if left, disqualified from the race. -To complete the race as fast as they can. -To be able to accelerate at the start from a standing position. 1. To use their stronger leg at the front with a bend at the knee. 2. To use their opposite arm to leading leg raised in front with a bend at the elbow. 3. To be able to lean slightly forwards with eyes looking straight throughout the race. 4.To dip their head forward as you finish to cross the line quicker.  Hurdles: -To run in lanes and involve jumping over hurdles throughout the race. -To know it involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles. -To be able to complete the race as fast as they can.  Relay Race: -To be able to team race using a baton. -To be able to takes turns to run, holding the same baton. -To be able to run as fast as they can, but be careful when passing the baton. | | **Outdoor Track Events**  Running – To be able to refine their technique, Qualifying heats & Placing for medals.  Long Distance: -To be able to pace themselves, but know they still need to run as fast as you can to finish as quickly as possible.  Sprint Races: -To be able to run as fast as they can for the full race, remembering to keep going a little after the finish line to make sure they cross it at their quickest speed.  Hurdles: -To be able to keep a consistent stride. This will help in jumping over the hurdles without disrupting their rhythm.  Relay Race: -To be able to changeover is vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker. | |
| **Throwing action - Underarm**  - To be able to stand facing the target, holding the object in throwing hand. -To be able to raise hand backwards in a swinging motion. -To be able to look at the target area to help with accuracy. -To be able to swing hand forwards and release. | | **Throwing action - Underarm**  - To be able to stand facing the target, holding the object in throwing hand. -To be able to raise hand backwards in a swinging motion, with a slight bend at elbow. -To be able to look at the target area to help with accuracy. -To be able to swing hand forwards and release when passes hip. | |  | |  | |
| **Throwing action - Overarm**  -To begin to raise throwing arm to behind the head. -To point non-throwing arm at target. -To transfer body weight from back foot to front foot, rotating hips and torso towards target. -To pull throwing arm through and release object. | | **Throwing action - Overarm**  -To stand shoulder width apart, side on to the target -To raise throwing arm to behind the head at a 90° angle. -To point non-throwing arm at target. -To transfer body weight from back foot to front foot, rotating hips and torso towards target. -To pull throwing arm through and release object. | |  | |  | |
| **Jumping**  -To begin to have feet hip to shoulder width apart with knees bent. -To begin to be able to swing both arms simultaneously forward and backwards to gain momentum. -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet. | | **Jumping**  -To have feet hip to shoulder width apart with knees bent. -To be able to swing both arms simultaneously forward and backwards to gain momentum. -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet. | |  | |  | |
|  |  | |  | | **Outdoor Field Events:**  Throwing – How far can they throw? Can they measure their distance?  Howler/Javelin: -To use overarm action used to throw as far as they can.  Jumping – How far can they jump? Can they measure their distance?  Standing Long Jump: -To perform a two footed jump landing on both feet. | | **Outdoor Field Events**  Throwing – To be able to refine technique, qualifying heats & placing for medals  Howler/Javelin: -To use a straight or bent arm action. -To follow through the throw by continuing arm pull and hip rotation.  Jumping – To be able to refine technique, qualifying heats & placing for medals  Long Jump: -Usually done in a sand pit, athletes to have a run up before take-off. -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. | |
|  | |  | | **Indoor Track & Field Events:**  Running  Lap Running -Runners to start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.  Throwing  Chest Push -To hold a basketball or heavy ball in both hands against chest. -To push the ball as hard as they can, aiming slightly upwards.  Jumping  Vertical Jump -To jump as high as they can, reaching up to gain extra height.  Speed Bounce – how many can they do in 30 seconds? -To be able to do 2 footed side jumps over a shin high barrier. | | **Indoor Track & Field Events**  Running – To be able to refine technique, qualifying heats & placing for medals.  Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.  Throwing – To be able to refine technique, Qualifying heats & Placing for medals.  Chest Push -To hold a basketball or heavy ball in both hands against chest. -To push the ball as hard as you can, aiming slightly upwards.  Jumping – To be able to refine technique, qualifying heats & placing for medals.  Vertical Jump -To jump as high as you can, reaching up to gain extra height.  Speed Bounce – how many can they do in 30 seconds? -To be able to do 2 footed side jumps over a shin high barrier  Standing Triple Jump -To be able to hop, skip and jump – landing on both feet to finish. | |
| **Net and wall** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | Competent learner: | Competent learner: | **Competent learner:**  Improvements to work  To be able to implement changes to better their performance, suggested by self or AP. | **Competent learner:**  Improvements to work  To be able to review and implement correct changes to better their performance without prompt or guidance. | **Competent learner:**  Improvements to their work  To be able to show noticeable progress in performing actions and decision making. | **Competent learner:**  Improvements to their work  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
|  |  |  |  | Demonstrat6e creativity  To be able to be inventive with their own movements and actions with mixed success. | Demonstrate creativity  To be able to be inventive with their own movements and actions and gain an advantage. | Creativity and imagination  To be able to be inventive with their tactics individually and in a team with mixed success. | Creativity and imagination  To be able to be inventive with their tactics individually and in a team with consistent success. |
|  |  |  |  | Understanding effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first). | Understanding effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition. |
|  |  | Control  To be able to stay within an area whilst moving, managing all body parts and object. | Control  To be able to stay within an area stopping and starting on command, maintaining control of object. | Fundamental Movement Skills  To be able to sequence a series of movements with increasing control. | Fundamental Movement Skills  To be able to sequence a series of movements with consistent control. | Skill control and consistency  To be able to show increasing control and consistency when sending, receiving and shooting from a static position and on the move. | Skill control and consistency  To be able to show clear intent when sending, receiving and shooting with consistent control and accuracy. |
|  |  |  |  |  |  | Fundamental Sport Skills  To be able to apply different skills in different sports with increasing control.  To be able to show consistent control and intent when performing skills in different sports. |  |
|  |  |  |  | Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | Strategies and tactics  To be able to identify and implement changes to performance that gain an advantage over their opponent. |  |  |
|  |  | Safely negotiate space  To be able to remain in an area without colliding with others or objects. | Safely negotiate space  To be able to be consistent in finding new spaces whilst remaining in an area and controlling an object. |  |  |  |  |
|  |  | Agility  To be able to change direction quickly. | Agility  To be able to change direction quickly avoiding others. |  |  |  |  |
|  |  | Balance  To be able to show clear intent of direction when travelling, managing their weight. | Balance  To be able to adjust weight to transfer into different positions. |  |  |  |  |
|  |  | Co-ordination  To be able to use arms and legs simultaneously to send and receive. | Co-ordination  To be able to use arms and legs simultaneously to send, receive and intercept. |  |  |  |  |
|  |  | Range of movements  To be able to move in different directions at different speeds. |  |  |  |  |  |
|  |  | **Active & healthy learner**  Good health  To be able to talk about the different types of foods. | **Active & healthy learner:**  Good health  To be able to talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. | **Active & healthy learner**  Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self-esteem). | **Active & healthy learner**  Health and wellbeing  To be able to have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. |  |  |
|  |  | Changes to the body  To be able to identify heart beating faster and sweating. | Changes to the body  To be able to discuss the more exercise they do, the hotter they get and the need for more air. | Changes to the body  To be able to reference heart rate, temperature change and muscle soreness. | Changes to the body  To be able to reference longer term benefits of exercising, such as muscle growth and improved endurance. |  |  |
|  |  |  |  | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration. |
|  |  | Activity types  To be able to suggest movements that increase heart rate. | Activity types  To be able to suggest activities that increase heart rate. |  |  |  |  |
|  |  |  |  |  |  | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
| **Skills** |  |  | **Skills**  **Locomotion skills (ways to move)**  Run – To be able to run forwards, backwards, sideways and diagonally. Chase – To be able to chase, closing space between the attacker & defender. Jump – To be able to block, intercept, receive object off target/on the move. | | **Skills**  **Locomotion skills (Attack) - apply game principles/rules**  Run – To be able to identify space to move into to receive the ball. Avoid – To be able to monitor opposition and moving accordingly to remain in space.  **Locomotion skills (Defend) - apply game principles/rules**  Jump – To be able to block, intercept, receive object off target/on the move. | | **Skills**  **Locomotion skills (Attack) - apply game principles/rules**  Run – To be able to identify space to move into to receive the ball. Avoid – To be able to monitor opposition and moving accordingly to remain in space.  **Locomotion skills (Defend) - apply game principles/rules**  Jump – To be able to block, intercept, receive object off target/on the move. | |
|  |  | **Ball manipulation skills (ways to use an object)**  Send – To be able to push, hit, throw a ball, with hands. Receive – To be able to catch with hands. Pick up – To be able to pick up static or moving object. Carry – To be able to run with an object in hands or on a racket. Bounce – To be able to bounce-catch/bounce pass. | | **Ball manipulation skills (Attack) – apply game principles/rules**  Send – To be able to send, from a static position and on the move, into a space for a teammate to run on to and receive. Receive – To be able to receive, from a static position and on the move, transitioning into an immediate pass when received (quick pass). | | **Ball manipulation skills (Attack) – apply game principles/rules**  Send – To be able to send, from a static position and on the move, into a space for a teammate to run on to and receive. Receive – To be able to receive, from a static position and on the move, transitioning into an immediate pass when received (quick pass). | |
|  |  | **Net & Wall Games Principles**  Attack – To be able to send an object into the opponent’s area making it difficult for them to return it. | | **Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios**  To be able to vary speed and locomotion skills/agility to beat defender. To be able to create strategies and tactics to achieve desired result and outwit your opponents. To be able to understand the importance of width and depth of playing area and positions/roles within a team – apply game principles. To be able to shoot methods and importance of accuracy to increase chances of success. To be able to make decisions on when to shoot/distance from net. | | **Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios**  To be able to vary speed and locomotion skills/agility to beat defender. To be able to create strategies and tactics to achieve desired result and outwit your opponents. To be able to understand the importance of width and depth of playing area and positions/roles within a team – apply game principles. To be able to shoot methods and importance of accuracy to increase chances of success. To be able to make decisions on when to shoot/distance from net. | |
|  |  | **Net & Wall Games Principles**  Defend – To be able to prevent opposition from scoring by closing space and retaining possession. | | **Defend - simplified versions of games (2v1, 3v3), game scenarios**  To be able to create strategies and tactics to achieve desired result. To be able to understand the importance of width and depth of playing area and positions/roles within a team. | | **Defend - simplified versions of games (2v1, 3v3), game scenarios**  To be able to create strategies and tactics to achieve desired result. To be able to understand the importance of width and depth of playing area and positions/roles within a team. | |
|  |  | **Agility**  To be able to move the body from one position to another (changing direction). To be able to start/stop on command, maintaining balance.  . | |  | |  | |
|  |  | **Balance**  To be able to use centre of gravity over the base of support. To be able to counterbalance when centre of gravity is out of position. | |  | |  | |
|  |  | **Co-ordination**  To be able to synchronise limbs when performing an action. To be able to generate force when sending. | |  | |  | |
|  |  | **Stabilisation skills (maintaining physical stability)**  Turn – To be able to turn, looking for spaces, chasing/avoiding. Twist – To be able to twist when sending/receiving. Stretch – To be able to stretch when blocking, intercepting, receiving. | |  | |  | |
| **Outdoor adventurous activities (OAA)** | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  |  | **Competent learner:**  Demonstrate creativity  To be able to be inventive with their own movements and ideas. | **Competent learner:**  Demonstrate creativity  To be able to be inventive with their own ideas and suggest solutions to solving problems. | **Competent learner:**  Originality, creativity and imagination  To be able to be inventive with their ideas/tactics individually and in a team with mixed success and varied receptiveness from others. | **Competent learner:**  Originality, creativity and imagination  To be able to be inventive with their ideas/tactics individually and in a team with varied success and increasing receptiveness from others. |
|  |  |  |  | Understanding effective leadership  To be able to suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first) and apply when prompted. | Understanding effective leadership  To be able to suggest characteristics of an effective leader and explain why it is important and how it benefits the team and begin to demonstrate without prompt. | Effective leadership  To be able to take charge demonstrating respect, encouragement, and effective communication skills to own team. | Effective leadership  To be able to take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition. |
|  |  |  |  | Improvements to work  To be able to implement changes to better their performance, suggested by self or AP. | Improvements to work  To be able to review and implement correct changes to better their performance without prompt or guidance. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making. | Improvements to their work  To be able to show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic. |
|  |  |  |  | Strategies and tactics  To be able to suggest and action ways to gain an advantage with mixed success. | Strategies and tactics  To be able to identify and implement changes to performance that gains an advantage with consistent success. |  |  |
|  |  |  |  | **Active & healthy learner:**  Health and wellbeing  To be able to comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self-esteem). | **Active & healthy learner:**  Health and wellbeing  To be able to have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance. | **Active & healthy learner:**  Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. | **Active & healthy learner:**  Demonstrate sustained levels of fitness  To be able to reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration. |
|  |  |  |  | Changes to the body  To be able to reference heart rate, temperature change and muscle soreness. | Changes to the body  To be able to reference longer term benefits of exercising, such as muscle growth and improved endurance. |  |  |
|  |  |  |  | Remain active  To be able to reference managing energy levels to last for the duration of a game. | Remain active  To be able to reference managing energy levels accordingly and external factors such as diet, sleep and hydration. |  |  |
|  |  |  |  |  |  | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how this would improve performance. | Personal fitness  To be able to relate to strength, flexibility and stamina and discuss how to improve these attributes. |
|  |  |  |  | **Skills**  **Skills**  To know the principles of safety when working indoors and outdoors. To be able to map read and plot. To be able to respond to challenges in different environments. To be able to plan and record in activities. To be able to Problem solve. To participate in trust exercises. | | **Skills**  **Skills**  To know the principles of safety when working indoors and outdoors. To be able to plan, record, navigate and evaluate. To be able to problem solve. To show leadership skills. To be able to map design. | |