

PE Progression in Skills and Knowledge

Acquiring and Developing Skills (A&D)

Selecting and applying skills, tactics and compositional ideas (S&A)

Evaluating and improving performance (E&I)

Knowledge and understanding of fitness and health (H&F)

Year EYFS SUBJECT Progression in Skills and Knowledge

Development Matters	PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.									
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness			
EYFS In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)	Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.	Catch a large ball. Demonstrate good control and coordination in large and small movements. Pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique. Dribble a ball at feet with control	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown Strike a ball (selfbowled) in a general direction	Children will be taught how to use their bodies to: • Sprint 30m • Jump for height 5- 9cm • Jump for distance 30-59cm • Leap hurdles 30m within 16-12secs • Overarm throw • Chest push • Run for longer distance Participate in Sports day	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe. (H&F)			



Year 1 SUBJECT Progression in Skills and Knowledge

Notional	Koy stago 1: Dunile ch	ould develop fundame	ental movement skills	become increasingly c	omnetent and confide	nt and access a broad	range of				
National	· · · · · · · · · · · · · · · · · · ·			dividually and with oth							
Curriculum				ange of increasingly ch		~ ~ ~ .					
						· · · · · · · · · · · · · · · · · · ·					
	movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns										
	Invasion games	,			0 0						
Year 1 In all areas	'	Learn a variety of	Learn basic	Focus on throwing	Focus on technique	Children will be	Talk about what				
children will be	ways using a ball	basic gymnastic	movements	a ball with control	on striking a ball	taught how to use	our bodies do				
taught about	(A&D) Explore ways	movements. Be still	relating to feelings.	both over and	with control when	their bodies to: •	during exercise e.g				
how to give and	to send a ball or	in different body	Learn what makes	underarm with	shown. Focus on	Sprint 30m within	breathing (H&F)				
receive feedback	other equipment	shapes and	a good start and	prompts. Focus on	technique on	9-6seconds ● Jump	Practice skills to				
to their peers.	Retrieve and stop a	balances and	finish position in a	catching a ball from	fielding a ball using	for height10- 14cm	make them warmer				
(E&I)	ball using different	combine different	sequence. Learn	shorter and longer	under and over	 Jump for distance 	and cooler before				
	parts of the body.	ways of travelling.	how to move their	distances, on their	arm throwing. Able	60 – 89cm • Leap	and after exercises.				
	(A&D) Play a	(A&D) Move	bodies in a variety	own and in groups.	to play simple	hurdles 30m	(H&F) Discuss how				
	variety of running	between mats and	of ways. Respond	Play games based	games in small	within11-8 secs ●	the body changes				
	and avoiding	small apparatus	to different music	on net games	groups, applying	Overarm throw 10-	during exercise.				
	games. Participate	and change the	showing a range of	(tennis, badminton)	rules and skills that	19m • Chest push3-					
	in simple team	speed of	emotions and	children have the	have been taught.	4m • Run for longer					
	games (1v1, 2v2)	movement. Handle	stimulus. Perform	opportunity to play	(cricket,	distance 200m					
	Develop simple	apparatus safely	dance movements	1v1, 1v2, 2v2, 1v3,	rounders, baseball,	within 1:45-1:31					
	attacking and	Recognise how it	and simple	3v3. Pass and	softball,	Participate in					
	defending	feels when the	sequences using	receive a ball in	kickball,golf)	Sports day					
	techniques (A&D)	body is tense in a	simple movement	different ways with							
	Pass and receive a	balance. Develop	patterns. Be taught	control and							
	ball in different	balance, agility, co-	to remember and	increased accuracy.							
	ways with	ordination of	perform short	(tennis, badminton)							
	increased control.	travelling, stillness,	dance routines to								
	(S&A) (rugby,	jumping, timing,	other children (1-8								
	netball,	changing shape,	steps)								
	football,basketball)	direction and size.									
		(A&D)									



Year 2 Progression in Skills and Knowledge

National Curriculum	Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns Invasion games Gymnastics Dance Net and Wall Striking and fielding Athletics Health and fitness										
Year 2 In all areas children will be taught about how to give and receive feedback to their peers (E&I)	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. S&A Watch others accurately. Describe what they see and ask to copy others' ideas, skills	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. S&A Have a clear focus when watching others perform. (E&I) Say when a movement or skill is performed well (aesthetic appreciation). (E&I) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I)	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)	Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. (S&A) Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination. (tennis, badminton)	Choose, use and vary simple tactics. S&A Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination (cricket, rounders,baseball, softball, kickball,golf)	Take part in multiskills festivals. (competitions: class, houses, base, against other schools) Designed to develop the fundamental movement skills of balance, coordination and agility. Children will be taught how to use their bodies to: Sprint 30m under 6 secs Jump for height 15-19cm Jump for distance 60 – 89cm Leap hurdles 30m within 8 secs Overarm throw 10-19m Chest push 3-4m Run for longer distance 200m	Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.				

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and tactics.	Develop balance,		under 1:30	
Participate in team	agility and		Participate in	
games. Understand	coordination of		Sports day	
and develop tactics	travelling, stillness,			
for attacking and	jumping, timing,			
defending. (rugby,	changing shape,			
netball,	size and direction.			
football,basketball)				

Year 3 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness		
Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Partner using a number of sending and receiving techniques. Improve accuracy of passes and use	Develop and perform actions. Practice and concentrate on quality of movement. Link	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. A&D	Practise throwing and catching with a variety of different balls and using different types of throwing.	Consolidate and develop the range and consistency of their skills in striking and fielding games.	Choose skills and equipment to meet the challenges they are set. E.g by increasing the	Keep up an activity over a period of time and know what they need to warm up and cool down for dance.		
Take part in multiskills/competitive festivals. X3 during the	space to keep possession better. Remain in control	different balances moving in and out of positions of	Learn a short sequence with a clear, middle and	Hit the ball with a racket. Use different shots.	A&D (rounders, golf, baseball, cricket)	distance thrown. Use different techniques, speeds	(H&F) Recognise and describe what their bodies feel		



school year, at least one to be against another school (s). (competitions: class, houses, base, against other schools) To help others know where they have passed ball. A&D Play games that involve keeping possession and scoring in targets. 3v3 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to travelle mean has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand position where	-		1		1		
nother school (s), (competitions: class, houses, base, against other schools) Chok when the schools	•			•			•
knowses, base, against other schools) Row where they are going. Competitions: class, houses, base, against other schools) Row where they are going. Clook when travelling and what happens after they have passed ball. A&D Play games that involve keeping possession and scoring in targets. 3 vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain	~	_	-	·		~	
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happens after they have passed ball. A&D A&D Play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games. Rnow which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain	other schools)			•		_	breathing and
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involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		A&D	Vary and apply	short dances by	opponent to	to 13-10secs	activity.
possession and scoring in targets. 3vs 1 and 4vs 1 games. Perform easy Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		Play games that		changing the	receive ball.	 Jump for height 	
scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		involve keeping	and apparatus.		Stand when	20- 24cm	
and apparatus. Perform easy Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain India paparatus. Perform easy turns, jumps and balances with good composure and controsting actions. Choose tomposure and actions. Choose combinations that work in their sequences. India paparatus. Perform easy turns, jumps and balances with good composure and actions. Choose composure and actions. Choose combinations that work in their sequences. India paparatus. Perform easy turns, jumps and balances with good composure and actions. Choose composure and actions. Choose combinations that work in their sequences. India paparatus. Perform easy turns, jumps and balances with good composure and actions. Choose composure and actions. Choose combinations that work in their sequences. India paparatus. India paparatus. India paparatus. India paparatus. India paparatu		possession and	Copy a partner's	and relationships.	receiving.	Jump for	
games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain Perform easy combinations of controasting turns, jumps and balances with good composure and control to that balances with good composure and control (tennis, badout the games. (tennis, badminton) **Leap hurdles* 60m within 25–18 secs develop to 17- 14 secs • Overarm throw 20-29m • Chest push 34- 6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01		scoring in targets.	sequence on floor	Learn a variety of	Understand attack	distance90 -	
Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		3vs 1 and 4vs 1	and apparatus.	travels, gestures,	and defence	119cm	
Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		games.	Perform easy	turns, jumps and	tactics.	• Leap hurdles	
keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain keep possession. Find space to combinations that work in their scombinations that work in their sequences. (tennis, badminton) 14 secs • Overarm throw 20- 29m • Chest push 34- 6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01		Know which passes	combinations of	balances with good	Understand rules	· ·	
keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain Keep possession. Find space to combinations that work in their sequences. (tennis, badminton)		are best, tactics to	contrasting	composure and	about the games.	secs develop to 17-	
Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		keep possession.		control	(tennis,	·	
receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		Find space to	combinations that		badminton)		
support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		receive and	work in their			• Chest push 34-	
Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		support.	sequences.			· ·	
think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		Know what to					
team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		think about when				_	
hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		team has and					
How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		hasn't got the ball.				•	
differently to play each of the games successfully. Understand patterns of play- if ball is in a certain		How to organise				1.00 1.01	
each of the games successfully. Understand patterns of play- if ball is in a certain		themselves					
successfully. Understand patterns of play- if ball is in a certain		differently to play					
Understand patterns of play- if ball is in a certain		each of the games					
patterns of play- if ball is in a certain		successfully.					
ball is in a certain		Understand					
		patterns of play- if					
position where		ball is in a certain					
		position where					

	LIGHTHOUSE SCHOOLS PARTNERSHIP
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should players be.			
S&A (football,			
basketball, hockey,			
netball, rugby)			

Year 4 Progression in Skills and Knowledge

National Curriculum	make actions and se an understanding of should be taught to appropriate [for exa attacking and defen dances using a range	equences of movemer how to improve in di use running, jumping mple, badminton, bas ding develop flexibilit e of movement patter	nt. They should enjoy of fferent physical activing, throwing and catching sketball, cricket, footb y, strength, technique ons take part in outdoo	rader range of skills, learning how to use them in different ways and to link them to communicating, collaborating and competing with each other. They should develop ities and sports and learn how to evaluate and recognise their own success. Pupils ling in isolation and in combination play competitive games, modified where ball, hockey, netball, rounders and tennis], and apply basic principles suitable for e, control and balance [for example, through athletics and gymnastics] perform for and adventurous activity challenges both individually and within a team companyonement to achieve their personal best				
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	
Year 4 In all areas	Play 3vs1 and 4vs1	Devise, perform	Explore and create	Play games using	Throw and catch a	Children to	Learn some of the	
children will be taught	and how to use	and repeat	characters and	throwing and	balls at different	develop their	main muscles	
about how to give and	the space and help	sequences that	narratives in	catching skills.	speeds, directions	technique for	groups during	
receive feedback to	each other.	include travel,	response to a	Vary strength,	and heights.	running at shorter	warm up and cool	
their peers. (E&I)	Score more	body shapes and	range of stimuli.	length and	Choose and use a	and longer	down. Start to	
	regularly without	balances.	Compose short	direction of throw.	range of simple	distances,	take their pulse	
Take part in	making mistakes.	Help them change	dances with clear	Understand how	tactics and	throwing for	before, during and	
multiskills/competitive	Choose and adapt	sequences. Include	start, middle and	they can make it	strategies. Keep,	distance, jumping	after exercise and	
festivals. X3 during the	their techniques to	changes of	end on their own,	difficult for	adapt and make	and leaping for	explain the effect.	
school year, and at	keep possession	dynamics. Work	partners and in	opponent to	rules for striking	height and	Know a warm	
least 2 others to be	and give their	with a partner and	groups.	receive ball.	and fielding	distance. Children	routine involving	
against another school	team chance to	small groups to	Developing basic	Understand where	games. (rounders,	will be taught how	dynamic stretches	
(s). (competitions:	shoot.	create sequences.	actions and skills	to stand when	golf, baseball,	to use their bodies	, led by an adult or	
class, houses, base,	Plan ideas and	Adapt their	using: dynamics,	receiving.	cricket)	to:	child.	
against other schools)	tactics similar	sequences to	space and	Understand attack		• Sprint 50m		
	across invasion	include apparatus	relationships,	and defence		within 13-10secs		
	games.	and to suit partner	travels, gestures,	tactics.		develop to under		



Know what rules	or small group.	turns, jumps and	Understand rules	10secs • Jump for	
are needed to	S&A Compare and	balances with	about the games.	height 25- 29cm	
make games fair.	contrast similar	good composure	S&A (tennis,	Jump for	
Understand simple	performances.	and control. Can	badminton)	distance120-	
patterns of play.		remember and		149cm	
S&A Evaluate how		perform a longer		• Leap hurdles	
successful their		dance routine to		60m within 17-14	
tactics have been,		others (8-20steps)		secs develop to	
use appropriate				under 14secs •	
language to				Overarm throw	
describe				20- 29m develop	
performance and				to 30- 34m	
identify what they				• Chest push 4-6m	
do that makes				•	
things difficult for				•	
their opponents.				1	
(football,					
basketball, hockey,				•	
netball, rugby)					
				•	
	are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey,	are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey,	are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey,	are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey,	are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey,

Year 5 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness		
Year 5 In all areas	Show ways to keep Explore range of Explore and Hold and swing Develop the range Choose their Can take pulse, and								
children will be	ball away from	symmetric and	improvise ideas for	racket and where	and consistency of	favourite ways of	name some		



taught about how to give and receive feedback to their peers. (E&I)

Take part in competitive competitions. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, houses, base, against other schools)

defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. A&D Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. **Explain** how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Change pitch size to make games better. E&I (football, basketball, hockey, netball, rugby)

asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve. **E&I**

dances in different styles, working on their own, with a partner and in a group. A&D Explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections. starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps.

to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. A&D Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court. E&I (tennis, badminton)

their skills,
especially in
specific striking and
fielding games. E.g
throwing, catching
and striking a ball
accurately to a
static and moving
partner at different
distances
S&A

(rounders, golf, baseball, cricket) running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly. Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. S&A Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements.

muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. Understand why exercise is good for their fitness, health and wellbeing



Year 6 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop						
	flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best						
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness
children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions. X3 during the school	when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully.	sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and	and combine movement ideas fluently and effectively. S&A Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. E&I Composing more complex	system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. S&A Explain why they	rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small	consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw	for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games
year, and at least 3 others to be against another school (s). (competitions: class, houses, base, against other schools)	Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence.	adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.	routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any	or others are playing well in the games. Know what they need to get better at and what to practice. Understand how to change court to make easier.	and large games. Thinking about when to use an over and under arm throw. (rounders, golf, baseball, cricket)	with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take off and landing. A&D	helps your fitness and benefits of playing outside of school. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their



SSA Understand how to get ready for games. (football, basketball, hockey, netball, rugby)		1	T	,		
for games. (football, basketball, hockey, netball, rugby) SEA Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus. Minimized and suppleness and season apparatus. With precision and consistency and speed about the court. E&I (trenis, badminton) E&I (trenis, badminton) Children will be taught how to use their bodies to: • Sprint 75m within 20- 16develop to 15- 12secs • Jump for distance150- 179cm • Leap hurdles 60m within 25-18 secs develop to 17- 14secs • Overarm throw 30-34rm • Chest push 6-8 m develop to 8* • Run for longer distance 60om 5:00 -3:31 develop to 19- 13 develop to 19- 14 develop to 19- 15 develop to 19- 16 develop to 19- 17 develop to 19- 18 develop to 19- 18 develop to 19- 19 develop to 19- 10	S&A Understand	Use compositional	audience with 20+	Understand	Say why some	-
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3:30 -2:31					-3:31 develop to	
					3:30 -2:31	



		Participate in	
		Sports day	

KS2 Progression in Skills and Knowledge- Swimming

	Pupils not securing learning	Pupils achieving depth in learning
Pupils are grouped according to their ability and are taught to -		
Swim competently, confidently and proficiently over a distance of at least 25 metres		
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		
Perform safe self-rescue in different water-based situations.		