

Below is the PE progression map from EYFS to Year 6. The column on the left indicates the National Curriculum objectives covered.

The statements that are in black indicate where the knowledge and skills are taught within a PE lesson following Get Set 4 PE.

Statements that are in purple indicate additional learning alongside our PE lessons.

The National Curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

National Curriculum Objectives	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Motor Skills: Fundamentals, fitness and athletics KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Knowledge Running: I know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: I know that I can hold my arms out to help me to balance. Jumping: I know that bending my knees will help me to land safely. Hopping: I know that I use one foot to hop. Skipping: I know that if I hop then step that will help me to skip. Skills Running: I can explore running and stopping. Explore changing direction safely. Balancing: I can explore balancing whilst stationary and on the move. Jumping: I can begin to explore take-off and landing safely. Hopping: I can explore hopping on both feet. Skipping: I can explore skipping as a travelling action. Outdoor Play	Knowledge Running: I know that bending my knees will help me to change direction. I know that if I swing my arms it will help me to run faster. Balancing: I know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: I know that landing on the balls of my feet helps me to land with control. Hopping: I know that I should hop with a soft bent knee. Skipping: I know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm. Skills Running: I can explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: I can move with some control and balance. Explore stability and landing safely.	Knowledge Running: I know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: I know that squeezing my muscles helps me to balance. Jumping: I know that landing on the balls of my feet helps me to land further. Hopping: I know that if I look straight ahead it will stop me falling over when I land. Skipping: I know that I should swing opposite arm to leg to help me balance when skipping without a rope. Skills Running: I can demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: I can demonstrate balance when performing movements.	Knowledge Running: I know that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). I know how agility helps us with everyday tasks. Balancing: I know how balance helps us with everyday tasks. Jumping and hopping: I know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: I know that I should turn the rope from my wrists with wide hands to create a gap to step through. Skills Running: I can change direction. Show an increase and decrease in speed. Balancing: I can demonstrate balance when performing other fundamental skills. Jumping and hopping: I can link jumping and hopping actions. Skipping: I can jump and turn a skipping rope.	Knowledge Running: I know that keeping my elbows bent when changing direction will help me to stay balanced. Balancing: I know that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: I know that swinging my non-hopping foot helps to create momentum. Skipping: I know that keeping my chest up helps me to stay balanced. Skills Running: I can change direction quickly under pressure. I can demonstrate when and how to accelerate and decelerate. Balancing: I can demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: I can link hopping and jumping actions with other fundamental skills. Skipping: I can consistently skip in a rope.	Knowledge Running: I know that to change direction, I push off my outside foot and turn my hips. Balancing: I know that balance is a skill used in many different activities and everyday life. Jumping and hopping: I know that there are different techniques for different situations. Skipping: I know that people will have varying levels of skipping ability and that I can get better with practice. Skills Running: I can demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: I can consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: I can demonstrate good technique and co-ordination when linking jumps.	Knowledge Running: I know that running develops stamina and speed and both can be improved by training over time. I know that agility requires speed, strength, good balance and co-ordination. Balancing: I know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: I know when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: I know that skipping helps to develop co-ordination, stamina and balance. Skills Running: I can change direction with a fluent action. Transition smoothly between varying speeds. Balancing: I can show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: I can demonstrate good technique when jumping and hopping for distance and height.

I can explore the FMS during outdoor play in provision time. Hit the ground running I can explore my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can explore my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders (summer term) I can explore and develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can explore and develop my FMS through taking part in skipping activities either by myself or with others. Sports Day I can explore and develop my FMS during the events I take part in on our annual sports day and during the rehearsals. Sponsored walk / run (biannually) I can explore my FMS during this event as my class run around the track during a set time (with the help of the Y6 children). After school and lunchtime clubs. I can explore my FSM during a variety of clubs throughout the year.	Jumping: I can demonstrate control in take-off and landing when jumping. Hopping: I can begin to explore hopping in different directions. Skipping: I can show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. Outdoor area (summer term) I can begin to use the FMS during activities based in the outdoor area. Hit the ground running I can begin to demonstrate my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can begin to use my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders I can begin to develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can begin to develop my FMS through taking part in skipping activities either by myself or with others. Sports Day I can begin to develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals.	Jumping: I can demonstrate jumping for distance, height and in different directions. Hopping: I can demonstrate hopping for distance, height and in different directions. Skipping: I can explore single and double bounce when jumping in a rope. Hit the ground running I can develop my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can develop my FMS to join in with Leon Baptiste during a fitness routine. Wetland Visit I can develop my FMS whilst on the visit taking part in activities such as balance when finding creatures in the shallows. Playground Leaders I can develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can develop my FMS through taking part in skipping activities either by myself or with others. Sports Day I can develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals.	Hit the ground running I can demonstrate my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can use my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders I can develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can develop my FMS through taking part in skipping activities either by myself or with others. Dance to times tables I can develop and demonstrate my FMS skills to the times tables dances during the week. Sports Day I can develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals. Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time (with the help of the Y6 children).	Y3 - Y4 Transition activities I can develop and demonstrate my FMS during transition team building games. Trampolining event I can develop and demonstrate my FMS at a trampolining event at a secondary school. Hit the ground running I can demonstrate my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can use my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders I can develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can develop my FMS through taking part in skipping activities either by myself or with others. Dance to times tables I can develop and demonstrate my FMS skills to the times tables dances during the week. Sports Day I can develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals.	Skipping: I can show a range of skills when skipping in a rope. Bikeability I can demonstrate my balance whilst riding my bike and keeping safe on the road. Castleton visit I can demonstrate using all of my FMS during hill walks (balance on uneven ground), team building activities etc. Mountain Rescue I can demonstrate FMS through activities such as the line search carrying a casualty safely (balance etc). Hesley Wood visit I can demonstrate all of my FMS skills through new experiences such as rock climbing, raft building etc. Hit the ground running I can demonstrate my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can use my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders I can develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can develop my FMS through taking part in skipping activities either by myself or with others. Wimbledon Tennis Tournament (summer term) I can use and refine my FMS whilst taking part in a double's tennis competition against others in my class. Table tennis tournament (summer term) I can use and refine my FMS whilst taking part in a single's table tennis	Fluently link jumps together. Skipping: I can consistently show a range of skills when skipping in a rope. Whitby visit I can use a range of FMS skills during many of the activities on the visit e.g. beach challenges. Hit the ground running I can demonstrate my running skills over a week during the virtual competition. Olympic Athlete Fitness session I can use my FMS to join in with Leon Baptiste during a fitness routine. Playground Leaders I can develop my FMS through playing games and taking part in activities at break times with the Y6 leaders. Lunchtime skipping I can develop my FMS through taking part in skipping activities either by myself or with others. Wimbledon Tennis Tournament (summer term) I can use and refine my FMS whilst taking part in a double's tennis competition against others in my class. Table tennis tournament (summer term) I can use and refine my FMS whilst taking part in a single's table tennis
--	--	--	--	---	--	---

	Inter competitions (summer term) I can use my FMS when representing the school in competitions against other schools.	Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time (with the help of the Y6 children). After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year.	Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time (with the help of the Y6 children). After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year. Inter competitions I can use my FMS when representing the school in competitions against other schools.	After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year. Inter competitions I can use my FMS when representing the school in competitions against other schools.	Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time (with the help of the Y6 children). After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year. Inter competitions I can use my FMS when representing the school in competitions against other schools.	I can develop my FMS through taking part in skipping activities either by myself or with others. Sports Day I can develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals. Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time. After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year. Inter competitions I can use my FMS when representing the school in competitions against other schools.	competition against others in my class. Sports Day I can develop and demonstrate my FMS during the events I take part in on our annual sports day and during the rehearsals. Sponsored walk / run (biannually) I can develop and demonstrate my FMS during this event as my class run around the track during a set time. After school and lunchtime clubs. I can develop and demonstrate my FSM during a variety of clubs throughout the year. Inter competitions I can use my FMS when representing the school in competitions against other schools.
Dance KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.	Knowledge Actions: I know that I can move my body in different ways to create interesting actions. Dynamics: I know that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: I know that if I use lots of space, it helps to make my dance look interesting.	Knowledge Actions: I know that actions can be sequenced to create a dance. Dynamics: I know that I can create fast and slow actions to show an idea. Space: I know that there are different directions and pathways within space. Relationships: I know that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance	Knowledge Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: I know that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.	Knowledge Actions: I know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: I know that all actions can be performed differently to help to show effect. Space: I know that I can use space to help my dance to flow. Relationships: I know that 'formation' means the same in dance as in other	Knowledge Actions: I know that some actions are better suited to a certain character, mood or idea than others. Dynamics: I know that some dynamics are better suited to a certain character, mood or idea than others. Space: I know that space can be used to express a certain character, mood or idea. Relationships: I know that some relationships are better suited to a certain character, mood or idea than others.	Knowledge Actions: I know that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: I know that different dance styles utilise selected dynamics to express mood. Space: I know that space relates to where my body moves both on the floor and in the air. Relationships: I know that different dance styles utilise selected	Knowledge Actions: I know that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: I know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: I know that combining space and relationships with a prop can help me to express my dance idea.

Skills Actions: I can explore how my body moves. Copy basic body actions and rhythms. Dynamics: I can explore actions in response to music and an idea. Space: I can begin to explore pathways and the space around me and in relation to others. Performance: I can perform short phrases of movement in front of others. Nativity Performance I know the dance moves to each dance in the Nativity. I can perform several dances on stage in front of the whole school and in front of parents. After school and lunchtime clubs. I can explore dance skills at dance clubs.	lets the audience know when I have started and when I have finished. Strategy: I know that if I use exaggerated actions it helps the audience to see them clearly. Skills Actions: I can copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: I can explore varying speeds to represent an idea. Space: I can explore pathways within my performance. Relationships: I can begin to explore actions and pathways with a partner. Performance: I can perform on my own and with others to an audience. KS1 Nativity Performance I know the dance moves to each dance in the Nativity. I can perform several dances on stage in front of the whole school and in front of parents. Pre / After school and lunchtime clubs. I can begin to develop and demonstrate my dance skills at dance clubs. Inter competitions I can begin to use my dance skills when representing the school in competitions against other schools.	Performance: know that using facial expressions helps to show the mood of my dance. Strategy: I know that if I practice my dance my performance will improve. Skills Actions: I can accurately remember, repeat and link actions to express an idea. Dynamics: I can develop an understanding of dynamics. Space: I can develop the use of pathways and travelling actions to include levels. Relationships: I can explore working with a partner using unison, matching and mirroring. Performance: I can develop the use of facial expressions in my performance. KS1 Nativity Performance I know the dance moves to each dance in the Nativity with few prompts. I can use a range of dynamics. I can perform several dances on stage in front of the whole school and in front of parents. Pre / After school and lunchtime clubs. I can develop and demonstrate my dance skills at dance clubs. Inter competitions I can use my dance skills when representing the	activities such as football, rugby and gymnastics. Performance: I know that I can use timing techniques such as canon and unison to create effect. Strategy: I know that if I show sensitivity to the music, my performance will look more complete. Skills Actions: I can create actions in response to a stimulus individually and in groups. Dynamics: I can use dynamics effectively to express an idea. Space: I can use direction to transition between formations. Relationships: I can develop an understanding of formations. Performance: I can perform short, self-choreographed phrases showing an awareness of timing Dance to times tables I can develop and demonstrate my dance skills to the times tables dances during the week. KS2 End of year production I know my Year 3's dance moves and can use space and dynamics. I know some of the dance moves to the final whole school dance. I can perform my class dance in front of the whole school and parents on several occasions.	Performance: know that being aware of other performers in my group will help us to move in time. Strategy: I know that I can select from a range of dance techniques to translate my idea. Skills Actions: I can respond imaginatively to a range of stimuli related to character and narrative. Dynamics: I can change dynamics confidently within a performance to express changes in character. Space: I can confidently use changes in level, direction and pathway. Relationships: I can use action and reaction to represent an idea. Performance: I can perform complex dances that communicate narrative and character well, performing clearly and fluently. Dance to times tables I can develop and demonstrate my dance skills to the times tables dances during the week. KS2 End of year production I know my Year 4's dance moves and can use space and dynamics. I know many of the dance moves to the final whole school dance. I can perform my class dance in front of the whole school and parents on several occasions.	relationships to express mood. Performance: I know what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: I know that if I use dance principles it will help me to express an atmosphere or mood. Skills Actions: I can choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: I can confidently use dynamics to express different dance styles. Space: I can confidently use direction and patterning to express different dance styles. Relationships: I can confidently use formations, canon and unison to express a dance idea. Performance: I can perform dances expressively, using a range of performance skills, showing accuracy and fluency. KS2 End of year production I know my Year 5's dance moves and can use actions, space and dynamics well. I know most of the dance moves to the other dances. I can perform my class dance in front of the whole school and parents on several occasions.	Performance: I know how a leader can ensure our dance group performs together. Strategy: I know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. Skills Actions: I can show controlled movements which express emotion and feeling. Dynamics: I can explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: I can use a variety of compositional principles when creating my own dances. Performance: I can demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. KS2 End of year production I know my Year 6's dance moves and can use actions, space and dynamics effectively to engage the audience. I know the dance moves to the other classes. I can perform my class dance in front of the whole school and parents on several occasions. Pre / After school and lunchtime clubs.
--	--	--	---	---	---	--

			school in competitions against other schools.	Pre / After school and lunchtime clubs. I can develop and demonstrate my dance skills at dance clubs. Inter competitions I can use my dance skills when representing the school in competitions against other schools.	Pre / After school and lunchtime clubs. I can develop and demonstrate my dance skills at dance clubs. Inter competitions I can use my dance skills when representing the school in competitions against other schools.	Pre / After school and lunchtime clubs. I can develop and demonstrate my dance skills at dance clubs. Inter competitions I can use my dance skills when representing the school in competitions against other schools.	I can develop and demonstrate my dance skills at dance clubs. Inter competitions I can use my dance skills when representing the school in competitions against other schools.
Athletics KS1: 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. KS2: use running, jumping, throwing and catching in isolation and in combination. KS2: develop flexibility, strength, technique, control and balance. KS2: compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Knowledge Running: I know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: I know that bending my knees will help me to land safely. Throwing: I know that bigger targets are easier to hit. Rules: I know that rules help us to stay safe. Skills Running: I can explore running and stopping safely. Jumping: I can explore jumping and hopping safely. Throwing: I can explore throwing to a target. Sports Day I can explore my skills during many different events whilst competing against other children in my class. After school and lunchtime clubs. I can explore my athletic skills at clubs. Playground Leaders (summer term)	Knowledge Running: I know that if I swing my arms it will help me to run faster. Jumping: I know that landing on the balls of my feet helps me to land with control. I know that if I bend my knees it will help me to jump further. Throwing: I know that stepping forward with my opposite foot to hand will help me to throw further. Rules: I know that rules help us to play fairly. Skills Running: I can explore running at different speeds. Jumping: I can develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: I can explore throwing for distance and accuracy. Sports Day I can begin to develop and demonstrate my skills during many different events whilst competing against other children in my class.	Knowledge Running: I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: I know that swinging my arms forwards will help me to jump further. Throwing: I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: I know how to follow simple rules when working with others. Skills Running: I can develop the sprinting action. Jumping: I can develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: I can develop overarm throwing for distance. Sports Day I can develop and demonstrate my skills during many different events whilst competing against other children in my class.	Knowledge Running: I know that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: I know that if I jump and land quickly it will help me to jump further. Throwing: I know that the speed of the movement helps to create power. Rules: I know the rules of the event and begin to apply them. Skills Running: I can develop the sprinting technique and apply it to relay events. Jumping: I can develop technique when jumping for distance in a range of approaches and take off positions. Throwing: I can explore the technique for a pull throw. Sports Day I can develop and demonstrate my skills during many different events whilst competing against other children in my class.	Knowledge Running: I know that I need to pace myself when running further or for a long period of time. I know that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: I know that transferring weight will help me to jump further. Throwing: I know that transferring weight will help me to throw further. Rules: I know and understand the rules to be able to manage our own events. Skills Running: I can develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: I can develop technique when jumping for distance. Throwing: I can explore power and technique when throwing for distance in a pull and heave throw. Sports Day I can develop and demonstrate my skills during many different	Knowledge Running: I know that taking big consistent strides will help to create a rhythm that allows me to run faster. I know that keeping a steady breath will help me when running longer distances. Jumping: I know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: I know how to transfer my weight in different throws to increase the distance. Rules: I know and apply rules in a variety of events using official equipment. Skills Running: I can apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: I can explore technique and rhythm in the triple jump. Throwing: I can develop technique and power in javelin and shot put. Sports Day	Knowledge Running: I know that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: I know that a run up builds speed and power and enables me to jump further. Throwing: I know that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: I know and apply rules in events that pose an increased risk. Skills Running: I can demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: I can develop power, control and technique in the triple jump. Throwing: I can develop power, control and technique when throwing discus and shot put. Sports Day I can develop and demonstrate my skills during many different events whilst competing

	I can explore my skills through playing games and taking part in activities at break times with the Y6 leaders.	After school and lunchtime clubs. I can begin to develop and demonstrate my athletic skills at clubs. Inter competitions I can begin to use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can begin to develop my skills through playing games and taking part in activities at break times with the Y6 leaders.	After school and lunchtime clubs. I can develop and demonstrate my athletic skills at clubs. Inter competitions I can use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can develop my skills through playing games and taking part in activities at break times with the Y6 leaders.	After school and lunchtime clubs. I can develop and demonstrate my athletic skills at clubs. Inter competitions I can use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can develop my skills through playing games and taking part in activities at break times with the Y6 leaders.	events whilst competing against other children in my class. After school and lunchtime clubs. I can develop and demonstrate my athletic skills at clubs. Inter competitions I can use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can develop my skills through playing games and taking part in activities at break times with the Y6 leaders.	I can develop and demonstrate my skills during many different events whilst competing against other children in my class. After school and lunchtime clubs. I can develop and demonstrate my athletic skills at clubs. Inter competitions I can use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can develop my skills through playing games and taking part in activities at break times with the Y6 leaders.	against other children in my class. After school and lunchtime clubs. I can develop and demonstrate my athletic skills at clubs. Inter competitions I can use my athletic skills when representing the school in competitions against other schools. Playground Leaders I can develop my skills through playing games and taking part in activities at break times with the Y6 leaders.
OAA KS1: 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. KS1: participate in team games. KS2: Take part in outdoor adventure activity challenges both individually and within a team.	Knowledge Problem solving: I make simple decisions in response to a task. Navigational skills: I know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: I know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: I begin to identify when I am successful. Rules: I know that rules help us to stay safe. Skills Problem solving: I can discuss how to follow trails	Knowledge Problem solving: I know that working collaboratively with others will help to solve challenges. Navigational skills: I know that deciding which way to go before starting will help me. Communication: I know that using short instructions will help my partner e.g. start/stop. Reflection: I identify when I am successful and make basic observations about how to improve. Rules: I know that rules help us to play fairly. Skills Problem solving: I can suggest ideas in response to a task.	Knowledge Problem solving: I know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: I understand that the map tells us what to do. Communication: I know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: I verbalise when I am successful and areas that I could improve. Rules: I know how to follow and apply simple rules. Skills Problem solving: I can discuss how to follow trails	Knowledge Problem solving: I recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: I use a key to identify objects and locations. Communication: I know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: I reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls	Knowledge Problem solving: I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: I understand how to use a key and use the cardinal points on a map to orientate it. Communication: I understand that there are different types of communication and that I can communicate without talking. Reflection: I know with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules:	Knowledge Problem solving: I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: I understand how to use a key and use the cardinal points on a map to orientate it. Communication: I understand that there are different types of communication and that I can communicate without talking. Reflection: I know with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules:	Knowledge Problem solving: I understand that being able to solve problems is an important life skill. Navigational skills: I understand why having good navigational skills are important. Communication: I know that good communication skills are key to solving problems and working effectively as a team. Reflection: I know with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: I understand the rules and think creatively to

	and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: I can identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: I can follow and give instructions and accept other peoples' ideas. Outdoor Provision I can explore and develop my FMS during provision in the outdoor area. Playground Leaders (summer term) I can explore and develop my FMS through break time activities both individually and as part of a team. After school and lunchtime clubs. I can explore my FMS at clubs.	Navigational skills: I can follow a path and lead others. Communication: I can communicate simple instructions and listen to others. Scarborough visit I can begin to use my FMS and take part in team building activities during a sandcastle challenge on the beach. Playground Leaders I can begin to develop my FMS skills through break time activities both individually and as part of a team. After school and lunchtime clubs. I can begin to develop and demonstrate my FMS at clubs. Inter competitions I can begin to use my FMS and team building skills when representing the school in competitions against other schools.	and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: I can identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: I can follow and give instructions and accept other peoples' ideas. Playground Leaders I can develop my FMS through break time activities both individually and as part of a team. After school and lunchtime clubs. I can develop and demonstrate my FMS at clubs. Inter competitions I can use my FMS and team building skills when representing the school in competitions against other schools.	Skills Problem solving: I can begin to plan and apply strategies to overcome a challenge. Navigational skills: I can follow and create a simple diagram/map. Communication: I can work co-operatively with a partner and a small group. Playground Leaders I can develop my OAA skills through break time activities both individually and as part of a team. Eden Camp visit I can use my map reading skills to solve challenges around Eden Camp. After school and lunchtime clubs. I can develop and demonstrate my OAA skills at clubs. Inter competitions I can use my OAA and team building skills when representing the school in competitions against other schools.	understand the importance of working with integrity. Skills Problem solving: I can plan independently and in small groups, implementing a strategy with increased success. Navigational skills: I can identify key symbols on a map and follow a route. Communication: I can confidently communicate ideas and listen to others. Playground Leaders I can develop and demonstrate my OAA skills through break time activities both individually and as part of a team. After school and lunchtime clubs. I can develop and demonstrate my OAA skills at clubs. Inter competitions I can use my OAA and team building skills when representing the school in competitions against other schools.	understand the importance of working with integrity. Skills Problem solving: I can explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: I can develop navigational skills and map reading in increasingly challenging tasks. Communication: I can explore a variety of communication methods with increasing success. Bikeability I can demonstrate my OAA skills on the road whilst keeping safe. Castleton visit I can demonstrate my OAA skills through many team building activities and an extended hill walk. Mountain Rescue I can demonstrate my OAA skills through line searches and activities. Hesley Wood visit I can demonstrate all of my OAA skills through various activities including rock climbing. Playground Leaders I can demonstrate my OAA skills through break time activities both individually and as part of a team. After school and lunchtime clubs.	solve the challenge whilst abiding by the rules. Skills Problem solving: I can pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: I can orientate a map efficiently to navigate around a course with multiple points. Communication: I can inclusively communicate with others, share job roles and lead when necessary. Whitby visit I can demonstrate my map reading skills to find wire sculptures around Whitby. I can use my team building skills to solve challenges on the beach. Playground Leaders I can demonstrate my OAA skills through break time activities both individually and as part of a team. After school and lunchtime clubs. I can develop and demonstrate my OAA skills at clubs. Inter competitions I can use my OAA and team building skills when representing the school in competitions against other schools.
--	--	---	--	---	---	--	---

						I can develop and demonstrate my OAA skills at clubs. Inter competitions I can use my OAA and team building skills when representing the school in competitions against other schools.	
Gymnastics KS1: 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. KS2: develop flexibility, strength, technique, control and balance.	Knowledge Shapes: I know that I can make different shapes with my body. Balances: I know that I should be still when holding a balance. Rolls: I know that I can change my body shape to help me to roll. Jumps: I know that bending my knees will help me to land safely. Strategy: I know that if I hold a shape and count to five people will see it clearly. Skills Shapes: I can show contrast with my body including wide/narrow, straight/curved. Balances: I can explore shapes in stillness using different parts of my body. Rolls: I can explore rocking and rolling. Jumps: I can explore jumping safely. Playground leader I can explore my FMS during break time activities. After school and lunchtime clubs. I can explore FMS at clubs.	Knowledge Shapes: I know that I can improve my shapes by extending parts of my body. Balances: I know that balances should be held for 5 seconds. Rolls: I know that I can use different shapes to roll. Jumps: I know that landing on the balls of my feet helps me to land with control. Strategy: I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. Skills Shapes: I can explore basic shapes straight, tuck, straddle, pike. Balances: I can perform balances making my body tense, stretched and curled. Rolls: I can explore barrel, straight and forward roll progressions. Jumps: I can explore shape jumps including jumping off low apparatus. Playground leader I can begin to use my FMS during break time activities. After school and lunchtime clubs.	Knowledge Shapes: I know that some shapes link well together. Balances: I know that squeezing my muscles helps me to balance. Rolls: I know that there are different teaching points for different rolls. Jumps: I know that looking forward will help me to land with control Strategy: I know that if I use shapes that link well together it will help my sequence to flow. Skills Shapes: I can explore using shapes in different gymnastic balances. Balances: I can remember, repeat and link combinations of gymnastic balances. Rolls: I can explore barrel, straight and forward roll and put into sequence work. Jumps: I can explore shape jumps and take off combinations. Playground leader I can use my FMS during break time activities. After school and lunchtime clubs. I can develop and demonstrate FMS at clubs.	Knowledge Shapes: I know how to use body tension to make my shapes look better. Balances: I know that I can make my balances look interesting by using different levels. Rolls: I know the safety considerations when performing more difficult rolls. Jumps: I know that I can change the take off and shape of my jumps to make them look interesting. Strategy: I know that if I use different levels it will help to make my sequence look interesting. Skills Shapes: I can explore matching and contrasting shapes. Balances: I can explore point and patch balances and transition smoothly into and out of them. Rolls: I can develop the straight, barrel, and forward roll. Jumps: I can develop stepping into shape jumps with control. Playground leader I can develop my flexibility, strength, technique, control	Knowledge Shapes: I know how shapes can be used to improve my sequence. Inverted movements: I know that inverted movements are actions in which my hips go above my head. Balances: I know how to keep myself and others safe when performing partner balances. Rolls: I know that I can keep the shape of my roll using body tension. Jumps: I know that I can control my landing-by-landing toes first, looking forwards and bending my knees Strategy: I know that if I use different directions it will help to make my sequence look interesting. Skills Shapes: I can develop the range of shapes I use in my sequences. Inverted movements: I can develop strength in bridge and shoulder stand. Balances: I can develop control and fluency in individual and partner balances. Rolls: I can develop the straight, barrel, forward and straddle roll and	Knowledge Shapes: I know that shapes underpin all other skills. Inverted movements: I know that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: I know how to use contrasting balances to make my sequences look interesting. Rolls: I know that I need to work within my own capabilities and this may be different to others. Jumps: I know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: I know that if I use different pathways it will help to make my sequence look interesting. Skills Shapes: I can perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: I can explore progressions of a cartwheel. Balances: I can explore symmetrical and asymmetrical balances. Rolls: I can develop control in the straight, barrel,	Knowledge Shapes: I know which shapes to use for each skill. Inverted movements: I know that spreading my weight across a base of support will help me to balance. Balances: I know where and when to apply force to maintain control and balance. Rolls: I know that I can use momentum to help me to roll and where that momentum comes from. Jumps: I know that taking off from two feet will give me more height and therefore more time in the air. Strategy: I know that if I use changes in formation it will help to make my sequence look interesting. Skills Shapes: I can combine and perform gymnastic shapes more fluently and effectively. Inverted movements: I can develop control in progressions of a cartwheel bridge and shoulder stand Balances: I can explore counter balance and counter tension. Rolls: I can develop fluency and consistency in the

		I can begin to use my FMS at clubs. Inter competitions I can begin to use my FMS when representing the school in competitions against other schools.	Inter competitions I can use my FMS when representing the school in competitions against other schools.	and balance during break time activities. After school and lunchtime clubs. I can develop and demonstrate gymnastic skills at clubs. Inter competitions I can use my gymnastic skills when representing the school in competitions against other schools.	perform them with increased control. Jumps: I can develop control in performing and landing rotation jumps. Playground leader I can develop my flexibility, strength, technique, control and balance during break time activities. After school and lunchtime clubs. I can develop and demonstrate gymnastic skills at clubs. Inter competitions I can use my gymnastic skills when representing the school in competitions against other schools.	forward, straddle and backward roll. Jumps: I can select a range of jumps to include in sequence work. Playground leader I can use my flexibility, strength, technique, control and balance during break time activities. After school and lunchtime clubs. I can develop and demonstrate gymnastic skills at clubs. Inter competitions I can use my gymnastic skills when representing the school in competitions against other schools.	straddle, forward and backward roll. Jumps: I can combine and perform a range of gymnastic jumps more fluently and effectively. Playground leader I can use my flexibility, strength, technique, control and balance during break time activities. After school and lunchtime clubs. I can develop and demonstrate gymnastic skills at clubs. Inter competitions I can use my gymnastic skills when representing the school in competitions against other schools.
Games Invasion games KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable	Knowledge Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. Skills Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet.	Knowledge Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. Skills	Knowledge Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.	Knowledge Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.	Knowledge Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.	Knowledge Sending & receiving: know that not having a defender between myself and a ball carrier enables me to send and receive with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. Skills	Knowledge Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

for attacking and defending.	Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner. Playground leader (summer term) I can explore to develop my FMS skills when taking part in break time activities. After school and lunchtime clubs. I can explore FMS skills at clubs.	Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games. Playground leader I can begin to develop my skills when taking part in break time activities. After school and lunchtime clubs. I can begin to develop games skills at clubs. Inter competitions I can begin to use my games skills when representing the school in competitions against other schools.	Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules Skills Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	Rules: know the rules of the game and begin to apply them. Skills Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	Rules: know and understand the rules to be able to manage our own game. Skills Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	Skills Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.
Games Net and wall games	Knowledge Hitting: I know to point my hand/object at my target when hitting a ball.	Knowledge Hitting: I know to use the centre of the racket for control.	Knowledge Hitting: I know to watch the ball as it comes towards	Knowledge Shots: I know that pointing the racket face/my hand where I want the ball to go	Knowledge Shots: I know when to play a forehand and a backhand and why.	Knowledge Shots: I know which skill to choose for the situation e.g.	Knowledge Shots: I know the appropriate skill for the situation under pressure

KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Feeding and rallying: I know to look at the target when sending a ball and watch the ball to receive it. Footwork: I know to use big steps to run and small steps to stop. Tactics: I know how to make simple decisions in response to a task. Rules: I know that rules help us to stay safe. <u>Skills</u> Hitting: I can explore hitting a ball with hands and pushing with a racket. Feeding and rallying: I can explore sending and tracking a ball with a partner. Footwork: I can explore changing direction, running and stopping. Playground leader (summer term) I can explore my FMS skills when taking part in break time activities. After school and lunchtime clubs. I can explore FMS skills at clubs.	Feeding: I know to use an underarm throw to feed to a partner. Rallying: I know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: I know that using a ready position will help me to move in any direction. Tactics: I know that tactics can help us to be successful when playing games. Rules: I know that rules help us to play fairly. <u>Skills</u> Hitting: I can explore hitting a dropped ball with a racket. Feeding: I can throw a ball over a net to land into the court area. Rallying: I can explore sending a ball with hands and a racket. Footwork: I can use the ready position to move towards a ball. Playground leader I can begin to develop my skills when taking part in break time activities. After school and lunchtime clubs. I can begin to develop games skills at clubs. Inter competitions I can begin to use my games skills when representing the school in competitions against other schools.	me to help me to prepare to hit it. Feeding: I know to place enough power on a ball to let it bounce once but not too much so that me partner can't return it. Rallying: I know that sending the ball towards my partner will help me to keep a rally going. Footwork: I know that using a ready position helps me to react quickly and return/catch a ball. Tactics: I know that applying simple tactics makes it difficult for my opponent. Rules: I know how to score points and follow simple rules. <u>Skills</u> Hitting: I can develop hitting a dropped ball over a net. Feeding: I can accurately underarm throw over a net to a partner. Rallying: I can explore underarm rallying with a partner catching after one bounce. Footwork: I can consistently use the ready position to move towards a ball. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs.	and turning my body will help me to hit accurately. Rallying: I know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: I know that moving to the middle of my court will enable me to cover the most space. Tactics: I know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: I know the rules of the game and begin to apply them. <u>Skills</u> Shots: I can explore returning a ball using shots such as the forehand and backhand. Rallying: I can explore rallying using a forehand. Footwork: I can consistently use and return to the ready position in between shots. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	Rallying: I know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: I know that getting my feet in the right position will help me to balance before playing a shot. Tactics: I know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: I know and I know the rules to be able to manage our own game. <u>Skills</u> Shots: I can demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: I can develop rallying using both forehand and backhand with increased technique. Footwork: I can begin to use appropriate footwork patterns to move around the court. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions	a volley if the ball is close to the net. Serving: I know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: I know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: I know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: I know the need for tactics and identify when to use them in different situations. Rules: I know and apply rules in a variety of net and wall games whilst playing and officiating. <u>Skills</u> Shots: I can develop the range of shots used in a variety of games. Serving: I can develop the range of serving techniques appropriate to the game. Rallying: I can use a variety of shots to keep a continuous rally. Footwork: I can demonstrate effective footwork patterns to move around the court. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs.	e.g. Choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: I know how to begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: I know how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: I know when to apply some tactics for attacking and/or defending. Rules: I know, apply and use rules consistently in a variety of net and wall games whilst playing and officiating. <u>Skills</u> Shots: I can demonstrate increased success and technique in a variety of shots. Serving: I can serve accurately and consistently. Rallying: I can successfully apply a variety of shots to keep a continuous rally. Footwork: I can demonstrate a variety of footwork patterns relevant to the game I am playing. Playground leader I can use my skills when taking part in break time activities.
--	---	--	---	--	---	---	--

			Inter competitions I can use my games skills when representing the school in competitions against other schools.		I can use my games skills when representing the school in competitions against other schools.	I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.
Games Striking and Fielding KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Knowledge Striking: I know to point my hand at my target when striking a ball. Fielding: I know to scoop a ball with two hands. Throwing and catching: I know to point my hand at my target when throwing. I know to have hands out ready to catch. Tactics: I know how to make simple decisions in response to a task. Rules: I know that rules help us to stay safe. Skills Striking: I can explore sending a ball to a partner. Fielding: I can explore tracking and stopping a rolling ball. Throwing and catching: I can explore rolling, throwing and catching using a variety of equipment. Playground leader (summer term) I can explore my FMS skills when taking part in break time activities. After school and lunchtime clubs. I can explore FMS skills at clubs.	Knowledge Striking: I know that the harder I strike, the further the ball will travel. Fielding: I know that throwing the ball back is quicker than running with it. Throwing: I know which type of throw to use to throw over longer distances. Catching: I know to watch the ball as it comes towards me. Tactics: I know that tactics can help us when playing games. Rules: I know that rules help us to play fairly. Skills Striking: I can explore striking a ball with their hand and equipment. Fielding: I can develop tracking and retrieving a ball. Throwing: I can explore technique when throwing over and underarm. Catching: I can develop co-ordination and technique when catching. Playground leader I can begin to develop my skills when taking part in break time activities.	Knowledge Striking: I know the role of a batter. Know that striking quickly will increase the power. Fielding: I know that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: I know that stepping with opposite foot to throwing arm will help me to balance. Catching: I know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: I know how to apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules. Skills Striking: I can develop striking a ball with their hand and equipment with some consistency. Fielding: I can develop tracking a ball and decision making with the ball. Throwing: I can develop co-ordination and technique	Knowledge Striking: I know that striking to space away from fielders will help me to score. Fielding: I know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: I know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: I know to move my feet to the ball. Tactics: I know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: I know the rules of the game and begin to apply them. Skills Striking: I can begin to strike a bowled ball after a bounce with different equipment. Fielding: I can explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: I can use	Knowledge Striking: I know that using the centre of the bat will provide the most control and accuracy. Fielding: I know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: I know that being balanced before throwing will help to improve the accuracy of the throw. Catching: I know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: I know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: I know and understand the rules to be able to manage our own game. Skills Striking: I can develop batting technique with a range of equipment. Fielding: I can develop bowling with some	Knowledge Striking: I know that stance is important to allow me to be balanced as I hit. Fielding: I know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: I know where to throw the ball in relation to where a batter is. Catching: I know when to use a close catch technique or deep catch technique. Tactics: I know the need for tactics and identify when to use them in different situations. Rules: I know how to apply rules in a variety of striking and fielding games whilst playing and officiating. Skills Striking: I can explore defensive and driving hitting techniques and directional batting. Fielding: I can develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: I can demonstrate good technique	Knowledge Striking: I know that the momentum and power for striking a ball comes from legs as well as arms. Fielding: I know which fielding action to apply for the situation. Throwing and catching: I know how to consistently make good decisions on who to throw to and when to throw in order to get batters out. I know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: I know and apply some tactics in the game as a batter, bowler and fielder. Rules: I know, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. Skills Striking: I can strike a bowled ball with increasing accuracy and consistency. Fielding: I can use a wider range of fielding skills with increasing control under pressure. Throwing: I can consistently demonstrate

		After school and lunchtime clubs. I can begin to develop games skills at clubs. Inter competitions I can begin to use my games skills when representing the school in competitions against other schools.	when throwing over and underarm. Catching: I can catch with two hands with some co-ordination and technique. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	overarm and underarm throwing in game situations. Catching: I can catch with some consistency in game situations. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	consistency, abiding by the rules of the game. Throwing: I can use overarm and underarm throwing with increased consistency in game situations. Catching: I can begin to catch with one and two hands with some consistency in game situations. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	when using a variety of throws under pressure. Catching: I can explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.	good technique in throwing skills under pressure. Catching: I can consistently demonstrate good technique in catching skills under pressure. Playground leader I can use my skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate games skills at clubs. Inter competitions I can use my games skills when representing the school in competitions against other schools.
Fitness KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Knowledge Agility: I know that moving into space away from others helps to keep me safe. Balance: I know that I can hold my arms out to help me to balance. Co-ordination: I know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: I know that I use big steps to run and small steps to stop. Strength: I know that I can hold my weight on different parts of my body.	Knowledge Agility: I know how agility helps us with everyday tasks. Balance: I know how balance helps us with everyday tasks. Co-ordination: I know how co-ordination helps us with everyday tasks. Speed: I know that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: I know that when completing strength	Knowledge Agility: I know using small quick steps helps me to change direction. Balance: I know that I can squeeze my muscles to help me to balance. Co-ordination: I know that some skills require me to move body parts at different times such as skipping. Speed: I know that I take shorter steps to jog and bigger steps to run. Strength: I know that strength helps us with	Knowledge Agility: I know that bending my knees will help me to change direction. Balance: I know that looking ahead will help me to balance. Co-ordination: I know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: I know that if I swing my arms it will help me to run faster. Strength: I know that exercise helps me to become stronger.	Knowledge Agility: I know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: I know that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: I know that if I begin in a ready position I can react quicker. Speed: I know that a high knee drive, pumping my arms and running on the balls of my feet gives me power.	Knowledge Agility: I know that to change direction I push off my outside foot and turn my hips. Balance: I know that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: I know that people will have varying levels of co-ordination and that I can get better with practice. Speed: I know that taking big consistent strides will help to create a rhythm	Knowledge Agility: I know that agility requires speed, strength, good balance and co-ordination. Balance: I know where and when to apply force to maintain control and balance. Co-ordination: I know that co-ordination also requires good balance and know how to achieve this. Speed: I know that speed can be improved by training and know which speed to select for the distance.

KS2: develop flexibility, strength, technique, control and balance.	Stamina: I know that moving for a long time can make me feel tired. Skills Agility: I can explore changing direction safely. Balance: I can explore balancing whilst stationary and on the move. Co-ordination: I can explore moving different body parts together. Speed: I can explore moving and stopping with control. Strength: I can explore taking weight on different body parts. Stamina: I can explore moving for extended periods of time. Playground leader (summer term) I can explore fitness skills when taking part in break time activities. After school and lunchtime clubs. I can explore fitness skills at clubs. Olympic Athlete Fitness session I can explore my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can explore my skills during many different events whilst competing against other children in my class. Hit the ground running	activities they need to be performed slowly and with control to help me to stay safe. Stamina: I know how stamina helps us in other life activities. Skills Agility: I can change direction whilst running. Balance: I can explore balancing in more challenging activities with some success. Co-ordination: I can explore co-ordination when using equipment. Speed: I can explore running at different speeds. Strength: I can explore exercises using my own body weight. Stamina: I can explore moving for longer periods of time and identify how it makes me feel. Playground leader I can begin to use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can begin to develop and demonstrate fitness skills at clubs. Inter competitions I can begin to use my fitness skills when representing the school in competitions against other schools. Olympic Athlete Fitness session	everyday tasks such as carrying our school bag. Stamina: I know that I need to run slower if running for a long period of time. Skills Agility: I can demonstrate improved technique when changing direction on the move. Balance: I can demonstrate increased balance whilst travelling along and over equipment. Co-ordination: I can perform actions with increased control when co-ordinating my body with and without equipment. Speed: I can demonstrate running at different speeds. Strength: I can demonstrate increased control in body weight exercises. Stamina: I can show an ability to work for longer periods of time. Playground leader I can use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate fitness skills at clubs. Inter competitions I can use my fitness skills when representing the school in competitions against other schools.	Stamina: I know that when I move for a long time it can make me feel hot and I breathe faster. Skills Agility: I can show balance when changing direction. Balance: I can explore more complex activities which challenge balance. Co-ordination: I can co-ordinate my body with increased consistency in a variety of activities. Speed: I can explore sprinting technique. Strength: I can explore building strength in different muscle groups. Stamina: I can explore using my breath to increase my ability to work for longer periods of time. Playground leader I can use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate fitness skills at clubs. Inter competitions I can use my fitness skills when representing the school in competitions against other schools. Olympic Athlete Fitness session I can use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day	Strength: I know that strength comes from different muscles and know how I can improve my strength. Stamina: I know that I need to pace myself when running further or for a long period of time. Skills Agility: I can show balance when changing direction at speed. Balance: I can show control whilst completing activities which challenge balance. Co-ordination: I can explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: I can develop building strength in different muscle groups. Stamina: I can demonstrate using my breath to maintain my work rate. Playground leader I can use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate fitness skills at clubs. Inter competitions I can use my fitness skills when representing the school in competitions against other schools. Olympic Athlete Fitness session	that allows me to run faster. Strength: I know the muscles I am using by name. Stamina: I know that keeping a steady breath will help me to move for longer periods of time. Skills Agility: I can demonstrate improved body posture and speed when changing direction. Balance: I can change my body position to maintain a controlled centre of gravity. Co-ordination: I can demonstrate increased speed when co-ordinating my body. Speed: I can apply the best pace for a set distance or time. Strength: I can demonstrate increased technique in body weight exercises. Stamina: I can use a steady pace to be able to move for sustained periods of time. Playground leader I can use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate fitness skills at clubs. Inter competitions I can use my fitness skills when representing the school in competitions against other schools.	Strength: I know that I can build up my strength by practicing in my own time. Stamina: I know which exercises can develop stamina and I know that it can be improved by training over time. Skills Agility: I can change direction with a fluent action and transition smoothly between varying speeds. Balance: I can show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: I can adapt running technique to meet the needs of the distance. Strength: I can complete body weight exercises for increased repetitions with control and fluency. Stamina: I can use my breath to increase my ability to move for sustained periods of time. Playground leader I can use my fitness skills when taking part in break time activities. After school and lunchtime clubs. I can develop and demonstrate fitness skills at clubs. Inter competitions I can use my fitness skills when representing the
--	--	--	--	--	--	---	---

	I can explore my running skills over a week during the virtual competition.	I can begin to use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can begin to develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can begin to use my running skills over a week during the virtual competition.	Olympic Athlete Fitness session I can use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can begin to develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can develop my running skills over a week during the virtual competition.	I can develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can demonstrate my running skills over a week during the virtual competition.	I can use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can demonstrate my running skills over a week during the virtual competition.	Olympic Athlete Fitness session I can use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can demonstrate my running skills over a week during the virtual competition.	school in competitions against other schools. Olympic Athlete Fitness session I can use my fitness skills to join in with Leon Baptiste during a fitness routine. Sports Day I can develop and demonstrate my skills during many different events whilst competing against other children in my class. Hit the ground running I can demonstrate my running skills over a week during the virtual competition.
Swimming	At Gawber, our children are taught swimming in Year 4. However, any child that does not reach the expected standard by the end of Year 4, then continues in Year 5 and if needed, in Year 6 as well. We ensure that all children leave our school being able to swim competently, confidently and proficiently over a distance of at least 25 metres.						
KS2:	Knowledge Strokes: I know that making my body streamlined helps me to glide through the water. I know that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. I know that keeping my legs together for crawl helps me to stay straight in the water. Breathing: I know that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. I know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. I know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: I know which survival technique to use for the situation. I know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. I know what to do if I fall in the water. Rules: I know that different environments have different rules to keep us safe around water. I know the rules in and around water. Skills Strokes: I can develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. I can demonstrate increased technique in a range of strokes, swimming over a distance of 25m. I can identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: I can demonstrate improved breathing technique in front crawl. I can explore underwater breaststroke breathing technique over a distance of 25m. I can demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: I can be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. I can explore safety techniques to include the H.E.L.P and huddle positions. I can perform a variety of survival techniques.						
swim competently, confidently and proficiently over a distance of at least 25 metres	Wellbeing sessions I know that water can be dangerous and that I should stay with an adult when entering water.	Wellbeing sessions I am beginning to show an awareness of the water safety code.	Wellbeing sessions I am growing increasingly aware of the water safety code. I know and I am able to discuss some ways to	Wellbeing sessions I am aware of the water safety code. I know and I am able to discuss ways to keep safe when entering	Wellbeing sessions I know the water safety code - SAFE and am beginning to talk about this in in reference to places I	Wellbeing sessions I am growing increasingly confident when discussing the water safety code - SAFE and am able to talk	Wellbeing sessions I can identify a range of danger signs
use a range of strokes effectively							
perform safe self-rescue in different							



PE Progression Map



water-based situations. Swimming - Water Safety	I know different places where there might be water e.g. beach, swimming pool, bath. I understand the terminology 'drowning.'	Geography - seaside I can describe some ways to stay safe when at the beach.	keep safe when entering familiar and unfamiliar waters.	familiar and unfamiliar waters.	may need to use this knowledge. Geography I know the features of a river and can explain compare and contrast how a river changes along its course.	about this in with some reference to places I may need to use this knowledge. Geography - Natural disasters I know the role of the Mountain Rescue team in relation to a flood. I know the dangers of flood water. I know the dangers of entering unfamiliar water. I know that you should not swim in a reservoir.	I know strategies that can keep me and others safe in and around water I can recognize the impact and possible consequences of accidents. I understand dangers that arise with different weather conditions. I know the water safety code - SAFE and am able to talk about this in detail and in reference to places I may need to use this knowledge. I know to check for dangers such as tides or currents. I know that you should consider hidden dangers under the water. I know you should be careful on banks and stay away from the edge of water. I know that when in water you should wear buoyancy aids or life jackets. I know you should swim where a lifeguard is present and never swim alone. I know you should never enter the water to save someone. Geography Whitby I know the role of the RNLI and how they can help in the case of an emergency. Year 6 Crucial Crew I know about water safety and what to do if someone gets into difficulty in the water. I know how to use the 'star fish' if I get into difficulty in water.
	Wellbeing sessions	Wellbeing sessions	Wellbeing sessions	Wellbeing sessions	Wellbeing sessions	Wellbeing sessions	Wellbeing sessions

Lead healthy, active lives.	I know how to keep my body and mind healthy. I know that it is important to do some exercise to keep my body healthy. I know that it is important to eat healthy foods so that I can keep my body healthy. I know that it is important to do things that I enjoy to keep my mind healthy. Reading (nonfiction) <i>Food, Glorious Food: This is How we Keep Healthy (DK books)</i> • I can follow instructions about keeping myself healthy (e.g. exercising). Healthy bodies and Healthy Minds (NSPCC).	I know what we can do to keep healthy I know why we need to wash our hands I know how germs are spread and how they can affect our health I know how to practise washing your hands I know the differences between healthy and unhealthy choices Reading (nonfiction) My amazing body. <i>I can recognize healthy choices and discuss ways that I can keep my body healthy.</i> Science Identify, name, draw & label the basic parts of body and say which part of the body is associated with each sense. Identify stages of human growth <i>Begin to recognise ways to keep healthy e.g. food, exercise and rest</i>	I know that food is needed for our bodies to be healthy and to grow I know that some foods are better for good health than others I know the different types of healthy food I know how to keep yourself and others healthy I know the differences between healthy and unhealthy choices I know why we need to brush our teeth I know how to practise brushing your teeth I know the differences between healthy and unhealthy choices I know how to develop strategies to help you remember Science I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, drink, sleep and hygiene. Notice that animals, including humans, have offspring, which grow into adults.	I know, understand, and am able to practise simple safety rules about medicine I know when it is safe to take medicine I know who we can accept medicine from I know the differences between healthy and unhealthy choices Science I know the names of body parts including the names of private areas of girls and boys I understand the need for medicine and how to take this safely	I know what is meant by a balanced diet and plan a balanced meal I know and can recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older I know nutritional information on packaged food and can explain what it means I know different ways to maintain a healthy lifestyle Science Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that human and some other animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.	I know some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. I know how smoking can affect your immediate and future health and wellbeing I know reasons why someone might start and continue to smoke I know and use skills and strategies to resist any pressure to smoke Science Identify ways of staying healthy in relation to puberty and smoking	I know what is a risky choice I know the risks associated with alcohol (+ drugs - extension) I know how alcohol can affect your immediate and future health I know and recognise skills and strategies to keep safe Science Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Describe the changes as humans develop to old age.
---	--	---	---	---	---	--	--