

Great Ponton CofE Physical Education Skill Progression

Intent

To develop physical confidence to support health and fitness through both competitive opportunities and activities that build character and embed values of fairness and respect.

EYFS	KS1	KS2
<p>Early Learning Goals Moving</p> <p>and Handling: Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self-care: Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best

Dance	EYFS Expectations	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They explore dance through the world around them.	Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner.	Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.	Pupils create dances in relation to an idea including historical, cultural and scientific sources. Pupils work individually, with a partner and in small groups. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimulus, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas.
Key Terminology	Travel, action, space, shape, perform, level, copy, counts.	Travel, action, space, shape, perform, level, copy, counts.	Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway.	Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions.
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to handle equipment effectively. • I know how to move confidently in a range of ways. • I know how to safely negotiate space. • I know how to show good control and co-ordination in small and large movements. 	<ul style="list-style-type: none"> • I know how to perform basic body actions sometimes using counts. • I know how to use different parts of the body in isolation and together. • I know how to explore pathways. • I know how to show some sense of dynamic and expressive qualities in my dance. • I know how to perform dance phrases using simple movement patterns. • I know how to move confidently and safely. • I know how to vary the way I use space. • I know how to recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • I know how to perform body actions with control and coordination. • I know how to sometimes use counts to stay in time with music. • I know how to choose movements with different dynamic qualities to express an idea, mood or feeling. • I know how to work with a partner using mirroring and unison. 	<ul style="list-style-type: none"> • I know how to create dance phrases that communicate ideas. • I know how to create dance phrases with a partner and in a small group using canon and unison. • I know how to repeat, remember and perform these phrases in a dance. • I know how to use dynamic and expressive qualities in relation to an idea. • I know how to use counts to keep in time with a group and the music. 	<ul style="list-style-type: none"> • I know how to respond imaginatively to a range of stimuli related to character and narrative. • I know how to use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • I know how to use formation, canon and unison to develop a dance. • I know how to refine, repeat and remember dance phrases and dances. • I know how to perform dances clearly and fluently. 	<ul style="list-style-type: none"> • I know how to adapt and refine the way I use actions, dynamics and relationships in my dance. • I know how to perform different styles of dance clearly and fluently. • I know how to recognise and comment on dances, showing an understanding of style. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • I know how to adapt and refine the way I use actions, dynamics and relationships to improve my dance. • I know how to choreograph a dance using props. • I know how to perform dances fluently and with control. • I know how to lead a small group through a short warm-up routine.

<p>Knowledge Assessment Criteria</p>	<ul style="list-style-type: none"> • I know how to handle equipment effectively. • I know how to talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise. 	<ul style="list-style-type: none"> • I know how to explore pathways. • I know how to use some sense of dynamic and expressive qualities in my dance. • I know how to choose appropriate movements for different dance ideas. • I know how to vary the way I use space. • I know how to recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • I know how to choose movements with different dynamic qualities to express an idea, mood or feeling. • I know how to remember and repeat dance phrases. • I know how to describe how my body feels during exercise. 	<ul style="list-style-type: none"> • I know how to create dance phrases that communicate ideas. • I know how to repeat, remember and perform these phrases in a dance. • I know how to use dynamic and expressive qualities in relation to an idea. • I know how to recognise and talk about the movements used and the expressive qualities of dance. • I understand why it is important to warm up. 	<ul style="list-style-type: none"> • I know how to respond imaginatively to a range of stimuli related to character and narrative. • I know how to refine, repeat and remember dance phrases and dances. • I know how to describe, interpret and evaluate dance, using appropriate language. • I know how to explain what happens in my body when I warm up. 	<ul style="list-style-type: none"> • I know how to adapt and refine the way I use actions, dynamics and relationships in my dance. • I know how to recognise and comment on dances, showing an understanding of style. • I know how to suggest ways to improve my own and other people's work. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • I know how to adapt and refine the way I use actions, dynamics and relationships to improve my dance. • I know how to choreograph a dance using props. • I know how to use appropriate language to evaluate and refine my own and others' work. • I know how to lead a small group through a short warm-up routine.
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Gymnastics	EYFS Expectations	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Pupils learn use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils begin to understand the use of levels and shapes when travelling and balancing.	Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.	Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop performance skills considering the quality and control of their actions.	Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
Key Terminology	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll.	Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight roll, forwards roll.	Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll.	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics.	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand.	Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault.
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to handle equipment effectively. • I know how to move confidently in a range of ways. • I know how to safely negotiate space. • I know how to show good control and co-ordination in small and large movements. 	<ul style="list-style-type: none"> • I know how to remember and repeat actions and shapes. • I know how to make my body tense, relaxed, stretched and curled. • I know how to show an awareness of space when travelling. • I know how to link simple actions together. • I know how to use apparatus safely. 	<ul style="list-style-type: none"> • I know how to plan and repeat simple sequences of actions. • I know how to use shapes when performing other skills. • I know how to use directions and levels to make my work look interesting. • I know how to perform the basic gymnastic actions with some control and balance. 	<ul style="list-style-type: none"> • I complete actions with increasing balance and control. • I know how to move in unison with a partner. • I know how to choose actions that flow well into one another. • I know how to adapt sequences to suit different types of apparatus. 	<ul style="list-style-type: none"> • I know how to safely perform balances individually and with a partner. • I know how to plan and perform sequences with a partner that include a change of level and shape. 	<ul style="list-style-type: none"> • I know how to create and perform sequences using apparatus, individually and with a partner. • I know how to use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I know how to use strength and flexibility to improve the quality of a performance. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I understand what counter balance and counter tension is and can show examples with a partner. • I know how to combine and perform gymnastic actions, shapes and balances with control and fluency. • I know how to create and perform sequences taking using compositional devices to improve the quality. • I know how to lead a small group through a short warm-up routine.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to handle equipment effectively. • I know how to talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise. 	<ul style="list-style-type: none"> • I know how to remember and repeat actions and shapes. • I know how to show an awareness of space when travelling. • I know how to use apparatus safely. • I know how to recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • I know how to plan and repeat simple sequences of actions. • I know how to use directions and levels to make my work look interesting. • I know how to describe how my body feels during exercise. 	<ul style="list-style-type: none"> • I use a greater number of my own ideas for movements in response to a task. • I know how to choose and plan sequences of contrasting actions. • I know how to choose actions that flow well into one another. • I know how to adapt sequences to suit different types of apparatus. • With help, I know how to recognise how performances could be improved. • I understand why it is important to warm up. 	<ul style="list-style-type: none"> • I know how to plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements. • I know how to explain what happens in my body when I warm up. • I know how to watch, describe and suggest possible improvements to others' performances and my own. • I know how to identify some muscle groups used in gymnastic activities. 	<ul style="list-style-type: none"> • I know how to create and perform sequences using apparatus, individually and with a partner. • I know how to use set criteria to make simple judgments about performances and suggest ways they could be improved. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I understand what counter balance and counter tension is and can show examples with a partner. • I know how to create and perform sequences taking using compositional devices to improve the quality. • I know how to suggest changes and use feedback to improve a sequence.

Athletics	EYFS Expectations	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Children will develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.	Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.	Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.
Key Terminology	Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to handle equipment effectively. • I know how to move confidently in a range of ways. • I know how to safely negotiate space. • I know how to show good control and co-ordination in small and large movements. 	<ul style="list-style-type: none"> • I know how to run at different speeds • I know how to show balance and co-ordination when changing direction. • I know how to link running and jumping movements with some control and balance. • I know how to experiment with different types of jumps and landing. • I know how to co-ordinate my body to throw towards a target. • I am developing my technique to throw for distance. 	<ul style="list-style-type: none"> • I show balance and co-ordination when running at different speeds. • I know how to show balance when changing direction. • I know how to link running and jumping movements with some control and balance. • I know how to experiment with different types of jumps and landing. • I show good technique when throwing towards a target. • I am developing throwing for distance. • I know how to describe how my body feels during exercise. 	<ul style="list-style-type: none"> • I know how to run at fast, medium and slow speeds. • I know how to use different take off and landings when jumping. • I am developing jumping for distance and height. • I know how to take part in a relay activity, remembering when to run and what to do. • I know how to throw a variety of objects, changing my action for accuracy and distance. • I know how to record my distances, numbers and times. 	<ul style="list-style-type: none"> • I know how to demonstrate the difference between sprinting and running over varying distances. • I know how to demonstrate different throwing techniques. • I know how to jump for distance and height with control and balance. • I know how to throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> • I know how to choose the best pace for a running event. • I know how to perform a range of jumps showing some technique. • I know how to show control at take-off in jumping activities. • I know how to show accuracy and good technique when throwing for distance. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to select and apply the best pace for a running event. • I know how to exchange a baton with success. • I know how to perform jumps for height and distance using good technique. • I know how to show accuracy and good technique when throwing for distance. • I know how to lead a small group through a short warm-up routine.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise 	<ul style="list-style-type: none"> • I know how to recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • I know how to describe how my body feels during exercise. 	<ul style="list-style-type: none"> • I know how to record my distances, numbers and times. • I understand why it is important to warm up. • I know how to identify when I was successful. 	<ul style="list-style-type: none"> • I know how to explain what happens in my body when I warm up. • I know how to identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> • I know how to choose the best pace for a running event. • I know how to understand how stamina and power help people to perform well in different athletic activities. • I know how to identify good athletic performance and explain why it is good. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to select and apply the best pace for a running event. • I know how to lead a small group through a short warm-up routine. • I know how to identify my own and others' strengths and areas for development and can suggest ways to improve.

Invasion	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to defend a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.
Key Terminology	Throwing, catching, dribbling, dodging, attacking, defending, sending, receiving.	Throwing, catching, dribbling, dodging, attacking, defending, sending, receiving.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping.
Practical Assessment Criteria	<ul style="list-style-type: none"> • I am beginning to dribble a ball with my hands and feet. • I know who is on my team. • I know how to send and receive a ball. • I know how to stay with another player when defending. • I know how to dodge. • I know how to find space. 	<ul style="list-style-type: none"> • I know how to sometimes dribble a ball with my hands and feet. • I know who is on my team and I know how to attempt to send the ball to them. • I know how to move with a ball towards goal. • I know how to dodge and find space away from the other team. • I know how to stay with another player to try and prevent them from getting the ball. 	<ul style="list-style-type: none"> • I know how to dribble, pass, receive and shoot the ball with some control. • I am learning the rules of the game and I am beginning to use them. • I know how to move with a ball towards goal with increasing control. 	<ul style="list-style-type: none"> • I know how to dribble, pass, receive and shoot the ball with increasing control. • I understand the rules of the game and I know how to use them most of the time. • I know how to help my team keep possession and score goals when I play in attack. • I know how to delay and help prevent the other team from scoring when I play in defence. • I know how to use simple tactics to help my team score or gain possession. 	<ul style="list-style-type: none"> • I know how to dribble, pass, receive and shoot the ball with some control under pressure. • I understand the rules of the game and I know how to use them often. • I understand there are different skills for different situations and I am beginning to use this. • I know how to move into space to help my team. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to dribble, pass, receive and shoot the ball with increasing control under pressure. • I know how to use the rules of the game consistently. • I know how to create and use space to help my team. • I know how to select and apply different movement skills to lose a defender. • I know how to lead a small group through a short warm-up routine. • I know how to use marking, tackling and/or interception to improve my defence.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to help my team to score. • I know how to recognise changes in my body when I do exercise. • I know how to score points. 	<ul style="list-style-type: none"> • I know how to describe how my body feels during exercise. • I know how to score points and can remember the score. 	<ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them. • I understand my role as an attacker and as a defender. • I understand why it is important to warm up. • I know how to identify when I was successful. 	<ul style="list-style-type: none"> • I understand the rules of the game and I know how to use them most of the time. • I know how to use simple tactics to help my team score or gain possession. • I know how to explain what happens in my body when I warm up. • I know how to identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> • I understand the rules of the game and I know how to use them often. • I understand there are different skills for different situations and I am beginning to use this. • I know what position I am playing in and how to contribute when attacking and defending. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to select the appropriate action for the situation. • I know how to use the rules of the game consistently. • I know how to create and use a variety of tactics to help my team. • I know how to select and apply different movement skills to lose a defender. • I know how to lead a small group through a short warm-up routine. • I know how to identify my own and others' strengths and areas for development and can suggest ways to improve.

Striking and Fielding	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Pupils develop their basic understanding of striking and fielding games such as Rounder's and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.	Pupils develop their basic understanding of striking and fielding games such as Rounder's and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.	Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.	Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.
Key Terminology	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball.
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to roll a ball towards a target. • I know how to stop a medium-sized ball with some consistency. • I know how to sometimes catch a beanbag and a medium-sized ball. • I know how to track a ball. • I know how to score points. • I know how to push a ball using my hand and an object. 	<ul style="list-style-type: none"> • I know how to roll a ball to hit a target. • I am developing underarm and overarm throwing skills. • I know how to sometimes hit a ball using a racket. • I know how to score points and can remember the score. • I know how to track a ball and stop it. • I know how to apply these skills in a variety of simple games. • I know how to use some simple tactics. 	<ul style="list-style-type: none"> • I know how to use overarm and underarm throwing, and catching skills. • I am beginning to strike a bowled ball. • I am able to bowl a ball towards a target. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the aim of the game. • I am learning the rules of the game and I am beginning to use them. 	<ul style="list-style-type: none"> • I know how to use overarm and underarm throwing, and catching skills with increasing accuracy. • I know how to sometimes strike a bowled ball. • I am able to bowl a ball with some accuracy, and consistency. • I know how to choose and use simple tactics for different situations. • I understand the rules of the game and I know how to use them often. 	<ul style="list-style-type: none"> • I know how to sometimes strike a bowled ball. • I am developing a wider range of skills and I am beginning to use these under some pressure. • I know how to use the skills I prefer with increasing consistency. • I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I know how to use them to play fairly. • I understand there are different skills for different situations and I am beginning to use this. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to strike a bowled ball with increasing consistency. • I understand and can use some tactics in the game as a batter, bowler and fielder. • I know how to use a wider range of skills in game situations. • I know how to select the appropriate action for the situation. • I know how to use the rules of the game consistently. • I know how to lead a small group through a short warm-up routine.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to score points. • I know how to recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> • I know how to score points and can remember the score. • I know how to describe how my body feels during exercise. 	<ul style="list-style-type: none"> • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the aim of the game. • I am learning the rules of the game and I am beginning to use them. • I understand why it is important to warm up. • I know how to identify when I was successful. 	<ul style="list-style-type: none"> • I know how to choose and use simple tactics for different situations. • I understand the rules of the game and I know how to use them often. • I know how to explain what happens in my body when I warm up. • I know how to identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> • I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I know how to use them to play fairly. • I understand there are different skills for different situations and I am beginning to use this. • I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> • I understand and can use some tactics in the game as a batter, bowler and fielder. • I know how to select the appropriate action for the situation. • I know how to use the rules of the game consistently. • I know how to identify my own and others' strengths and areas for development and can suggest ways to improve.

Net and Wall	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.	Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.
Key Terminology	Throwing, catching, racket skills, ready position, hitting, striking.	Throwing, catching, racket skills, ready position, hitting, striking.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking.
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to throw and push a ball in a variety of ways. • I know how to sometimes catch a beanbag and a medium-sized ball. • I know how to track balls and other equipment sent to me. • I know how to throw and hit a ball in a variety of ways. 	<ul style="list-style-type: none"> • I know how to show awareness of opponents when playing games. • I know how to roll and hit a ball. • I know how to apply these skills in a variety of simple games. • I know how to work with a partner to improve my skill. 	<ul style="list-style-type: none"> • I know how to return a ball to a partner. • I know how to use basic racket skills. • I am learning the rules of the game and I am beginning to use them. • I know how to throw with some accuracy and catch with some consistency. 	<ul style="list-style-type: none"> • I know how to sometimes play a continuous game. • I know how to use a range of basic racket skills. • I know how to return to the ready position to defend my own court. • I understand the rules of the game and I know how to use them often. • I know how to throw with some accuracy at a target. • I know how to catch with increasing control. • I know how to use simple tactics. 	<ul style="list-style-type: none"> • I am developing a wider range of skills and I am beginning to use these under some pressure. • I know how to use the skills I prefer with increasing consistency. • I understand the need for tactics and can sometimes apply them. • I know how to play cooperatively with a partner. • I know how to throw accurately at a target. • I understand there are different skills for different situations and I am beginning to use this. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to use a wider range of skills in game situations. • I know how to play cooperatively with a partner. • I know how to select the appropriate action for the situation. • I know how to create and sometimes use a variety of tactics. • I know how to lead a small group through a short warm-up routine.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to recognise changes in my body when I do exercise. • I know how to score points. 	<ul style="list-style-type: none"> • I know how to describe how my body feels during exercise. • I know how to score points and can remember the score. 	<ul style="list-style-type: none"> • I understand the aim of the game. • I am learning the rules of the game and I am beginning to use them. • I understand why it is important to warm up. • I know how to identify when I was successful. 	<ul style="list-style-type: none"> • I understand the rules of the game and I know how to use them often. • I know how to explain what happens in my body when I warm up. • I know how to use simple tactics. • I know how to identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> • I understand the need for tactics and can sometimes apply them. • I understand the rules of the game and I know how to use them to play fairly. • I understand there are different skills for different situations and I am beginning to use this. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • I know how to select the appropriate action for the situation. • I know how to use the rules of the game consistently. • I know how to create and sometimes use a variety of tactics. • I know how to identify my own and others' strengths and areas for development and can suggest ways to improve.

Team Building / OAA	Y1 Expectations	Y2 Expectations	Y3 Expectations	Y4 Expectations	Y5 Expectations	Y6 Expectations
Overview	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
Key Terminology	Listening, taking turns, planning, leading, communication	Listening, teamwork, planning, leading, communication, trust	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation
Practical Assessment Criteria	<ul style="list-style-type: none"> • I know how to follow instructions. • I know how to listen to others. • I know how to work co-operatively with a partner. • I know how to communicate simple instructions. • I know how to show fair play. 	<ul style="list-style-type: none"> • I know how to follow instructions. • I know how to work with a partner and am beginning to work in a small group. • I know how to share my ideas and help to solve tasks. • I know how to listen to others. • I know how to reflect on when I was successful at solving challenges. 	<ul style="list-style-type: none"> • I know how to follow and give instructions. • I know how to communicate ideas and listen to others. • I know how to work with a partner and a small group. • I know how to plan and attempt to apply strategies to solve problems. • I know how to reflect on when and why I was successful at solving challenges. • I am developing map reading skills. 	<ul style="list-style-type: none"> • I know how to accurately follow and give instructions. • I know how to work effectively with a partner and a small group. • I know how to identify key symbols on a map and use a key to help navigate around a grid. 	<ul style="list-style-type: none"> • I know how to work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • I know how to orientate and map. • I know how to navigate around a course using a map. 	<ul style="list-style-type: none"> • I know how to work effectively with a partner and a group. • I know how to pool ideas within a group, selecting and applying the best method to solve a problem. • I know how to orientate and map efficiently to navigate around a course.
Knowledge Assessment Criteria	<ul style="list-style-type: none"> • I know how to suggest ideas to solve tasks. 	<ul style="list-style-type: none"> • I know how to follow instructions. • I know how to work with a partner and am beginning to work in a small group. • I know how to share my ideas and help to solve tasks. • I know how to listen to others. • I know how to reflect on when I was successful at solving challenges. 	<ul style="list-style-type: none"> • I know how to follow and give instructions. • I know how to communicate ideas and listen to others. • I know how to work with a partner and a small group. • I know how to plan and attempt to apply strategies to solve problems. • I know how to reflect on when and why I was successful at solving challenges. • I am developing map reading skills. 	<ul style="list-style-type: none"> • I know how to reflect on when and why I was successful at solving challenges. • I know how to identify key symbols on a map and use a key to help navigate around a grid. • I know how to plan and apply strategies to solve problems. 	<ul style="list-style-type: none"> • I know how to reflect on when and how I was successful at solving challenges, and alter my methods in order to improve. • I know how to use critical thinking to approach a task. 	<ul style="list-style-type: none"> • I know how to use critical thinking to form ideas. • I know how to pool ideas within a group, selecting and applying the best method to solve a problem. • I know how to reflect on when and how I was successful at solving challenges, and alter my methods in order to improve.

Swimming

Schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Swimming is linked to the School Swimming Passport in partnership with Swim England