



Buriton Primary School PE Curriculum Progression



Our high-quality physical education curriculum is planned as a 7-year journey across the school and inspires all of our pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for our pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

By the end of Key Stage 1, our pupils will have developed fundamental movement skills, become increasingly competent and confident and accessed a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Our pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

By the end of Key Stage 2, our pupils will have continued 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 will have communicated, collaborated and competed with each other. They will have developed an understanding of how to improve in different physical activities and sports and learned how to evaluate and recognise their own success.

Our pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate. For example, cricket, football, hockey, netball, rounders, rugby 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

'Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply**, **Connect** and **Explore** (or **Explain**) & **Evaluate**.

Apply Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.

Connect Pupils are able to connect taught skills, knowledge and ideas and use these links in their own work, in new contexts.

Explore & **E**valuate Pupils are able to explore and express themselves creatively, using their own ideas and imagination whilst showing the influence famous artworks have had on them The pupils are able to explain their understanding to others.



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HEALTH AND FITNESS	<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
DANCE	<ul style="list-style-type: none"> Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. 	<ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different 	<ul style="list-style-type: none"> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using

		<ul style="list-style-type: none"> ▪ Perform using a range of actions and body parts with some coordination. ▪ Begin to perform learnt skills with some control. ▪ Watch and describe performances. 	<p>transitions within a dance motif.</p> <ul style="list-style-type: none"> ▪ Move in time to music. ▪ Improve the timing of their actions. ▪ Perform sequences of their own composition with coordination. 	<ul style="list-style-type: none"> ▪ Develop the quality of the actions in their performances. 	<ul style="list-style-type: none"> ▪ Begin to vary dynamics and develop actions and motifs in response to stimuli. ▪ Demonstrate rhythm and spatial awareness. ▪ Change parts of a dance as a result of self-evaluation. ▪ Use simple dance vocabulary when comparing and improving work. ▪ Perform and create sequences with fluency and expression. 	<p>movements they devise in response to stimuli.</p> <ul style="list-style-type: none"> ▪ Use transitions to link motifs smoothly together. ▪ Improvise with confidence, still demonstrating fluency across the sequence. ▪ Ensure their actions fit the rhythm of the music. ▪ Modify parts of a sequence as a result of self and peer evaluation. ▪ Use more complex dance vocabulary to compare and improve work. ▪ Perform own longer, more complex sequences in time to music. 	<p>a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence.</p> <ul style="list-style-type: none"> ▪ Combine flexibility, techniques and movements to create a fluent sequence. ▪ Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. ▪ Show a change of pace and timing in their movements. ▪ Move rhythmically and accurately in dance sequences. ▪ Improvise with confidence, still demonstrating fluency across their sequence. ▪ Dance with fluency and control, linking all movements and ensuring that transitions flow. ▪ Demonstrate consistent precision when performing dance
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							<ul style="list-style-type: none"> sequences. ▪ Modify some elements of a sequence as a result of self and peer evaluation. ▪ Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. ▪ Perform the sequence in time to music.
ATHLETICS	<ul style="list-style-type: none"> ▪ Run in different ways for a variety of purposes. ▪ Jump in a range of ways, landing safely. ▪ Roll equipment in different ways. Throw underarm. ▪ Throw an object at a target. 	<ul style="list-style-type: none"> ▪ Carry and place equipment safely. ▪ Vary their pace and speed when running. ▪ Run with a basic technique over different distances. ▪ Show good posture and balance. Jog in a straight line. ▪ Change direction when jogging. Sprint in a straight line. ▪ Change direction when sprinting. ▪ Maintain control as they change direction when jogging or 	<ul style="list-style-type: none"> ▪ Run at different paces, describing the different paces. ▪ Use a variety of different stride lengths. ▪ Travel at different speeds. ▪ Begin to select the most suitable pace and speed for distance. ▪ Complete an obstacle course. ▪ Vary the speed and direction in which they are travelling. ▪ Run with basic techniques 	<ul style="list-style-type: none"> ▪ Identify and demonstrate how different techniques can affect their performance. ▪ Focus on their arm and leg action to improve their sprinting technique. ▪ Begin to combine running with jumping over hurdles. ▪ Focus on trail leg and lead leg action when running over hurdles. ▪ Understand the importance of adjusting running pace to suit the distance being run. ▪ Use one and two feet to take off 	<ul style="list-style-type: none"> ▪ Confidently demonstrate an improved technique for sprinting. ▪ Carry out an effective sprint finish. ▪ Perform a relay, focusing on the baton changeover technique. ▪ Speed up and slow down smoothly. ▪ Learn how to combine a hop, step and jump to perform the standing triple jump. ▪ Land safely and with control. ▪ Begin to measure the distance jumped. ▪ Perform a pull 	<ul style="list-style-type: none"> ▪ Accelerate from a variety of starting positions and select their preferred position. ▪ Identify their reaction times when performing a sprint start. ▪ Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. ▪ Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. ▪ Identify and demonstrate stamina, explaining its importance for 	<ul style="list-style-type: none"> ▪ Recap, practise and refine an effective sprinting technique, including reaction time. ▪ Build up speed quickly for a sprint finish. ▪ Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. ▪ Accelerate to pass other competitors. ▪ Work as a team to competitively perform a relay. ▪ Confidently and independently select the most

		<p>sprinting Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <ul style="list-style-type: none"> Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they 	<p>following a curved line.</p> <ul style="list-style-type: none"> Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in 	<p>and to land with.</p> <ul style="list-style-type: none"> Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<p>throw.</p> <ul style="list-style-type: none"> Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 	<p>runners.</p> <ul style="list-style-type: none"> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and 	<p>appropriate pace for different distances and different parts of the run.</p> <ul style="list-style-type: none"> Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw.
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		could improve.	<p>different ways, for accuracy and distance.</p> <ul style="list-style-type: none"> ▪ Throw with accuracy at targets of different heights. ▪ Investigate ways to alter their throwing technique to achieve greater distance. ▪ Perform learnt skills with increasing control. ▪ Compete against self and others. ▪ Watch and describe performances, and use what they see to improve their own performance. ▪ Talk about the differences between their work and that of others. 			<p>control.</p> <ul style="list-style-type: none"> ▪ Take part in competitive games with a strong understanding of tactics and composition. ▪ Choose and use criteria to evaluate own and others' performance. ▪ Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> ▪ Measure and record the distance of their throws. ▪ Continue to develop techniques to throw for increased distance and support others in improving their personal best. ▪ Develop and refine techniques to throw for accuracy Perform and apply a variety of skills and techniques confidently, consistently and with precision. ▪ Take part in competitive games with a strong understanding of tactics and composition. ▪ Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
GAMES	<ul style="list-style-type: none"> ▪ Hit a ball with a bat or racquet. ▪ Roll equipment in different ways. ▪ Throw underarm. ▪ Throw an object at a target. 	<ul style="list-style-type: none"> ▪ Use hitting skills in a game. ▪ Practise basic striking, sending and receiving. ▪ Throw 	<ul style="list-style-type: none"> ▪ Strike or hit a ball with increasing control. ▪ Learn skills for playing striking and fielding games. 	<ul style="list-style-type: none"> ▪ Demonstrate successful hitting and striking skills. ▪ Develop a range of skills in striking (and fielding where appropriate). 	<ul style="list-style-type: none"> ▪ Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. ▪ Accurately serve 	<ul style="list-style-type: none"> ▪ Use different techniques to hit a ball. ▪ Identify and apply techniques for hitting a tennis ball. ▪ Explore when 	<ul style="list-style-type: none"> ▪ Hit a bowled ball over longer distances. ▪ Use good hand-eye coordination to be able to direct a ball when

<ul style="list-style-type: none"> ▪ Catch equipment using two hands. ▪ Move a ball in different ways, including bouncing and kicking. ▪ Use equipment to control a ball. ▪ Kick an object at a target. ▪ Move safely around the space and equipment. ▪ Travel in different ways, including sideways and backwards. ▪ Play a range of chasing games. ▪ Follow simple rules. ▪ Control my body when performing a sequence of movements. ▪ Participate in simple games. ▪ Talk about what they have done. Talk about what others have done. 	<ul style="list-style-type: none"> ▪ Catch and bounce a ball. Use rolling skills in a game. ▪ Practise accurate throwing and consistent catching. ▪ Travel with a ball in different ways. ▪ Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. ▪ Pass the ball to another player in a game. ▪ Use kicking skills in a game. ▪ Use different ways of travelling in different directions or pathways. ▪ Run at different speeds. Begin to use space in a game. ▪ Begin to use the terms attacking and defending. ▪ Use simple defensive skills such as marking a player or defending a space. ▪ Use simple attacking skills such as dodging to get 	<ul style="list-style-type: none"> underarm and overarm. ▪ Catch and bounce a ball. Use rolling skills in a game. ▪ Practise accurate throwing and consistent catching. ▪ Travel with a ball in different ways. ▪ Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. ▪ Pass the ball to another player in a game. ▪ Use kicking skills in a game. ▪ Use different ways of travelling in different directions or pathways. ▪ Run at different speeds. Begin to use space in a game. ▪ Begin to use the terms attacking and defending. ▪ Use simple defensive skills such as marking a player or defending a space. ▪ Use simple attacking skills such as dodging to get 	<ul style="list-style-type: none"> Position the body to strike a ball. ▪ Throw different types of equipment ▪ in different ways, for accuracy and distance. ▪ Throw, catch and bounce a ball with a partner. ▪ Use throwing and catching skills in a game. ▪ Throw a ball for distance. ▪ Use hand-eye coordination to control a ball. ▪ Vary types of throw used. ▪ Bounce and kick a ball whilst moving. Use kicking skills in a game. ▪ Use dribbling skills in a game. ▪ Know how to pass the ball in different ways. ▪ Use different ways of travelling at different speeds and following different 	<ul style="list-style-type: none"> Practise the correct batting technique and use it in a game. ▪ Strike the ball for distance. ▪ Throw and catch with greater control ▪ and accuracy. ▪ Practise the correct technique for catching a ball and use it in a game. ▪ Perform a range of catching and gathering skills with control. ▪ Catch with increasing control and accuracy. ▪ Throw a ball in different ways (e.g. high, low, fast or slow). ▪ Develop a safe and effective overarm bowl. ▪ Move with the ball in a variety of ways with some control. ▪ Use two different ways of moving with a ball in a game. ▪ Pass the ball in two different ways in a game situation with some success. ▪ Know how to keep and win back possession of the ball in a team game. ▪ Find a useful space and get into it to 	<ul style="list-style-type: none"> underarm. Build a rally with a partner. ▪ Use at least two different shots in a game situation. ▪ Use hand-eye coordination to strike a moving and a stationary ball. ▪ Develop different ways of throwing ▪ and catching. ▪ Move with the ball using a range of techniques, showing control and fluency. ▪ Pass the ball with increasing speed, accuracy and success in a game situation. ▪ Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. ▪ Make the best use of space to pass and receive the ball. ▪ Use a range of attacking and defending skills and techniques in a game. ▪ Use fielding skills as an individual to prevent a player from scoring. ▪ Vary the tactics they use in a game. Adapt rules to alter 	<ul style="list-style-type: none"> different shots are best used. ▪ Develop a backhand technique and use it in a game. ▪ Practise techniques for all strokes. ▪ Play a tennis game using an overhead serve. ▪ Consolidate different ways of throwing and catching, and know when each is appropriate in a game. ▪ Use a variety of ways to dribble in a game with success. ▪ Use ball skills in various ways, and begin to link together. ▪ Pass a ball with speed and accuracy using appropriate techniques in a game situation. ▪ Keep and win back possession of the ball effectively in a team game. ▪ Demonstrate an increasing awareness of space. ▪ Choose the best tactics for attacking and defending. ▪ Shoot in a game. ▪ Use fielding skills as a team to prevent the 	<ul style="list-style-type: none"> striking or hitting. ▪ Understand how to serve in order to start a game. ▪ Throw and catch accurately and successfully under pressure in a game. ▪ Show confidence in using ball skills in various ways in a game situation, and link these together effectively. ▪ Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. ▪ Keep and win back possession of the ball effectively and in a variety of ways in a team game. ▪ Demonstrate a good awareness of space. ▪ Think ahead and create a plan of attack or defence. ▪ Apply knowledge of skills for attacking and defending. ▪ Work as a team to
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			<p>and describe performances, and use what they see to improve their own performance.</p> <ul style="list-style-type: none"> ▪ Talk about the differences between their work and that of others. 				
GYMNASTICS	<ul style="list-style-type: none"> ▪ Create a short sequence of movements. ▪ Roll in different ways with control. Travel in different ways. ▪ Stretch in different ways. ▪ Jump in a range of ways from one space to another with control. ▪ Begin to balance with control. ▪ Move around, under, over, and through different objects and equipment. ▪ Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll ▪ Straight jump Tuck jump Jumping jack Half turn jump ▪ Bunny hop ▪ Tiptoe, step, jump and hop 	<ul style="list-style-type: none"> ▪ Create and perform a movement sequence. ▪ Copy actions and movement sequences with a beginning, middle and end. ▪ Link two actions to make a sequence. ▪ Recognise and copy contrasting actions (small/tall, narrow/wide). ▪ Travel in different ways, changing direction and speed. ▪ Hold still shapes and simple balances. Carry out simple stretches. ▪ Carry out a range of simple jumps, landing safely. ▪ Move around, under, over, and through different 	<ul style="list-style-type: none"> ▪ Copy, explore and remember actions and movements to create their own sequence. ▪ Link actions to make a sequence. ▪ Travel in a variety of ways, including rolling. ▪ Hold a still shape whilst balancing on different points of the body. ▪ Jump in a variety of ways and land with increasing control and balance. ▪ Climb onto and jump off the equipment safely. ▪ Move with increasing control and care Log roll (controlled) 	<ul style="list-style-type: none"> ▪ Choose ideas to compose a movement sequence independently and with others. ▪ Link combinations of actions with increasing confidence, including changes of direction, speed or level. ▪ Develop the quality of their actions, shapes and balances. ▪ Move with coordination, control and care. ▪ Use turns whilst travelling in a variety of ways. ▪ Use a range of jumps in their sequences. ▪ Begin to use equipment to vault. ▪ Create interesting body shapes while holding balances with control and 	<ul style="list-style-type: none"> ▪ Create a sequence of actions that fit a theme. ▪ Use an increasing range of actions, directions and levels in their sequences. ▪ Move with clarity, fluency and expression. ▪ Show changes of direction, speed and level during a performance. ▪ Travel in different ways, including using flight. ▪ Improve the placement and alignment of body parts in balances. ▪ Use equipment to vault in a variety of ways. ▪ Carry out balances, recognising the position of their centre of gravity and how this affects the 	<ul style="list-style-type: none"> ▪ Select ideas to compose specific sequences of movements, shapes and balances. ▪ Adapt their sequences to fit new criteria or suggestions. ▪ Perform jumps, shapes and balances fluently and with control. ▪ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ▪ Confidently use equipment to vault in a variety of ways. ▪ Apply skills and techniques consistently. ▪ Develop strength, 	<ul style="list-style-type: none"> ▪ Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. ▪ Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. ▪ Confidently use equipment to vault and incorporate this into sequences. ▪ Apply skills and techniques consistently, showing precision and control. ▪ Develop strength, technique and

<ul style="list-style-type: none"> ▪ Standing balances ▪ Control my body when performing a sequence of movements. ▪ Participate in simple games. ▪ Talk about what they have done. Talk about what others have done. 	<p>objects and equipment.</p> <ul style="list-style-type: none"> ▪ Begin to move with control and care. ▪ Log roll (controlled) ▪ Curled side roll (egg roll) Teddy bear roll (controlled) ▪ Straight jump Tuck jump Jumping jack Half turn jump Cat spring ▪ Straight jump off springboard ▪ Bunny hop ▪ Front support wheelbarrow with partner ▪ Tiptoe, step, jump and hop Hopscotch ▪ Skipping Galloping ▪ Standing balances Kneeling balances ▪ Pike, tuck, star, straight, straddle shapes ▪ Perform using a range of actions and body parts with some coordination. ▪ Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> ▪ Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) ▪ Rocking forward roll Crouched forward roll ▪ Straight jump Tuck jump Jumping jack Half turn jump Cat spring ▪ Cat spring to straddle ▪ Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard ▪ Bunny hop ▪ Front support wheelbarrow with partner T-lever ▪ Scissor kick ▪ Tiptoe, step, jump and hop Hopscotch ▪ Skipping Galloping ▪ Straight jump half-turn ▪ Standing balances Kneeling balances ▪ Large body part balances Balances 	<p>confidence.</p> <ul style="list-style-type: none"> ▪ Begin to show flexibility in movements Crouched forward roll Forward roll from standing Tucked backward roll ▪ Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump ▪ Straight jump half-turn Cat leap ▪ Hurdle step onto springboard Squat on vault ▪ Star jump off Tuck jump off Straddle jump off Pike jump off ▪ Handstand ▪ Lunge into handstand Cartwheel ▪ Tiptoe, step, jump and hop Hopscotch ▪ Skipping Chassis steps ▪ Straight jump half turn Cat leap ▪ Large and small body part balances, including standing and kneeling balances ▪ Balances on apparatus ▪ Matching and contrasting partner balances ▪ Pike, tuck, star, straight, straddle 	<p>balance.</p> <ul style="list-style-type: none"> ▪ Begin to develop good technique when travelling, balancing and using equipment. ▪ Develop strength, technique and flexibility throughout performances. ▪ Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle ▪ Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump ▪ Straight jump half-turn Straight jump full-turn Cat leap ▪ Cat leap half-turn ▪ Hurdle step onto springboard Squat on vault ▪ Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off ▪ Lunge into handstand Lunge into cartwheel ▪ Tiptoe, step, jump and hop Hopscotch ▪ Skipping Chassis steps ▪ Straight jump half turn Straight jump full turn Cat leap ▪ Cat leap half turn 	<p>technique and flexibility throughout performances.</p> <ul style="list-style-type: none"> ▪ Combine equipment with movement to create sequences. ▪ Forward roll from standing Straddle forward roll ▪ Pike forward roll Tucked backward roll ▪ Backward roll to straddle ▪ Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump ▪ Straight jump half-turn Straight jump full-turn Cat leap ▪ Cat leap half-turn Split leap ▪ Hurdle step onto springboard Squat on vault ▪ Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off ▪ Squat through vault ▪ Lunge into handstand Lunge into cartwheel Lunge into round-off ▪ Tiptoe, step, jump and hop Hopscotch ▪ Skipping Chassis steps ▪ Straight jump half 	<p>flexibility throughout performances.</p> <ul style="list-style-type: none"> ▪ Forward roll from standing Straddle forward roll ▪ Pike forward roll Dive forward roll Tucked backward roll ▪ Backward roll to straddle Backward roll to standing pike Pike backward roll ▪ Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump ▪ Straight jump half-turn Straight jump full-turn Cat leap ▪ Cat leap half-turn Cat leap full-turn Split leap ▪ Stag leap ▪ Hurdle step onto springboard Squat on vault ▪ Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off ▪ Squat through vault Straddle over vault ▪ Lunge into cartwheel Lunge into round-off
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		<ul style="list-style-type: none"> ▪ Watch and describe performances. Begin to say how they could improve. 	<p>on apparatus Balances with a partner</p> <ul style="list-style-type: none"> ▪ Pike, tuck, star, straight, straddle shapes Front and back support ▪ Perform sequences of their own composition with coordination. ▪ Perform learnt skills with increasing control. ▪ Watch and describe performances, and use what they see to improve their own performance. ▪ Talk about the differences between their work and that of others. 	<p>shapes Front and back support</p> <ul style="list-style-type: none"> ▪ Develop the quality of the actions in their performances. ▪ Perform learnt skills and techniques with control and confidence. ▪ Compete against self and others in a controlled manner. ▪ Watch, describe and evaluate the effectiveness of a performance. ▪ Describe how their performance has improved over time. 	<p>Pivot</p> <ul style="list-style-type: none"> ▪ 1, 2, 3 and 4- point balances Balances on apparatus ▪ Balances with and against a partner ▪ Pike, tuck, star, straight, straddle shapes ▪ Front and back support ▪ Perform and create sequences with fluency and expression. ▪ Perform and apply skills and techniques with control and accuracy. ▪ Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. ▪ Modify their use of skills or techniques to achieve a better result. 	<p>turn Straight jump full turn Cat leap</p> <ul style="list-style-type: none"> ▪ Cat leap half turn Pivot ▪ 1, 2, 3 and 4- point balances Balances on apparatus ▪ Part body weight partner balances ▪ Pike, tuck, star, straight, straddle shapes ▪ Front and back support ▪ Perform own longer, more complex sequences in time to music. ▪ Consistently perform and apply skills and techniques with accuracy and control. ▪ Choose and use criteria to evaluate own and others' performances. ▪ Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<p>Hurdle step</p> <ul style="list-style-type: none"> ▪ Hurdle step into cartwheel Hurdle step into round-off ▪ Tiptoe, step, jump and hop ▪ Hopscotch ▪ Skipping Chassis steps ▪ Straight jump half turn Straight jump full turn Cat leap ▪ Cat leap half turn Cat leap full turn Pivot ▪ 1, 2, 3 and 4- point balances ▪ Balances on apparatus ▪ Develop technique, control and complexity of part-weight partner balances ▪ Group formations ▪ Pike, tuck, star, straight, straddle shapes ▪ Front and back support ▪ Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. ▪ Perform and apply a variety of skills
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							<p>and techniques confidently, consistently and with precision.</p> <ul style="list-style-type: none"> ▪ Begin to record their peers' performances, and evaluate these. ▪ Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
OAA				<ul style="list-style-type: none"> ▪ Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. ▪ Identify and use effective communication to begin to work as a team. Identify symbols used on a key. ▪ Begin to choose equipment that is appropriate for an activity. ▪ Communicate with others. ▪ Begin to complete activities in a set period of time. ▪ Begin to offer an evaluation of personal performances and activities. 	<ul style="list-style-type: none"> ▪ Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. ▪ Communicate clearly with other people in a team, and with other teams. ▪ Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. ▪ Associate the meaning of a key in the context of the environment. ▪ Try a range of equipment for 	<ul style="list-style-type: none"> ▪ Start to orientate themselves with increasing confidence and accuracy around an orienteering course. ▪ Design an orienteering course that can be followed and offers some challenge to others. ▪ Begin to use navigation equipment to orientate around a trail. ▪ Use clear communication to effectively complete a particular role in a team. ▪ Complete orienteering activities both as part of a team and independently. 	<ul style="list-style-type: none"> ▪ Orientate themselves with confidence and accuracy around an orienteering course when under pressure. ▪ Design an orienteering course that is clear to follow and offers challenge to others. ▪ Use navigation equipment (maps, compasses) to improve Use clear communication to effectively complete a particular role in a team. ▪ Compete in orienteering activities both as part of a team and

				<ul style="list-style-type: none"> ▪ Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<p>creating and completing an activity.</p> <ul style="list-style-type: none"> ▪ Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. ▪ Communicate clearly with others. Work as part of a team. ▪ Begin to use a map to complete an orienteering course. ▪ Complete an orienteering course more than once and begin to identify ways of improving completion time. ▪ Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. ▪ Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> ▪ Identify a key on a map and begin to use the information in activities. ▪ Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. ▪ Identify the quickest route to accurately navigate an orienteering course. ▪ Communicate clearly and effectively with others. Work effectively as part of a team. ▪ Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. ▪ Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. ▪ Offer a detailed and effective evaluation of both personal performances and activities. ▪ Improve a trail to 	<p>independently.</p> <ul style="list-style-type: none"> ▪ Use a range of map styles and make an informed decision on the most effective. ▪ Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. ▪ Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. ▪ Communicate clearly and effectively with others when under pressure. ▪ Work effectively as part of a team, demonstrating leadership skills when necessary. ▪ Successfully use a map to complete an orienteering course. Use a compass for navigation. ▪ Organise an event for others. ▪ Complete an orienteering course on multiple occasions, in a
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						<p>increase the challenge of the course.</p> <ul style="list-style-type: none"> ▪ Choose and use criteria to evaluate own and others' performances. ▪ Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<p>quicker time due to improved technique.</p> <ul style="list-style-type: none"> ▪ Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. ▪ Listen to feedback and improve an orienteering course from it. ▪ Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
SWIMMING				<ul style="list-style-type: none"> ▪ Swim 10m unaided in shallow water using one basic method. ▪ Kick legs from the hip and identify when this needs improvements. ▪ Put face in water and blow bubbles. ▪ Enter and exit water safely and remain safe around water. ▪ Explain what dangers to identify around water. 	<ul style="list-style-type: none"> ▪ Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. ▪ Use floats to swim longer distances with a more controlled leg kick. ▪ Join in all swimming activities confidently. ▪ Put face under the water and blow bubbles (begin to do this whilst swimming). 	<ul style="list-style-type: none"> ▪ Swim between 10m and 20m unaided in shallow water, using one stroke. ▪ Begin to swim 10m-15m unaided using a second stroke. ▪ Put face in water and breath correctly when swimming in one identifiable stroke. ▪ Use a float to aid their swimming and confidence in deeper water. ▪ Use a float to develop leg and arm 	<ul style="list-style-type: none"> ▪ Swim 25m unaided in water using one basic method to achieve this distance. ▪ Use two different strokes swimming on both front and back. ▪ Control breathing. ▪ Swim confidently and fluently both on the surface and under the water. ▪ Explain how to remain safe in water and what do

					<ul style="list-style-type: none">▪ Explore how to move in and under water.▪ Recognise how swimming affects breathing.▪ Identify and describe differences between different leg and arm actions.▪ Understand water can be dangerous and repeat what to do when in difficulty.	<p>techniques.</p> <ul style="list-style-type: none">▪ Begin to explain how to keep safe whilst in water and what dangers should be identified	<p>if you or someone nearby gets into difficulty</p>
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