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Progression of skills 2021



Contents

P 3-4: Curriculum intent and rationale

P 5-6: Games & ball skills (EYFS & KS1)

P 7-8: Invasion games (KS2)

P 9-10: Net/wall games (KS2)

P 11-12: Strike/field games (KS2)

P 13-16: Dance (All years)

P 17-20: Gymnastics (All years)

P 21-22: Problem solving and team building (EYFS & KS1)

P 23-24: Outdoor and adventurous activities

P 25-28 Athletics (All years)

Intent

Early years

Our EYFS curriculum is designed in lined with the new framework and development matters. The INTENT for our EYFS curriculum is to focus on developing gross and fine motor skills and develop our fundamental movement skills. These FMS, along with opportunities to develop a wider range of skills will prepare pupils for PE in KS1.

Key stage 1

As pupils enter KS1, they will have opportunity to develop our fundamental movement skills. Throughout KS1, pupils will have opportunity to develop these skills and how to apply them into a context. Pupils should develop knowledge, simple tactics and strategies for different games, and should develop knowledge of techniques and sequencing to apply into gymnastics and dance type activities.

By the end of KS1, we are aiming for children to have mastered core fundamental movement skills, and some additional skills.

This information will be recorded as either working towards, on target or exceeding with written context and available to share with the Y3 teacher.

LKS2

The INTENT in Year 3 & 4 is for pupils to develop attacking skills through a range of sports and activities. These will be developed through small sided games (3v3, 4v4) and uneven games (3v1, 4v2). Pupils will also develop relevant attacking & defending tactics and strategies which are transferable skills across similar games (invasion, net/wall, strike/field and target based). Pupils will have opportunity to develop communication, teamwork and leadership based skills through games and activities including OAA. The INTENT for Gymnastics and Dance type activities is for pupils to develop performance skills and display increasingly challenging sequencing. Pupils will further develop their knowledge of compositional ideas and start to combine the above skills to create sequences with partners. All skills will be applied through relevant tasks in line with age expectations.

UKS2

The INTENT in Year 5 & 6 is for pupils to continue developing attacking skills through range of sports and activities and will develop defensive strategies. These will be developed through small sided and modified games (4v4, 5v5 etc). Pupils will have opportunity display further development of communication, teamwork and leadership based skills through games and activities including OAA. These skills will be developed across a range of games with a view of competing in inter and intra-school competitions. The INTENT for Gymnastics and Dance type activities is for pupils to further develop performance skills and display increasingly challenging sequencing. Pupils will further develop their knowledge of compositional ideas and start to combine the above skills to create longer more complex, sequences in pairs and groups.. All skills will be applied through relevant tasks in line with age expectations.

Rationale

Physical Education not only improves physical health, but it helps mental wellbeing, reduce stress and improve concentration. A well balanced PE curriculum should enable pupils to develop self esteem and build confidence, both within the subject and within themselves as individuals.

Physical activity has a positive influence on academic achievement emotional stability and building relationships with others, so it is vital that the curriculum is relevant, and accessible for all staff to deliver with confidence.

Developing the whole child

PE is much more than just the physical, which is why the Your PE curriculum is created around the core basis of **head, hand and heart**.

These domains of learning can be categorised as cognitive domain (head), psychomotor domain (heart) and affective/social domain (heart) .

- **Cognitive - "The cognitive domain addresses the development of content knowledge and intellectual skills"**
- **Affective - "The affective domain focuses on students' feelings, attitudes, and values about movement"**
- **Psychomotor - "The psychomotor domain refers to the physical aspects of learning"**

Through adopting a whole child approach, we place a focus on developing the whole child from foundation stage through the Year 6, and we allow pupils to grow, develop and excel in areas outside just the physical.

The Your PE curriculum runs a progressive scheme, providing full PE coverage, with units covering:

- Invasion games
- Net/wall games
- Strike/field games
- Target games
- Gymnastics
- Dance
- Outdoor and adventurous activities
- Athletics

This allows pupils to have a broad and enriched experience in their Physical Education curriculum, to create a positive relationship with physical activity to last long after they leave our schools.



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Games/ball skills: Year R, 1, 2

EYFS

Overview

Pupils will develop basic object control skills. They will develop gross motor skills through using a range of equipment to strike, dribble, kick, throw and catch. Pupils will also start to develop their ability to follow instructions and complete tasks based on those instructions.

We will also start to explore very basic teamwork and communication aspects including taking turns and sharing

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Skipping
- Rolling a ball
- Throwing a ball
- Kicking a ball
- Catching skills
- Starting to strike/bat a static ball

Year 1

Overview

Develop basic game-based skills, particularly the FMS of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of cooperative games and 1v1, 1v2 competitive games.

Developing physical skills

- Running
- Galloping
- Side stepping
- Jumping
- Hopping
- Rolling a ball
- Underarm throw
- Kicking a ball
- Catching skills
- Striking/batting a static ball

Whole child criteria: Head | Hand | Heart

- Pupils can follow rules to complete tasks and games
- Pupils can show understanding of their task through answering and asking questions
- I can practice basic fundamental movement skills:
 - – Running
 - – Jumping
 - – Hopping
 - – Skipping
 - – Throwing
 - – Catching
- Pupils can negotiate space and obstacles safely, adjusting speed and direction as needed
- Pupils show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Pupils can work cooperatively with others
- Pupils can share and take turns
- Pupils can show confidence, resilience and patience

Year 2

Overview

Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.

Developing physical skills

- Running (M)
- Galloping (M)
- Side stepping (M)
- Jumping (M)
- Hopping (M)
- Rolling a ball (M)
- Throwing a ball (M)
- Kicking a ball (M)
- Catching skills (M)
- Dribbling skills
- Starting to strike/ball a moving ball
- Evasion skills

Whole child criteria: Head | Hand | Heart

- I can follow simple rules to play games fairly
- I understand and can describe different skills and techniques
- I can demonstrate different throwing and striking/kicking techniques with some accuracy
- I can combine throwing and striking skills in games
- I can dribble in different directions using my feet/hands
- I can receive a pass using hands/feet
- I can demonstrate agility, balance and coordination in my actions consistently
- I can work collaboratively with others
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise



Games/ball skills

EYFS	Year 1	Year 2
Character values • Resilience • Friendship • Respect • Teamwork • Cooperation	Character values • Resilience • Respect • Fair play • Teamwork • Cooperation • Thoughtfulness	Character values • Resilience • Respect • Fair play • Teamwork • Cooperation • Thoughtfulness
Key vocabulary • Space • Throwing • Catching • Rolling • Kicking • Moving	Key vocabulary • Pass • Throw • Roll • Control • Catch • Kick • Dribble • Receiving • Underarm • Scoring • Striking • Bowling	Key vocabulary • Aim • Target • Shoot • Score • Striking • Accuracy • Teamwork • Attacking • Defending • Agility • Balance • Coordination • Return • Reacting • Tracking • Space • Target • Running • Communicate • Teamwork • Batting • Fielding

End of key stage 1 outcomes

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending



Invasion games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven games.	Overview Further develop basic team game based skills, pupils will explore and further develop dribbling, passing and receiving skills. Pupils will develop resilience and teamwork through a range of games. Pupils will start to develop simple tactics and strategies for attacking. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven small sided games.	Overview Pupils will further explore tactics and strategies relating to invasion games including the use of space both in attack and defence and different marking and evasion tactics. Pupils will start to play larger group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	Overview Pupils will apply a range of tactics, strategies and skills into different invasion games. They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games based activities.
Developing physical skills • Develop dribbling skills • Developing passing, receiving and scoring skills • Developing evasion skills • Developing attacking and defending skills • Developing movement off the ball • Mastering most, if not all fundamental movement skills from KS1 including running, jumping, sidestepping, throwing and catching	Developing physical skills • Dribble with greater control • Developing passing, receiving and scoring techniques • Developing evasion and defensive skills • Developing attacking skills in uneven and even small sided games • Developing movement off the ball (using space/width)	Developing physical skills • Dribble with greater control in a range of directions • Master basic passing and receiving techniques • Develop maintaining and regaining possession • Exploring different defensive tactics (marking) • Developing movement off the ball (using space/width)	Developing physical skills • Dribble with greater control in a range of directions • Master basic passing and receiving techniques • Develop maintaining and regaining possession • Exploring different defensive tactics (marking) • Developing movement off the ball (using space/width)
Whole child criteria: Head Hand Heart • I understand when I am successful • I can use basic attacking principles, such as movement off the ball • Pupils can start to display basic decision making skills against opposition, (often shown physically through pass selection) • I can dribble in a range of directions • I can display a range of passes and can start to apply into activities under some pressure • I can identify useful space, and travel to it to support teammates • I know how to keep and win back possession in a game • I can show resilience and effort when completing tasks and games • Pupils can communicate with teammates to complete games and tasks	Whole child criteria: Head Hand Heart • Pupils can identify simple attacking and defending strategies, and why these might help us in a game • Pupils are starting to develop decision making skills against opposition, and can choose when to pass, run or shoot • I can identify good practice and areas of improvement in myself • Pupils can dribble with increased control and fluency • Pupils can pass and receive with control and consistency • Pupils can start to target and attack space when in possession • I can follow display fair play and sportsmanship with others when playing competitive games • I will develop my communication skills and explore verbal and non-verbal communication	Whole child criteria: Head Hand Heart • I can make the correct decisions to support teammates in a game • I can choose the best tactics for attacking and defending • I can develop my dribbling to link with other skills i.e. evasion and passing • I have mastered passes in isolation and can select and apply the correct pass in game situations • I can identify, explain and sometimes apply attacking and defending strategies to retain and win back possession i.e. 'player marking' • I have developed a basic understanding of attacking and defending space • I can contribute towards self-officiated games, following rules fairly • I can display fair play and sportsmanship when playing games • I can communicate effectively in a range of ways with others in games	Whole child criteria: Head Hand Heart • Pupils can identify simple attacking and defending strategies, and why these might help us in a game • Pupils are starting to develop decision making skills against opposition, and can choose when to pass or run • I can identify good practice and areas of improvement in myself • I can choose the best pass to use in a game situation and link a range of skills together with fluency i.e. passing and receiving the ball on the move • I am showing confidence and consistency in my dribbling and can negotiate space and change of direction with some consistency in a game • I can contribute towards a variety of attacking and defending strategies to retain and win back possession i.e. 'player marking' • I have further developed my dodging/evasion skills and can explain the importance of movement off the ball • I have developed a good understanding of attacking and defending space • I can apply communication in combination with attacking and defending strategies and tactics • I can display fair play and sportsmanship when playing games • I can contribute towards self-officiated games, following rules fairly



Invasion games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing
Vocabulary • Possession • Interception • Touch line • Resilience • Communication • Pass & move • Pass back/1-2	Vocabulary • Decision making • Pivot • Dodging • Pass selection • Space • Width • Block • Support	Vocabulary • Marking • Evasion • Tactics • Foul • Intercept • Communicate/Direct • Space • Movement • Offside	Vocabulary • Lead • Strategy • Player marking • Support • Positioning • Concede • Flowing • Turnover

End of key stage outcomes

Pupils 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.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

INVASION GAME KS2 UNITS:

- Tag rugby
- Football
- Hockey
- Basketball
- Netball



Net/wall games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of even and uneven games.	Overview Further develop basic net/wall game based skills, pupils will explore and further develop striking, throwing and catching skills. Pupils will develop resilience and teamwork through a range of games and tasks. Pupils will start to develop basic tactics and strategies to target space . Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.	Overview Pupils will further explore tactics and strategies relating to net./wall games including the use of sldifferentshots, formations and targeting space Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	Overview Pupils will apply a range of tactics, strategies and skills into different net./wall games. They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games based activities.
Developing physical skills • Pupils will continue to develop, combine and apply throwing and receiving skills • Pupils show mastery in most, if not all fundamental movement skills from KS1 • Pupils will develop agility, balance and coordination • Pupils will develop hand-eye coordination • Pupils will explore the use of different equipment when playing games	Developing physical skills • Pupils will start to explore more specific serving and returning skills • Pupils will start to combine striking skills with their agility, balance and coordination to explore rallying • Pupils will apply the following skills: agility, balance, coordination, striking, catching, throwing	Developing physical skills • Pupils can display serving and returning skills with greater consistency and accuracy • Pupils still start to explore a range of different shots e.g. 'dig & set' or 'forehand and backhand' • Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing	Developing physical skills • Pupils can display serving and returning skills with greater consistency, control and accuracy • Pupils can apply a range of shots into small sided games e.g. backhand and forehand • Pupils will continue to develop and refine the following physical skills: agility, balance, coordination, striking, catching, throwing
Whole child criteria: Head Hand Heart • I have an understanding of basic techniques used in net/wall games • I understand the importance of targeting space in 'attack' • I am willing to receive feedback, and act on it to further develop my skills • I can serve a ball with some control and consistency • I can strike/return a moving ball with control and some consistency • I am showing mastery in most, if not all FMS from KS1 including: Running, balance, throwing, catching, striking • I can display resilience and effort when learning new skills • I can play fairly with & against others in small games	Whole child criteria: Head Hand Heart • I understand and can display a range of techniques used in net/wall games • I have developed an understanding of basic strategies and tactics • I can identify areas of strength and improvement in myself and others and offer feedback to improve • I can serve/return a ball with greater control using different techniques • I can start to maintain a rally with a partner • I can start to apply skills into collaborative and competitive games • I can work collaboratively and competitively with others • I display effort in my work and show greater confidence in my actions	Whole child criteria: Head Hand Heart • I have a basic understanding of positioning/ formations in games • I can explain the techniques for a range of shots, and when we would use them • I have developed a better understanding of 'attacking' and 'defending' strategies • I can serve a ball with consistency and some accuracy • I can return a ball with consistency and some accuracy using a range of shots • I am displaying agility, balance and coordination in my actions • I can apply skills into games under pressure • I have developed more appropriate communication, relative to the game • I can display teamwork and collaborative skills • I am starting to display leadership qualities • We can officiate our own games fairly and with sportsmanship	Whole child criteria: Head Hand Heart • I have a good understanding of positioning/ formations in games • I can display decision making skills including shot selection and direction • I can develop simple 'attacking' and 'defending' strategies and apply them into games • I can serve a ball with greater consistency and accuracy • I can return a ball with greater consistency and accuracy using a range of shots • I am displaying agility, balance and coordination in my actions • I can apply skills into games under pressure • I can communicate effectively with my team • I can display leadership skills e.g.making sure all members of my team are involved & leading warm ups • We can officiate our own games fairly and with sportsmanship



Net/wall games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing
Vocabulary • Space • Reactions • Serving • Return • Rally • Court • Net • Accuracy	Vocabulary • Forehand • Backhand • Serve • Communication • Space • Teamwork • Compete	Vocabulary • Forehand • Backhand • Drop serve • Dig • Set • Formation • Tactics • Compete	Vocabulary • Forecourt • Backcourt • Formation • Respect • Communication • Consistency • Strategy

End of key stage outcomes

Pupils 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.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

NET/WALL GAME KS2 UNITS:

- Tennis
- Volleyball



Strike/field games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Further develop basic game-based skills, displaying mastery in fundamental movement skills of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.	Overview Further develop basic strike/field game based skills, pupils will explore and further develop striking, throwing and catching skills. Pupils will develop resilience and teamwork through a range of games and tasks. Pupils will start to develop basic tactics and strategies to target space. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of small sided games.	Overview Pupils will further explore tactics and strategies relating to strike/field games including the use of different shots, formations and targeting space Pupils will start to play group games and can contribute towards officiating their own games, and evaluating their own performance and that of others.	Overview Pupils will apply a range of tactics, strategies and skills into different strike/field games. They will develop a greater understanding of rules, and when/why we use certain skills and strategies in a game. they will then apply this into games based activities.
Developing physical skills - Striking a static ball (all) - Striking a moving ball (some) - Underarm bowling - Pupils will continue to develop, combine and apply throwing and receiving skills - Pupils show mastery in most, if not all fundamental movement skills from KS1 - Pupils will develop agility, balance and coordination - Pupils will develop hand-eye coordination - Pupils will explore the use of different equipment when playing games	Developing physical skills - Striking a static ball (all) - Striking a moving ball (some – most) - Underarm bowling - Catching a high and low ball - Pupils will continue to develop, combine and apply throwing and receiving skills - Pupils will develop agility, balance and coordination - Pupils will develop hand-eye coordination - Pupils will explore the use of different equipment when playing games	Developing physical skills - Bowl underarm - Bowl overarm (in isolation) - Throw overarm - Bat a bowled ball with increasing accuracy and control - Develop a range of receiving skills e.g. long barrier - Field and return a ball quickly	Developing physical skills - Bowl underarm - Bowl overarm - Throw overarm - Bat a bowled ball with greater accuracy and control - Apply a combination of batting and fielding skills into games - Field and return a ball quickly
Whole child criteria: Head Hand Heart - I have an understanding of basic techniques used in Strike/field games - I understand the importance of targeting space when batting - I am starting to display a better understanding of space when fielding - I am willing to receive feedback, and act on it to further develop my skills - I can serve a ball with some control and consistency - I can strike/return a moving ball with control and some consistency - I am showing mastery in most, if not all FMS from KS1 including: Running, balance, throwing, catching, striking - I have developed my teamwork and communication skills when fielding as a team - I can display resilience and effort when learning new skills - I can play fairly with & against others in small games	Whole child criteria: Head Hand Heart - I understand and can display a range of techniques used in strike/field games - I have developed an understanding of basic strategies and tactics e.g. aiming for space when batting, and positioning when fielding - I can identify areas of strength and improvement in myself and others and offer feedback to improve - I am showing a greater understanding of rules through my decision making - I can strike a moving ball with greater control and consistency - I can throw/catch with greater accuracy, power and control - I can continue to apply and develop skills into small collaborative and competitive games - I can work collaboratively and competitively with others - I display effort in my work and show greater confidence in my actions	Whole child criteria: Head Hand Heart - I have a basic understanding of positioning/formations in games and why we may change them - I can explain the techniques for a range of skills/techniques, and when we would use them e.g. 'long barrier' - I have developed and can display a better understanding of batting and fielding strategies - I have developed my decision making skills, I am displaying this through my actions - I can bat a ball with greater consistency and direction/accuracy - I have mastered sending and receiving skills in isolation and can apply with greater consistency into games - I am displaying agility, balance and coordination in my actions - I can apply skills into games under pressure - I have developed more appropriate communication, relative to the game - I can display teamwork and collaborative skills - I am starting to display leadership qualities - We can officiate our own games fairly and with sportsmanship	Whole child criteria: Head Hand Heart - I have a good understanding of positioning/formations in games and why we may change them - I can display decision making skills including shot/throw selection and direction - I can have a more developed understanding of batting and fielding strategies and apply them into games (or at least try to) - I can bat a ball with greater consistency and accuracy into space under pressure - I am displaying agility, balance and coordination in my actions - I can apply skills into games under pressure - I can communicate effectively with my team - I can display leadership skills e.g. making sure all members of my team are involved & leading warm ups - We can officiate our own games fairly and with sportsmanship



Strike/field games: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing
Vocabulary • Wicket • Out • Base • Long barrier • Bowler • Positioning • Rounder • Stumped	Vocabulary • Flick • Backstop • Positioning • Wicket keeper • Bowler • Retrieve • Relay • Decision making	Vocabulary • Flick • Drive • Strike • Tracking • Overarm • Formation • Tactics • Communication	Vocabulary • Obstruction • Runs • Outwit • Dictate • Officiate • Consistency • Lead • Sportsmanship

End of key stage outcomes

Pupils 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.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

STRIKE/FIELD GAME KS2 UNITS:

- Cricket
- Rounders



Dance: Year R, 1, 2

EYFS

Overview

Pupils will continue to develop and refine core fundamental movement skills (see dev. physical skills).. They will start to link different actions together to create short sequences of movement and will explore travel and balance actions using different body parts.

They will start to explore different themes and ideas in dance, and link them to different areas of the curriculum e.g. literacy. They will start to explore expressing different emotions and feelings.

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- I can start to link different actions together with increasing fluency

Whole child criteria: Head | Hand | Heart

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g. jumping and stopping or running and skipping
- I can start to display travelling actions using different body parts
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can start to work collaboratively with others

Year 1

Overview

Pupils will explore different body actions e.g. jumping, galloping and turning. They will explore the use of balancing and start to link skills together using different parts of their body to create short sequences.

Pupils can respond to different stimuli and themes to create and repeat short dances.

Pupils will start to explore using their actions to communicate feelings and emotion through dance.

Developing physical skills

- Pupils can copy and explore different actions through a range of stimuli:
 - Pictures, stories, ideas, music etc.
- Pupils can start to explore travelling actions, balancing, gestures, jumping, leaping and turning
- Pupils can start to link multiple actions together to create short sequences
- Pupils can show a variety of tempo, height, strength and energy in their actions

Whole child criteria: Head | Hand | Heart

- I can suggest basic ways to improve dance motifs
- I have a basic understanding of timing in dance
- I can copy and repeat simple actions
- I can use different levels (height)
- I can use different tempos (speed)
- I can change and vary direction
- I can link movements to form simple dance phrases
- I can respond to different stimuli for dance
- I understand the importance of being physically active
- I can work cooperatively with others

Year 2

Overview

Pupils will focus on creating and developing short routines based on different stimuli including different ideas, music and themes. They can start to display different emotions, moods and ideas through their actions.

Pupils will learn how to use different body parts to create and develop movements, and sequences of movement.

Pupils will start to create short dances both individually and with a partner.

Developing physical skills

- Pupils can copy and explore different actions through a range of stimuli:
 - Pictures, stories, ideas, music etc.
- Pupils can continue to develop travelling actions, balancing, gestures, jumping, leaping and turning
- Pupils can start to link multiple actions together to create short sequences both individually and with a partner
- Pupils can show a variety of tempo, height, strength and energy in their actions

Whole child criteria: Head | Hand | Heart

- I can suggest basic ways to improve dance motifs
- I understand what is meant by an 8-count in dance
- I can copy and repeat simple actions
- I can use different levels (height)
- I can use different tempos (speed)
- I can change and vary direction
- I can link movements to form simple dance phrases
- I can respond to different stimuli for dance
- I understand the importance of being physically active
- I can work cooperatively with others
- I can show simple gesture when completing dances



Dance: Year R, 1, 2

EYFS	Year 1	Year 2
Character values • Resilience • Friendship • Respect • Teamwork • Cooperation	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity
Key vocabulary • Space • Safely • Turning • Travel • Story • Balance	Key vocabulary • Balance • Stillness • Movement • Link • Levels • Travelling • Direction • Gestures	Key vocabulary • Stillness • Control • Timing • Sequence • 4-count • Feelings • Expression • Gestures

End of key stage 1 outcomes

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Perform dances using simple movement patterns



Dance: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Pupils will perform dances, focusing on creating, adapting and linking a range of dance actions. They will be inspired by a range of stimuli including different styles of music, cultures and backgrounds including historical dances such as the haka. They will work in partners and small groups to develop their ability to create, perform and appreciate dance.	Overview Children will further develop their expressive qualities, and will do so by developing character and feelings into our dances. They will explore different styles of dance from different cultures around the world, and will start to explore how they can adapt and develop dances further. Children will place a further focus on linking phrases of movement with increased fluency and control.	Overview Children will take inspiration from different dances, cultures and themes. They will use this to create further stimuli and inspiration for dances. They will create, perform and observe dances and are encouraged to become more adventurous when improvising and creating dances, developing their understanding of how props, music and emotion can enrich dance.	Overview pupils will take inspiration from video, image and music to create their own stimuli as the base for developing and refining group dances. Pupils will explore and apply the use of formation, and will link and apply a range of dance principles, travelling actions and balancing actions to create flowing, controlled routines.
Developing physical skills Pupils can perform freely, transferring ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities with increasing clarity and control	Developing physical skills - Pupils can perform dances freely and with fluency and show sensitivity to the dance stimulus and accompaniment - They will explore ways of displaying expressive qualities through the use of gestures and actions	Developing physical skills - Pupils can perform different styles of dance clearly and fluently, adapting and refining the way they use their weight, space and rhythm - They can express themselves through their dances and will take greater ownership on improvising and creating their own dances	Developing physical skills Pupils can increasingly longer dances fluently, with clarity and control and can perform to an accompaniment expressively and sensitively.
Whole child criteria: Head Hand Heart - I can talk about how I might improve my dances - I can practice and refine short dance phrases - I can translate ideas from a stimulus into movements - I can show fluency and control in my movements - I can repeat, remember and perform phrases in a dance - I can share and create dance phrases with a partner - I can link dance actions to make dance phrases with flow - I can explain what happens to our body when we warm up and why it is important - I understand the importance of strength and flexibility in dance - I am showing confidence in my actions	Whole child criteria: Head Hand Heart - I can develop character and narrative ideas - I can suggest improvements for my dances and others - I can apply basic techniques such as contrast and mirroring - I can apply different pathways, levels, shape and speed - I can create increasingly longer dances with a partner - I can show a sense of rhythm and style when performing - I can work collaboratively with others - I have developed my confidence and self-belief - I can use gestures and actions to explore different emotions/feelings/ideas	Whole child criteria: Head Hand Heart - I can plan dances creatively and collaboratively in groups - I can show choreographic techniques in my work - I can suggest ways to improve/develop a dance - I can improvise imaginatively to a wide variety of stimuli - I can perform specific motifs for different dance styles - I can compose, develop and adapt motifs - I can create and perform increasingly longer dances with control and fluency - I can perform to accompaniment to expressively and sensitively - I can work effectively on my own/in pairs/in groups - I understand and can explain how dance can keep me healthy	Whole child criteria: Head Hand Heart - I can use compositional ideas when creating dances - I am able to refine and develop my work and work of others - I can show creativity and imagination in movements - I can show greater competence & skill through dance - I can compose motifs and structure simple dances - I will develop and apply the use of formation within our dances - I can perform to accompaniment to expressively and sensitively - I can work effectively on my own/in pairs/in groups - I understand and can explain how dance can play a role in a healthy active lifestyle



Dance: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Confidence	Character values • Creativity • Confidence • Self belief	Character values • Team work • Leadership • Respect • Creativity	Character values • Team work • Cooperation • Creativity • Confidence • Self belief • Leadership
Vocabulary • Stillness • Transition • Unison • Communication • Culture • Expression • Emotion • Perform	Vocabulary • Emotion • Culture • Unison • Passion • Creativity • Routine • Perform • Reflect • Evaluate	Vocabulary • Unison • Canon • Improvisation • Relationship • Formation • Fluency • Evaluate • Refine	Vocabulary • Clarity • Quality • Formation • Fluency • Improvisation • Relationship • Props • Evaluate • Evaluate • Refine

End of key stage outcomes

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns



Gymnastics: Year R, 1, 2

EYFS

Overview

Pupils will continue to develop and refine core fundamental movement skills (see dev. physical skills).. They will start to link different actions together to create short sequences of movement and will explore travel and balance actions using different body parts.

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- Rolling
- I can start to link different actions together with increasing fluency

Year 1

Overview

Pupils will develop balance, stillness and basic jumping actions on the floor and using apparatus. They will start to explore different travelling actions, negotiating space and equipment safely.

They can copy or create short sequences, linking together different actions e.g. jump, jump or balance and a travel action.

Developing physical skills

- Travelling actions feet:
 - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
 - Frog, bunny, cat etc.
- Travelling actions (floor movements)
 - Pencil, egg, forward and teddybear roll
- Use of apparatus
- Jumping/leaping
- Jumping actions:
 - Pencil
 - Star
 - Tuck
- Balancing:
 - Supporting weight
 - Exploring points and patches
 - Linking balances together

Year 2

Overview

Pupils can build on and expand their basic gymnastics skills. They will start to link together different balances, shapes and travel actions to create short sequences.

We will start to explore basic compositional ideas including tempo, direction and levels, and adapt actions to transfer from floor to apparatus.

Developing physical skills

- Travelling actions feet:
 - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
 - Frog, bunny, cat etc.
- Travelling actions (floor movements)
 - Pencil, egg, forward and teddybear roll
- Developing balancing control
- Use of apparatus
- Jumping/leaping
- Jumping actions:
 - Pencil
 - Star
 - Tuck
- Exploring gymnastics shapes:
 - Pencil, star, tuck, straddle, pike

Whole child criteria: Head | Hand | Heart

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g. jumping and stopping or running and skipping
- I can start to display travelling actions using different body parts
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can use equipment safely and responsibly
- I can start to work collaboratively with others

Whole child criteria: Head | Hand | Heart

- I can start to link different actions together to create basic sequences
- I can understand when I am successful and am willing to improve with guidance
- I can adapt actions to include apparatus
- I can coordinate my body to complete different balances and actions
- I can create simple gymnastics shapes
- I can travel using different body parts
- I can jump and land safely using basic jumps
- I can start to use basic compositional ideas such as direction, levels and tempo
- I can start to show confidence in PE when completing basic balances, shapes and dynamics
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus

Whole child criteria: Head | Hand | Heart

- I can link simple balance and travelling actions to create short sequences
- I can adapt a sequence/task to include apparatus safely
- I can start to identify different elements of a performance
- I will develop my understanding of basic gymnastics terminology
- I can create a range of gymnastics shapes and start to link shapes together
- I can start to explore balances using different body parts individually and with a partner
- I can jump and land safely using a range of basic jumps
- I can continue to develop a range of basic compositional ideas including direction, levels, and tempo
- I can start to show confidence and some consistency when completing basic balances and actions
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus



Gymnastics: Year R, 1, 2

EYFS	Year 1	Year 2
Character values • Resilience • Friendship • Respect • Teamwork • Cooperation	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity
Key vocabulary	Key vocabulary • Balance • Jump • Roll • Link • Control • Travelling • Direction • Pencil • Tuck • Star • Straddle • Pike	Key vocabulary • Point • Patch • Pathway • Mirroring • Push • Pull • Leap • Levels • Sequence • Tempo • Coordination

End of key stage 1 outcomes

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Perform using simple movement patterns



Gymnastics: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Pupils will focus on improving their actions through greater body tension, and pointing our fingers and toes when completing actions. Pupils will continue to plan and perform actions using a greater number of their own ideas to create sequences that link together more smoothly. Pupils will start to observe and provide simple feedback identifying areas we like and constructive feedback.	Overview Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can create longer, more complex routines individually and with a partner. They will start to explore compositional ideas further and can start to apply them into their routines, for example contrast, unison and canon. Pupils can start to reflect on their own performance and the performances of others to evaluate and refine routines.	Overview Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can develop and refine longer, more complex routines with greater complexities individually and within a small group. Children will create more complex routines, displaying a range of compositional techniques. They are starting to display greater control, confidence and consistency in their actions. Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.	Overview Pupils will demonstrate their knowledge of compositional ideas, and use these techniques to develop, refine and perform a small group routine: - Levels, tempo, direction, matching/mirroring, canon, unison Pupils will develop their understanding of timing in gymnastics and will start to apply routines to an accompaniment Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.
Developing physical skills • Pupils can display a range of travelling actions using their hands and feet • Pupils can continue to develop a range of basic floor movements • Pupils can master most if not all fundamental movement skills from KS1 • Pupils can balance with control using different body parts and will start to explore partner balancing • Pupils can link actions together to create flowing sequences	Developing physical skills • Pupils can continue to develop a range of travelling actions using their hands and feet • Pupils can continue to develop a range of floor movements • Pupils can master fundamental movement skills • Pupils can display a range of balances individually and with a partner • Pupils can link actions together to create flowing sequences both individually and with a partner • Pupils can display matching and mirroring in their balancing actions	Developing physical skills • Pupils can display a range of partner/group balances: - Counter, counter tension, supporting and touching • Pupils can perform more complex jumps, landing safely • Pupils can continue to develop more complex floor movements: - Forward roll, barrel roll, cartwheel, round off • Pupils can create and refine more complex routines individually and within a small group	Developing physical skills • Pupils can display a range of partner/group balances: - Counter, counter tension, supporting and touching • Pupils can apply a combination of skills learnt to create small group routines to an accompaniment • Pupils can continue to develop more complex floor movements: - Forward roll, barrel roll, cartwheel, round off • Pupils can explore group dynamics and use formation to enhance routines
Whole child criteria: Head Hand Heart • With some help, I can recognise how performances could be improved • I am willing to offer and accept feedback to try and improve a performance • I can use a greater number of my own ideas for movements to respond to a task • I can choose and plan a sequence on contrasting actions • I can demonstrate basic jumps with a safe landing • I can perform with fluency and control • I can support weight on different body parts individually and with a partner • I can refine and perform with control a range of basic compositional ideas including direction, levels, tempo mirroring and unison • I can display resilience and persistence when completing new tasks • I can work well with a partner • I am willing to practice and improve • I can work safely and responsibly when using apparatus	Whole child criteria: Head Hand Heart • I can choose practice and refine a sequence on my own • I can suggest improvements to my own performance and that of others • I can apply simple choreographic techniques i.e. unison and canon • I can combine actions in more physically challenging ways • I can perform with greater fluency; linking sequences of movement • I can perform more complex gymnastics agilities/actions • I can demonstrate both matching and mirroring to show difference • I can collaborate and adapt sequences to include a partner • I can explore different relationship techniques with a partner including mirroring, matching, unison and canon • I understand that strength and flexibility can be improved	Whole child criteria: Head Hand Heart • I can observe and evaluate a performance based on a set criteria • I can adapt my performance to the demands/criteria of a task • I can explain with context and using key terminology • I can adapt sequences from floor to apparatus with confidence • I can show a wider range of actions, shapes and balances • I can transfer smoothly between movements (link & flow) • I can create more complex performances with a partner/group • I can perform with increasing control, balance and coordination • I can show good body tension in actions i.e. balances • I can lead small group warm ups and cool downs • I can explore different relationship techniques within small groups including mirroring, matching, canon and unison • I can explain what happens to our body as we warm up and the importance of warming up	Whole child criteria: Head Hand Heart • I am aware of factors that may influence the quality of a performance i.e. body tension, timing etc. • I/we can perform, evaluate and refine our performance throughout the unit • I/we can create a group performance based on set criteria • I can start to create longer, more complex partner/group sequences with an accompaniment • I have developed clear, fluent and accurate movements • I can perform a practiced group sequence • I use apparatus to further develop and enhance our performances • I can lead small group warm ups and cool downs • I have confidence and competence to try new actions • I can explain why activity is good for my health long term



Gymnastics: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Creativity • Confidence • Self belief	Character values • Team work • Cooperation • Creativity • Confidence • Self belief	Character values • Team work • Cooperation • Creativity • Confidence • Self belief	Character values • Team work • Cooperation • Creativity • Confidence • Self belief
Vocabulary • Mirror • Match • Timing • Levels • Counter tension • Counter balance • Collaborate • Sequence • Communication • Canon • Unison	Vocabulary • Contrast • Supporting • Flow • Tension • Confidence • Routine • Perform • Evaluate	Vocabulary • Stag leap • Split Leap • Cat leap • Formation • Timing • Fluency • Evaluate • Refine • Reasoning	Vocabulary

End of key stage outcomes

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns



Problem solving and team building: Year R, 1, 2

EYFS

Overview

Pupils will continue to develop and refine core fundamental movement skills (see dev. physical skills).. They will start to explore more team based tasks and activities in pairs/small groups, developing sharing, teamwork and communication skills.

They will start to explore different areas of the curriculum e.g. maths shapes.

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- Throwing and catching

Year 1

Overview

Pupils will explore a variety of tasks and challenges to practice their fundamental movement skills of throwing, running, jumping, hopping and balancing.

Pupils will encouraged to work collaboratively with others to complete tasks and challenges, demonsting teamwork, sharing and helping others.

Developing physical skills

- Running
- Galloping
- Side stepping
- Jumping
- Hopping
- Balancing
- Throwing

Year 2

Overview

Pupils will continue explore a variety of tasks and challenges to practice their fundamental movement skills of throwing, running, jumping, hopping and balancing.

Pupils will encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others.

Developing physical skills

- Running (M)
- Galloping (M)
- Side stepping (M)
- Jumping (M)
- Hopping (M)
- Throwing (M)

Whole child criteria: Head | Hand | Heart

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g. jumping and stopping or running and skipping
- I can describe how the body feels during exercise
- I can start to work collaboratively with others
- I can show resilience and perseverance when completing tasks and activities

Whole child criteria: Head | Hand | Heart

- I can complete tasks and challenges with others
- I can start to link actions together to complete tasks and challenges
- I can demonstrate a range of basic fundamental movement skills including running, jumping & hopping
- I can demonstrate agility, balance and coordination
- I can work cooperatively with others to complete tasks and challenges
- I can demonstrate sharing, kindness and teamwork with others
- I can display resilience and patience when completing tasks and challenges

Whole child criteria: Head | Hand | Heart

- I can complete tasks and challenges with others
- I can start to link actions together to complete tasks and challenges
- I can demonstrate and start to master a range of basic fundamental movement skills including running, jumping & hopping
- I can demonstrate agility, balance and coordination
- I can work cooperatively with others to complete tasks and challenges
- I can demonstrate sharing, kindness and teamwork with others
- I can display resilience and patience when completing tasks and challenges



Problem solving and team building: Year R, 1, 2

EYFS	Year 1	Year 2
Character values • Resilience • Friendship • Respect • Teamwork • Cooperation	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness • Creativity
Key vocabulary • Listening • Safely • Exploring • Sharing • Confidence • Cooperative	Key vocabulary • Creative • Teamwork • Communication • Trusting • Guiding • Cooperative	Key vocabulary • Support • Direct • Resilience • Solve • Communicate

End of key stage 1 outcomes

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



Outdoor and adventurous activities (OAA): Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Pupils will explore more complex teamwork and problem solving tasks. They will develop their communication skills and start to show an understanding of why communication is important in a team. Pupils will encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others. Pupils will start to explore basic map reading and orientating, and use these skills to navigate themselves and others	Overview Pupils will explore more complex teamwork and problem solving tasks. They will develop their communication skills and start to show an understanding of why communication is important in a team. Pupils will encouraged to work collaboratively with others to create and complete tasks and challenges, demonstrating teamwork, sharing and helping others. Pupils will start to explore basic map reading and orientating, and use these skills to navigate themselves and others	Overview Pupils will complete communication and trust based activities in pairs/small groups. They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses. Pupils have good understanding of how orientation, a key and coordinates are used to navigate. Pupils will start to develop their understanding of compass points.	Overview Pupils will complete communication and trust based activities in pairs/small groups. They will further develop their understanding of map reading through navigating and creating increasingly longer and more complex courses. Pupils have good understanding of how orientation, a key and coordinates are used to navigate. Pupils will continue to develop their understanding of compass points and pacing.
Developing physical skills • Orientating a map • Navigating courses safely • Navigating and trusting others • Balancing • Running • Guiding others	Developing physical skills • Orientating a map • Navigating courses safely • Navigating and trusting others • Travel and balance safely when completing tasks	Developing physical skills • Orientating a map • Navigating using coordinates • Navigating courses safely • Navigating and trusting others • Communicating with clarity and precision	Developing physical skills • Orientating a map • Navigating using coordinates • Navigating courses safely • Navigating and trusting others • Communicating with clarity and precision
Whole child criteria: Head Hand Heart • I can start to think strategically to complete tasks • I understand and can explain what is meant by a 'key' • I can start to plot points on a map • I can start to navigate using a simple, short map • I can coordinate my body to complete more difficult tasks and challenges • I can start to suggest components for a successful warm up • I can work well with others to complete tasks and challenges • I can display resilience and patience when completing tasks and challenges	Whole child criteria: Head Hand Heart • I can start to navigate basic trails using a map and key • I can suggest improvements for myself and for others • I can collaborate with others to solve tasks and challenges • I can work individually and with partners/groups to complete physical challenges • I can display agility, balance, coordination and fluency in my movements • I can start to lead short warm ups to a partner • I can work well with others to complete more complex tasks and challenges • I can demonstrate a range of communication techniques • I can support and encourage others when needed	Whole child criteria: Head Hand Heart • I can navigate using a basic coordinates map • I can create basic trails for others to follow • I have developed a basic understanding of compass points • I can think logically to complete tasks and challenges • I can work with others to complete challenging physical tasks • I can start to lead short warm ups to a small group • I am starting to display leadership skills when completing tasks • I work well with others and share responsibility • I can communicate well with others and explain the traits of a good communicator and a poor communicator	Whole child criteria: Head Hand Heart • I can navigate using more complex coordinates map • I can create longer, more complex trails and challenges for others to follow • I can show a more developed understanding of coordinates and compass points • I can work with others to complete more complex physical tasks • I can collaborate well with others, and allow others to contribute • I am developing my leadership skills through communication both talking and listening to others • I am confident in my ability to complete tasks and challenges



Outdoor and adventurous activities (OAA): Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Problem solving • Confidence • Leadership • Creativity	Character values • Team work • Cooperation • Problem solving • Confidence • Leadership • Creativity	Character values • Team work • Cooperation • Problem solving • Confidence • Leadership • Creativity	Character values • Team work • Cooperation • Problem solving • Confidence • Leadership • Creativity
Vocabulary • Trust • Discuss • Decide • Plan • Create • Key • Navigate	Vocabulary • Lead • Include • Strategy • Trail • Orientate • Focal point • Plot	Vocabulary • Key • Course • Control • Strategy • Navigate • Orienteering • Coordinates	Vocabulary • Control • Coordinates • Focal point • Cooperative • Reflection • Analyse • Critical thinking

End of key stage outcomes

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Pupils should be taught to:

- Take part in outdoor and adventurous activity challenges both individually and within a team



Athletics/FMS: Year R, 1, 2

EYFS

Overview

Pupils will continue to develop and refine core fundamental movement skills (see dev. physical skills).. They will have opportunity into throwing, jumping and running specific activities and challenges.

They will have the opportunity to explore setting and beating a personal best in different activities.

Pupils will explore working collaboratively and competitively with a partner.

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- Throwing and catching

Year 1

Overview

Children will explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will experiment with different ways of travelling, throwing and jumping, developing awareness of speed, distance and coordination.

Developing physical skills

- Pupils can perform fundamental movement skills at a developing level:
 - Running
 - Jumping
 - Hopping
 - Throwing (push, pull, fling)

Year 2

Overview

Children will continue to explore a range of activities that develop the fundamental movement skills of running, jumping and throwing. They will further develop different ways of travelling, throwing and jumping, exploring cooperative and competitive tasks.

They will further develop their understanding of speed, distance and coordination and setting a 'personal best'

Developing physical skills

- Pupils are
 - Running
 - Jumping
 - Hopping
 - Throwing (pull & fling)

Whole child criteria: Head | Hand | Heart

- I can follow simple instructions and commands
- I can start to display basic running, jumping and throwing techniques
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I have shown a development in overall strength, agility, balance and coordination
- I have shown a development in confidence, control, precision & accuracy when completing activities that involve ball/object control
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can use equipment safely and responsibly
- I can start to work collaboratively with others

Whole child criteria: Head | Hand | Heart

- I understand the basic rules of athletic events/tasks
- I can describe simple athletic techniques
- I can run fast over short distances
- I can change speed quickly with control
- I can demonstrate a basic fling throw
- I can demonstrate a basic push throw
- I can use my arms to help jump with increased balance and control
- I am willing to practice and improve
- I can share a basic understanding of what happens to my body as we exercise

Whole child criteria: Head | Hand | Heart

- I understand the basic rules of athletic events/tasks
- I can describe simple athletic techniques
- I can change speed quickly with control
- I can demonstrate a basic pull throw
- I can demonstrate a basic push throw
- I can use my arms to help jump with increased balance and control
- I can demonstrate different jumping combinations with control
- I am willing to help others and receive feedback
- I can compete in mini challenges as part of a team i.e. relay style games
- I have a basic understanding of what happens to my body as we exercise



Athletics/FMS: Year R, 1, 2

EYFS	Year 1	Year 2
Character values • Resilience • Friendship • Respect • Teamwork • Cooperation	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness	Character values • Resilience • Self-esteem • Confidence • Teamwork • Cooperation • Thoughtfulness
Key vocabulary	Key vocabulary	Key vocabulary

End of key stage 1 outcomes

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



Athletics: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview Children will develop good running, jumping and throwing techniques. Children will explore a range of cooperative and competitive tasks, and will develop their technical understanding across a range of athletic events. They will be encouraged to take on different roles in the unit: athlete, coach, timer to design, complete and officiate different tasks/events.	Overview Children will continue to develop good running, jumping and throwing techniques. Children can demonstrate their knowledge further by helping and encouraging other and will continue to explore competitive tasks. They will further develop their technical understanding across a range of athletic events. They will be encouraged to take on different roles in the unit: athlete, coach, timer to design, complete and officiate different tasks/events.	Overview Children will focus on developing their technical understanding of athletic events. They can set and compete against personal bests across a range of running, throwing and jumping activities. Pupils can start to observe and evaluate the performances of others and provide meaningful feedback with context.	Overview Children will further developing their technical understanding of athletic events. They can set and compete against personal bests across a range of running, throwing and jumping activities. They may start to use heavier equipment to throw (dependent on ability and equipment availability) Pupils can start to observe and evaluate the performances of others and provide meaningful feedback with context.
Developing physical skills - Pupils can show mastery across a range of fundamental movement skills: - Running - Relaying - Jumping combinations - Hopping - Throwing (push & pull)	Developing physical skills - Pupils can show mastery across a range of fundamental movement skills: - Running - Hurdling - Relaying - Jumping combinations - Hopping - Throwing (push & pull)	Developing physical skills - Pupils can show mastery across a range of fundamental movement skills: - Running over varied distances - Relaying - Different jumping events - Hop, step and jump - Different throwing events	Developing physical skills - Pupils can show mastery across a range of fundamental movement skills: - Running over varied distances - Relaying - Different jumping events - Hop, step and jump - Different throwing events
Whole child criteria: Head Hand Heart - I understand the basic rules of athletic events/tasks - I can describe simple athletic techniques - I can run fast over short distances - I can change speed quickly with control - I can demonstrate a basic fling throw - I can demonstrate a basic push throw - I can use my arms to help jump with increased balance and control - I am willing to practice and improve - I can share a basic understanding of what happens to my body as we exercise	Whole child criteria: Head Hand Heart - I can describe different athletic techniques - I can compare performances using key terminology - I can demonstrate a range of throwing techniques - I can pace myself to perform for a sustained period - I can jump using consistent technique - I can take on different roles within small groups i.e. 'athlete', 'timer' and 'coach' - I can explain the positive effect of regular activity on my lifestyle	Whole child criteria: Head Hand Heart - I can start to evaluate and offer advice for improvement in more detail - I can explain the techniques used throughout the unit, I may also be able to explain why these techniques are used - I can sustain a pace over increasing distances/periods of time - I can choose the best pace for a running event - I can take on different roles within a group i.e. 'athlete', 'timer' or 'coach' - I can lead a warm up to a small group - I can set and improve on a personal best - I can explain the positive effect of regular activity on my lifestyle	Whole child criteria: Head Hand Heart - I understand and can explain the rules and techniques to different athletic activities - I can provide suggestions to improve including why - I can identify activities that help develop stamina or power - I can show control, speed, strength and stamina when completing running, throwing and jumping athletic activities - I can lead a small group athletic warm up - I am willing to receive feedback and improve to work on a personal target



Athletics: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing	Character values • Team work • Cooperation • Honesty • Respect • Resilience • Fairness & sportsmanship • Winning & losing
Vocabulary	Vocabulary	Vocabulary	Vocabulary

End of key stage outcomes

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.