

PE Learning progression/End Points

	Nursery and EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term	Autumn						
Focus	To explore physical movement	To explore and improve basic motor control	To develop and refine motor control	To apply motor control and skills to adapted games and physical activities	To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity	To apply simple tactics, strategies and rules of sports and physical activity	To evaluate simple tactics, rules and strategies in sport and physical activity
<u>Disciplinary/ Hierarchal Knowledge</u>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Movement Development</u></p> <p>Children move safely, freely and with pleasure and confidence in a range of skilful ways.</p> <p>They show consideration for safety when engaging in new challenges and manage most risks when using new equipment.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Netball, Football, Tag Rugby and Basketball</u></p> <p>They will start to pass, send and catch/stop a ball using hands and feet.</p> <p>Children will explore different ways to use, move and send the ball to another child/player.</p> <p>Children will develop fundamental movement skills as they progress, such as change direction and speed.</p> <p>Children will start to understand some of</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Tag Rugby, Basketball, Netball and football</u></p> <p>Children will explore different ways to use, move and send the ball to another child/player.</p> <p>They will start to pass, send and catch/stop a ball using hands/feet.</p> <p>Children will start to understand the basic rules of the chosen invasion game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Football, Tag Rugby, Netball and Hockey</u></p> <p>Children will be able to move with the ball and keep control of it.</p> <p>Children will be able to pass and catch/stop the ball successfully in a game and in isolation.</p> <p>They will understand the basic game rules, which should be taken from PE planning or the NGB.</p> <p>They will be able to pass, shoot/attempt to score, and do</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Netball, Tag Rugby, and Football</u></p> <p>They will be able to move with the ball (not in netball) while keeping it under control and changing direction.</p> <p>They will be able to pass the ball using different techniques, in a game and in isolation</p> <p>Children will be able to find space and use it to their team's advantage.</p> <p>Children will move within a game to support teammates, getting into good positions within the game area.</p> <p>Children will apply basic attacking/defensive skills within the game and in isolation.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Football, Tag rugby/Rugby, Netball and Hockey</u></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>Pupils will be able to pass and receive /catch the ball while running</p> <p>They will be able to successfully catch/stop a ball and send it towards the correct target.</p> <p>Children will understand the importance of quick reactions and start to use them within a game.</p> <p>Children will know the importance of keeping</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Football, Tag rugby/Rugby, and Hockey</u></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>They will be able to pass and receive /catch the ball while running</p> <p>They will be able to successfully catch/stop a ball and send it towards the correct target.</p> <p>Children will understand the importance of quick reactions and use them within a game</p> <p>Children will know the importance of keeping</p>

	<p><u>Fun and Games</u></p> <p>They move freely and safely within games, with pleasure and confidence in a range of skilful ways.</p> <p>Children run safely and skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p> <p>Children show consideration for safety when engaging in new challenges and manage some risks using new equipment.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p><u>Me and Myself</u></p> <p>Children engage in conversations with others about the activities they are learning about.</p> <p>They move freely and safely within the context, with pleasure and</p>	<p>the basic rules of the chosen invasion game. (These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate).</p>	<p>Children will develop fundamental movement skills as they progress, such as change direction, and speed.</p>	<p>these skills with increasing accuracy.</p> <p>Children will explore the use of space in a game, and start to exploit it</p> <p>They will continue to develop their movement competencies by moving in different directions to avoid their opponents.</p> <p>Children will apply some basic attacking/defensive skills within the game and in isolation.</p>	<p>They will understand the more complex rules associated with the game, which should be taken from PE planning or the NGB.</p> <p><u>Handball</u></p> <p>Children can pass and shoot into space with improving accuracy</p> <p>Children will start to understand the basic rules</p> <p>They will be able to keep possession of the ball for a period of time within the modified game</p> <p>Children will rotate positions</p> <p>They attack and defend in a game</p>	<p>possession and know how to do this</p> <p>They will understand the importance of keeping to positions within a game, for tactical advantage.</p> <p>They will use different ways to attack and defend as a team, using agreed tactics.</p> <p>Children will apply the principles of marking, tracking opponents and space exploitation.</p> <p>Children will understand and apply defensive duties in games</p> <p>They will self and peer evaluate to suggest improvements, and lead teams.</p> <p><u>Handball</u></p> <p>Children can pass and shoot into space with increasing accuracy, control and confidence</p> <p>Children will have increased their accuracy of passing and shooting within the game and in isolation.</p>	<p>possession and know how to do this</p> <p>They will understand the importance of keeping to positions within a game, for tactical advantage.</p> <p>They will use different ways to attack and defend as a team, using agreed tactics.</p> <p>Children will apply the principles of marking, tracking opponents and space exploitation.</p> <p>Children will understand and apply defensive duties in games</p> <p>They will self and peer evaluate to suggest improvements, and lead teams.</p> <p><u>Handball</u></p> <p>Children can pass and shoot into space with accuracy, control and confidence</p> <p>Children accurately pass and shoot within the game and in isolation.</p> <p>They will be able to keep possession of the ball</p>
--	---	--	---	--	--	---	---

	<p>confidence in a range of skilful ways</p> <p>Children run skilfully and safely, while negotiating space successfully, adjusting their speed and direction to avoid obstacles in specific games/activities</p> <p>They can link sounds to letters, naming and sounding the letters of the alphabet within physical activity games.</p>					<p>Children will choose different formations to suit the game/tactics, such as exploiting space.</p> <p>They will be able to keep possession of the ball for a period of time within the game or modified game.</p> <p>Children know how to mark a player when defending</p> <p>They will apply attack and defence principles to a game, while starting to combine them with tactical choices.</p> <p><u>Dodgeball</u></p> <p>Children know how to throw the ball in different ways, with improving accuracy, pace and consistency</p> <p>Children can catch the ball at different heights,</p> <p>Children can perform quick reactions within the game</p> <p>Children move quickly and dodge the ball, through a jump, skip, twist or gallop</p> <p>Children can participate in a competitive game of</p>	<p>within the game or modified game.</p> <p>Children will choose different formations to suit the game/tactics, such as exploiting space, adapting tactics depending upon success</p> <p>Children know how to mark a player or space when defending</p> <p>They will apply attack and defence principles to a game, while combining them with tactical choices.</p> <p><u>Dodgeball</u></p> <p>Children know how to throw the ball in different ways, showing good accuracy, pace and consistency</p> <p>Children know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop</p> <p>Children can participate in a competitive game of dodge/volleyball (adapted where appropriate), and apply tactics from different sports and strategies within the game</p>
--	--	--	--	--	--	--	--

						volleyball (adapted where appropriate), and start to apply basic tactics and strategies within the game	Children know when to apply tactics and strategies into games to try to win Children know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance Children know when to change the pace of the ball depending on the target distance.
	Nursery and EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term	Spring						
Focus	To explore physical movement	To explore and improve basic motor control	To develop and refine motor control	To apply motor control and skills to adapted games and physical activities	To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity	To apply simple tactics, strategies and rules of sports and physical activity	To evaluate simple tactics, rules and strategies in sport and physical activity
	Declarative/Substantive & Procedural knowledge Ball skills Children show consideration for safety when engaging in new	Declarative/Substantive & Procedural knowledge Gymnastics Children will develop basic shapes, balances, agility, and coordination through	Declarative/Substantive & Procedural knowledge Dance Pupils will be able to move safely and confidently in a set space either with or without music/sound.	Declarative/Substantive & Procedural knowledge Gymnastics Children will develop their understanding and use actions of: canon, unison,	Declarative/Substantive & Procedural knowledge OAA Pupils have knowledge of safety rules and procedures for taking part in orienteering event.	Declarative/Substantive & Procedural knowledge Gymnastics Children will improvise and combine movements and ideas into sequences.	Declarative/Substantive & Procedural knowledge OAA Children know that planning strategies can help achieve success They know that communication is vital to

<p><u>Disciplinary/ Hierarchal Knowledge</u></p>	<p>challenges and using new equipment.</p> <p>They start to show increased control when throwing and catching a large ball</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>They can play in a group, extending and elaborating play ideas within a group.</p> <p><u>Dance</u></p> <p>They can negotiate space confidently, using appropriate strategies.</p> <p>Children explore and copy basic body actions and rhythms</p> <p>Pupils demonstrate increasing strength, balance and coordination</p> <p>Children use their bodies to respond to stories, topics and music</p> <p>Pupils move energetically in dance movements</p>	<p>games and in isolated skills.</p> <p>Children will be able to perform basic gymnastics movements: travelling, rolling, jumping, and staying still through games and isolated skills</p> <p>They will explore and combine movements, such as a leap to a jump, a jump with a spin.</p> <p><u>Dance</u></p> <p>Pupils respond imaginatively to a range of stimuli when using dance movements</p> <p>Children move confidently and safely within their own and other spaces within dance, using changes of speed, levels and direction</p> <p>Pupils create linked dance movements, combining different ways of travelling, with beginnings, middles and ends.</p>	<p>Children will be able to respond to a range of music/sounds through body movement.</p> <p>Children will start to create linked movements by starting to combine travelling, such as hops into leaps.</p> <p>Pupils perform a range of actions and simple movement patterns with control and coordination, with or with music</p> <p>Pupils are starting to work well together and individually when exploring dances</p> <p>Pupils compose short dance phrases that express and communicate mood, ideas, and feelings, and vary simple compositional ideas</p> <p>Pupils explore, remember, and repeat short dance phrases, showing greater control of actions and understanding of spatial awareness</p>	<p>repetition and action/reaction.</p> <p>Children will perform a range of actions, agility tasks, and skills with increasing consistency, fluency and clarity of movement.</p> <p>They will explore spatial patterns, speed and body tension in isolation and in sequences.</p> <p>Children will explore and create, perform and repeat sequences, motifs and phrases.</p> <p><u>Dance</u></p> <p>Pupils describe and evaluate the effectiveness and quality of a dance performance</p> <p>Children explore and create characters and narratives in response to a range of stimuli</p> <p>Pupils collaborate with others to create a dance phrase</p>	<p>Children will recognise where they are on a map (using previously learnt skills and knowledge from geography).</p> <p>Pupils develop a basic understanding of map reading/making (using skills and knowledge previously learnt in geography), and apply these skills and techniques in games</p> <p>Pupils work cooperatively and successfully as part of a team, improving communication skills.</p> <p>Pupils work as a team to plan and decide what approach to use to meet the challenges.</p> <p>Pupils explain how you could improve your performance.</p> <p>Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</p> <p><u>Gymnastics</u></p> <p>Pupils will find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</p> <p>They collaborate with others to create sequences</p> <p>Pupils show control, accuracy and fluency of movement when performing actions on their own and with a partner.</p>	<p>They will perform skills and sequences with fluency and clarity of movement.</p> <p>Children will develop their own gymnastics sequences, by understanding, choosing, and applying a range of compositional principles – varying levels, speeds, and pathways to improve the performance</p> <p>Children will continue to develop their strength, control, technique and balance and demonstrate this in longer sequences</p> <p><u>Dance</u></p> <p>Children will perform with a sense of rhythm to music, building upon previously learnt knowledge from dance</p> <p>Pupils will work effectively as part of a team to create dance phrases</p> <p>They will use compositional principles when creating fluent and effective dance phrases</p> <p>Pupils will explore and develop a broad range of dance knowledge, skills</p>	<p>achieving success in team activities and know how to do this</p> <p>They know when to move a map and themselves to orientate, while explaining this to others</p> <p>Children know what appropriate skills and approaches to choose for the challenge</p> <p>Children know when relevant techniques and elements are required to navigate to and from controls and can explain this to others</p> <p>They know how to use a map competently and confidently.</p> <p>Children know how to build a detailed map</p> <p>They know how to design a route to the controls</p> <p>Children know how to take part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>Pupils will self and peer evaluate to suggest improvements, and lead their teams.</p>
---	--	---	--	---	--	---	---

		<p>Pupils describe what they have done or seen others doing in dance</p> <p>Pupils describe what it feels like to breathe quickly during exercise</p> <p>Pupils understand why being active and playing games is good for you</p> <p>Pupils perform movement phrases, using a range of different body actions and body parts</p> <p><u>Fundamentals</u></p> <p>Children understand why being active good for you.</p> <p>Children know different ways of being active</p> <p>They know how to be flexible</p> <p>They know how exercise helps them feel good</p>	<p>Pupils can describe expressive qualities within a dance phrase</p> <p>Pupils will be able to identify where the start, middle and end movements</p> <p>Pupils watch and describe a peer dance performance accurately, and recognise what is successful</p> <p>Pupils begin to understand the importance of warming up</p> <p><u>Gymnastics</u></p> <p>Pupils will be able to identify and the start, middle and end of movements</p> <p>Children will develop fundamental movement skills, in shape, balance and travelling</p> <p>Pupils move smoothly from one position of stiffness to another</p>	<p>Children perform dances using a range of movements patterns - accurately, consistently, fluently, with control, on your own and with a partner</p> <p>Children develop dances phrases, and know what canon, unison, repetition, action, reaction and questions/answers mean, and use them in a dance phrase</p> <p>Pupils combine dance actions and maintain the quality of performance when working simultaneously with a partner</p> <p>Pupils communicate their dance performance to others, with control and some expression</p> <p><u>Fitness</u></p> <p>Children can describe what happens to your heart rate and</p>	<p>Pupils create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</p> <p>They devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>Pupils will apply agility, balance and coordination by building on previous knowledge and skills from gymnastics and dance.</p> <p>Pupils recognise good gymnastics performances</p> <p><u>Basketball</u></p> <p>Children will develop control of the ball</p> <p>They will use different ways to attack and defend as a team</p> <p>Children will understand the importance of quick reactions and</p> <p>They will be able to successfully catch/stop a ball and send it towards a target.</p> <p>Children will apply the principles of marking and tracking opponents.</p> <p>Children will know how to keep possession and apply it</p>	<p>and movement patterns, inspired by stimulus</p> <p>Children will be creative/imaginative when developing motifs and phrases, through expressive qualities based on their own, peer ideas and teacher feedback.</p> <p>Pupils will identify and provide feedback on, which aspects of a dance phrase were performed consistently, accurately, fluently, and clearly</p> <p>Pupils can explain how their bodies reacts and feels when taking part in a range of dance activities.</p> <p>Children will perform to an audience with confidence with rhythm, fluency, and clarity</p> <p><u>OAA</u></p> <p>Children know that communication is vital to achieving success in team activities</p> <p>They know when to move a map and when to move themselves to orientate</p>	<p>They can work well as part of a team, contributing effectively to the strategy and plan</p> <p>They develop their teamwork and resilience skills through problem-solving activities.</p> <p><u>Dance</u></p> <p>They use their imagination to develop dances to music and develop expressive qualities</p> <p>Pupils share ideas in small groups, working together to create a phrase for dance</p> <p>Children know what they need to do to improve their performance through exploring, improvising and combining ideas inspired from a stimulus</p> <p>Pupils can perform to reflect and express the music</p> <p>Perform dance phrases using canon and unison, which have clarity</p> <p>Explore and practice movement ideas inspired by a stimulus, such as a piece of music or a story</p>
--	--	---	---	---	--	---	--

		<p><u>Fitness Games</u></p> <p>Children know that their heartrate changes when playing a game.</p> <p>Children recognise that their breathing changes during exercise</p> <p>Children are fully active during fitness games</p>	<p>Children develop their agility, balance and coordination</p> <p>Form simple sequences of different actions, using both the floor and apparatus</p> <p>They will form simple sequences, combining travelling, balance and stiffness using both floor and apparatus;</p> <p><u>Fitness</u></p> <p>Children understand why being active and playing games is good for you.</p> <p>Children describe why running and playing games is good for you</p> <p>Children Improve physical fitness by taking part in activities</p> <p><u>Wellbeing through exercise</u></p> <p>Children understand and describe changes to your heartrate when playing a game.</p>	<p>breathing when playing games</p> <p>They begin to understand why you get hotter.</p> <p>Children develop the understanding of the importance of speed and stamina when playing invasion games.</p> <p>Children Improve physical fitness by taking part in activities for longer periods</p> <p><u>OAA</u></p> <p>Pupils know the importance of safety rules and procedures for taking part in events.</p> <p>Pupils know that there are physical aspects needed for OAA</p> <p>They know how to move with agility, balance, and coordination</p> <p>Pupils know that maps are scaled</p>	<p>They will be able to pass and receive /catch the ball while moving</p> <p>Children will understand and apply some defensive duties in games</p> <p>They will understand the importance of keeping to positions within a game</p> <p><u>Dance</u></p> <p>Pupils explore and create characters and narratives in response to a range of stimuli.</p> <p>Pupils perform dances using a range of movement patterns – accurately, fluently, consistently and with good body control.</p> <p>Pupils use different compositional ideas to create motifs, which incorporating unison, canon, action, and reaction.</p> <p>Pupils workwell as part of a team when creating and performing dance phrases</p> <p>Pupils experiment with a wide range of dance actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</p> <p>Pupils are able to describe their own dances, taking characters and narratives into account</p>	<p>They know how to use a map competently</p> <p>Children start to create a detailed map.</p> <p>They begin to design a route to the controls</p> <p>Children starting to choose appropriate skills and approaches for the challenge</p> <p>Children know how to take part in orienteering events, such as picture orienteering and control orienteering,</p> <p>Pupils use relevant techniques and elements that are required to navigate to and from controls</p> <p>They can work well as part of a team and develop their teamwork and resilience skills</p> <p><u>Basketball</u></p> <p>Children will develop control of the ball, whilst performing at speed</p> <p>They will use different ways to attack and</p>	<p>Explore, improvise, and combine dance movement ideas fluently and effectively into a dance phrase</p> <p>Children perform to an audience with rhythm and confidence</p> <p><u>Gymnastics</u></p> <p>Children will develop, flexibility, fitness, strength, control, technique and balance</p> <p>Children know what combinations work best using dynamics and the space effectively</p> <p>Children will work in small groups to develop their own longer sequences, through choosing from a range of compositional ideas (varying direction, levels, speeds, strength and fitness)</p> <p><u>Fitness</u></p> <p>Children understand the importance of being physically fit and know how to apply it contribute to a healthy lifestyle and participation.</p>
--	--	--	---	--	---	---	--

		<p>Children describe what it feels like to breathe quickly during exercise</p> <p>Children can describe some of their feelings/emotions before, during and after PE</p> <p>They can use exercise to help them feel emotionally better</p> <p><u>OAA</u></p> <p>I know that there are safety rules and procedures for taking part in orienteering events.</p> <p>I know that there are some basic features on a map and what they represent.</p> <p>I know that there is a competitive element to orienteering</p> <p>I know how to move in different directions and a variety of different ways.</p> <p>I know how to map read to solve problems.</p>	<p>down to make them accessible.</p> <p>Pupils know how to recognise where they are on a map</p> <p>Pupils know how to apply basic map reading skills and apply these skills and techniques in a game</p> <p>Pupils know how to participate in events, following instructions/rules of the game</p> <p>Pupils know when activities need thinking through</p>	<p>Pupils can identify what they need to practice to improve their dance</p> <p>Pupils understand the link between heart rate and breathing when dancing</p>	<p>defend as a team, using agreed tactics.</p> <p>Children will understand the importance of quick reactions and start to use them within a game.</p> <p>They will be able to successfully catch/stop a ball and send it towards the correct target.</p> <p>Children will apply the principles of marking, tracking opponents and space exploitation.</p> <p>Children will know the importance of keeping possession and know how to do this</p> <p>They will be able to pass and receive /catch the ball while running</p> <p>Children will understand and apply defensive duties in games</p> <p>They will understand the importance of keeping to positions within a game, for tactical advantage.</p> <p>They will self and peer evaluate to suggest improvements, and lead teams.</p> <p><u>Fitness</u></p>	<p>They develop physical fitness and are able to describe its importance in orienteering/gymnastics/dance.</p> <p>Children know how sports help their fitness and health, and can play games for long periods</p> <p>They recognise and engage with exercise and activities that help strength, speed, and stamina.</p> <p>Children develop physical characteristics needed for the most games, e.g., speed, fitness, agility</p>
--	--	---	--	--	--	---

			I know how to take part in an orienteering event following rules and playing fair			Children understand the importance of being physically fit and know how physical activity can contribute to a healthy lifestyle. They develop physical fitness and are able to describe its importance to a healthy lifestyle They engage with exercise and activities that help strength, speed, and stamina. Children develop physical characteristics needed for the game, e.g., speed, fitness, agility	
	Nursery and EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term	Summer						
Focus	To explore physical movement	To explore and improve basic motor control	To develop and refine motor control	To apply motor control and skills to adapted games and physical activities	To refine skills to sporting contexts and start to understand simple tactics, rules and strategies for sport and physical activity	To apply simple tactics, strategies and rules of sports and physical activity	To evaluate simple tactics, rules and strategies in sport and physical activity
Sports/Activities	<u>Throwing and Catching</u> <u>Working with others</u>	<u>Striking & fielding skills & Athletics</u> Cricket/rounders blend on throwing,	<u>Athletics, Net/wall and Striking and Fielding</u> Cricket/rounders blend on throwing,	<u>Swimming and Water Safety/Athletics, rounders and cricket</u>	<u>Athletics, Striking and Fielding, Swimming and Water Safety</u> Cricket, rounders, athletics and swimming. The option	<u>Athletics, Striking & Fielding, Net-wall, Target sports</u> Cricket, rounders, tennis and athletics	<u>Athletics, Net/wall & Striking and Fielding</u> Athletics, cricket, rounders and a

	Ball skills can be repeated here if more learning is required	then striking, tennis and athletics	then striking, tennis and athletics	(If swimming is taught to another year group then tennis should replace it here, or in year 4.	of enrichment through tennis is available this term	and a choice of golf, volleyball or softball may be chosen	choice of: Volleyball, badminton, squash or tennis. If not taught before, golf, volleyball or softball may be chosen
Disciplinary/Higher Arch Knowledge	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Throwing and Catching</u></p> <p>Children show increased control when catching a smaller ball.</p> <p>They show increased control over an object when, pushing, throwing, catching and kicking it.</p> <p>Children are able to respond to simple instructions, showing good understanding of safety when using equipment.</p> <p><u>Working with Others</u></p> <p>They can play positively within a group.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Striking and fielding</u></p> <p>Children will throw and hit a ball in different ways, using a range of bats.</p> <p>They will successfully catch/stop a ball when it is sent towards them.</p> <p>Children will move to retrieve a ball and send it to an agreed target/area.</p> <p>Children will start to understand the basic rules of the chosen game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Athletics</u></p> <p>Pupils begin to evaluate their athletics performance and improve it</p> <p>They will start to understand the difference between sprinting and distance running and be able to demonstrate a longer distance technique</p> <p>Children will explore and practice basic athletics principles of running, jumping and throwing, in isolation and explore in combinations.</p> <p>They will experiment with athletics principles, such as balance, coordination in running, jumping and throwing.</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p><u>Swimming & Water Safety</u></p> <p>Children will use at least 3 different strokes competently, confidently and proficiently.</p> <p>They will be able to swim at least 25 metres using a chosen stroke.</p> <p>Children will be able to perform self-rescue in different water situations.</p> <p><u>Athletics</u></p> <p>Pupils start to recognise what they do well and what they find difficult, identifying what they need to practice to</p>	<p>Declarative/ Substantive & Procedural knowledge</p> <p><u>Swimming & Water Safety</u></p> <p>Children will use at least 3 different strokes competently, confidently and proficiently, while developing a 4th</p> <p>They will be able to swim at least 25 metres using different strokes.</p> <p>Children will be able to understand, perform and self-rescue in different water situations.</p> <p>They will be able to identify potential dangers in water situations and know how to avoid such situations</p> <p><u>Athletics</u></p> <p>Pupils are starting to evaluate and recognise their successes in athletics, such as personal bests, jumping and throwing further through improved technique</p>	<p>Declarative/ Substantive & Procedural knowledge</p> <p><u>Athletics</u></p> <p>Pupils will understand which technique to apply in running, jumping and throwing to achieve maximum distance and height</p> <p>Pupils will collaborate and communicate with others to improve their performances for running, jumping and throwing</p> <p>They know what is needed in a warm-up to raise body temperature and mobilise joints and understand how their body reacts to different athletic events</p> <p>Pupils understand the positive impact athletics can have on leading a healthy lifestyle</p>	<p>Declarative/ Substantive & Procedural knowledge</p> <p><u>Athletics</u></p> <p>Pupils will understand which technique to apply in running, jumping and throwing to achieve maximum distance and height</p> <p>Pupils will be able to share, compare, discuss their performances with others, for improvement in running, jumping and throwing</p> <p>They will understand the importance of physical fitness and its impact upon their body and mind</p> <p>Children will judge and apply the correct pace for running long distance with control and speed</p> <p>They will run and jump in isolation and combination, such as the triple jump, vertical jump, and long</p>

<p>They keep play going by responding to what others are saying or doing</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles</p> <p><u>Ball skills</u></p> <p>Children show consideration for safety when engaging in new challenges and using new equipment.</p> <p>They can play in a group, extending and elaborating play ideas within a group.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>They start to show increased control when throwing and catching a large ball.</p>	<p><u>Athletics</u></p> <p>Pupils start to recognise successful and unsuccessful techniques in jumping and throwing</p> <p>Pupils show understanding of the correct running technique</p> <p>They start to run over short and longer distances and start to understand the difference between the two.</p> <p>Children will explore and experiment with techniques in: running, jumping and throwing whilst developing their balance</p> <p>They can run showing some control, coordination and consistency in their technique</p> <p>Children explore different ways to jump, showing control, coordination and increasing consistency</p>	<p>The begin to show control, coordination and consistency when running at speeds</p> <p>Children will develop their throwing technique (over/underarm, pull).</p> <p>Children will develop their jumping technique (over distance and height).</p> <p><u>Net/Wall</u></p> <p>Children will start to show control of basic skills, such as striking the ball</p> <p>They will start to understand the need to move and strike the ball.</p> <p>Understand the concept of getting in line with the ball to receive it and</p> <p>Understand and follow the rules of the net/wall game</p> <p><u>Striking and Fielding</u></p> <p>Children will throw a ball , and be able to catch a ball with increasing consistency</p>	<p>improve their performance</p> <p>Describe how their bodies feel when exercising and start to understand the link between heart rate and breathing during exercise.</p> <p>Children will show improving control, coordination and consistency when running, jumping and throwing</p> <p>They will start to understand develop different running speed for sprints or longer distance</p> <p>Children will improve the fluency of combined jump actions, such as a hop, skip and jump</p> <p>Children are able to jump vertically, and jump two-footed with increasing distance</p> <p>Children demonstrate pull or sling throw with a ball or quoit/bean bag</p>	<p>They know what is appropriate in a warm-up for athletics events</p> <p>Pupils start to understand how their body reacts to different athletic events and understand the link between increased heart-rate and breathing in athletics</p> <p>Pupils show control, coordination and consistency when running, jumping and throwing.</p> <p>They will choose the correct running speed for the distance (sprint or longer distance)</p> <p>Children are developing good fluency of combined jump actions, such as a hop, skip and jump</p> <p>Children are able to jump vertically jump and two-footed with increasing distance to improve each time</p> <p>Children are starting to demonstrate a consistent and controlled pull or sling throw with a ball or quoit/bean bag and start to improve the distance</p> <p>Pupils are developing a competitive attitude towards athletics events</p> <p><u>Striking and fielding</u></p>	<p>Pupils are starting to judge and apply the correct pace for running over a distance, with improving control and speed</p> <p>They will run and jump in isolation and combination, such as the triple jump, vertical jump, and long jump, with increasing control and speed</p> <p>Children will demonstrate a range of throws (push, pull, sling) and propel them towards the desired target/distance, with some control and speed</p> <p>Pupils will improve their technique in running, jumping and throwing and start to focus on personal bests</p> <p>Pupils are improving their teamworking skills, in events such as the relay and sports day</p> <p><u>Striking and fielding</u></p> <p>Children will bowl using both under and overarm actions, which can include a run up, where appropriate.</p>	<p>jump, with control and speed</p> <p>Children will demonstrate a range of throws (push, pull, sling) and propel them towards the desired target/distance, with control and speed</p> <p>Pupils will improve their technique in running, jumping and throwing to achieve their personal best</p> <p>Pupils will work together effectively as a team, such as in the relay and sports day</p> <p><u>Net/Wall</u></p> <p>Children will play modified tennis and/or badminton games, and understand the they key rules.</p> <p>They will be able to hit the ball/shuttle with purpose, at varying speeds, heights and different directions</p> <p>Children can identify a space/gap on the court, know why it is important to hit into that area and apply it</p> <p>Children will use forehand, backhand and overhead shots and direct it towards gaps on the court</p>
--	--	--	--	--	---	---

		<p>Children start to throw using the over arm and underarm technique. They improve their accuracy as they begin to throw towards targets</p> <p>Pupils start to show good teamwork and sporting behaviour in athletics events</p>	<p>Children are starting to show consistency in their throwing and catching</p> <p>They will be able to hit/strike the ball with some accuracy</p> <p>Children will start to work well as a team with good communication</p> <p>They are able to strike to ball into gaps</p>	<p>Pupils will start enjoying competing with others, such as races, throwing or jumping events</p> <p><u>Striking and Fielding</u></p> <p>Children will throw a ball over increasing distances, and be able to catch a ball with increasing consistency</p> <p>Children are showing consistency in their throwing and catching</p> <p>They will be able to hit the ball with increasing consistency, with control and good technique</p> <p>Children work well as a team, particularly when deploying simple tactics in fielding</p> <p>They are able to strike to ball into gaps through the retrieval of tactical knowledge</p>	<p>Children will bowl using either under or overarm actions, which can include a run up, where appropriate.</p> <p>They will strike the ball beginning to vary the: speeds, different heights and directions.</p> <p>Children will apply some game situation tactics, such as placing a fielder where the ball is being hit most often</p> <p>Children will retrieve and intercept a ball with some control and accuracy,</p> <p><u>Net/Wall</u></p> <p>They will perform improving skills needed for a net/wall game, such as striking the ball over a net or against a wall with some accuracy</p> <p>Children will throw, send and hit the ball at different speeds and heights to make it difficult for their opponent</p> <p>Children can keep a simple rally going using different shots</p>	<p>They will strike the ball with purpose, varying the: speeds, different heights and directions.</p> <p>Children will apply game situation tactics, such as placing a fielder where the ball is being hit most often, or striking the ball towards gaps in the fielding team.</p> <p>Children will retrieve and intercept a ball with control and accuracy, while performing at different speeds</p> <p><u>Target Sports (Golf)</u></p> <p>Children will understand the basic rules of golf</p> <p>Children will develop an accurate putting, chipping and driving technique</p> <p>They will understand and apply how much speed is required to reach a target</p> <p>Children will compete with others in modified golf games, using basic tactics</p> <p><u>Net/Wall</u></p>	<p><u>Striking and Fielding</u></p> <p>Children know that taking up positions in a game will impact on a team's success.</p> <p>They know what is needed to score more runs and apply it</p> <p>Children know when tactics will help the situation and outwit the opponent and apply it</p> <p>Children know how to bowl overarm (increasing accuracy, speed, and distance)</p> <p>They know how to hit the ball with purpose and direction</p> <p>They know how to bowl at different speeds. and tactically know when to do this</p> <p>Children know how to work well as part of a team both tactically and for success</p> <p>Children know how to participate in competitive games, following the correct rules</p> <p>They know how to perform skills such as</p>
--	--	---	---	--	---	--	---

				<p><u>Net/Wall</u></p> <p>They will perform basic skills needed for a net/wall game, such as striking the ball over a net or against a wall.</p> <p>Children will start to throw, send and hit the ball at different speeds and heights</p> <p>Children can keep a simple rally going using either different shots or the same shot</p>		<p>Children will play modified tennis games, and understand the basic rules.</p> <p>They will be able to hit the ball with purpose, at varying speeds and heights.</p> <p>Children can identify a space/gap on the court and know why it is important to hit into that area</p> <p>Children will use forehand and backhand shots and direct it towards gaps on the court</p> <p><u>Volleyball</u></p> <p>Apply basic rules of the game, using prior knowledge of other invasions games to understand attacking, defence and tactics</p> <p>Children adopt positioning on court and show awareness of other players</p> <p>Use footwork and improved technique that allows the ball to be directed back into their opponents court</p>	<p>retrieving, intercepting at speed and striking and bowling the ball</p> <p><u>Volleyball</u></p> <p>Apply more complex rules of the game, using prior knowledge of other invasions games to understand attacking, defence and tactics</p> <p>Children adopt good positioning on court and show good awareness of other players</p> <p>Use good footwork and good technique that allows the ball to be directed back into their opponents' court</p> <p>They hit the ball into gaps to attack and position themselves into gaps to defend</p> <p><u>Dodgeball</u></p> <p>Children understand the importance and can perform quick reactions within the game</p> <p>Children can catch the ball at different heights with confidence and competence</p> <p>Children move quickly, dodge the ball, through a</p>
--	--	--	--	--	--	--	--

						<p>They hit the ball into gaps to attack and position themselves to defend</p>	<p>jump, skip, twist or gallop or block with a ball</p> <p>Children fully participate in a competitive game of volleyball (adapted where appropriate), and apply tactics and strategies to win the game</p>
--	--	--	--	--	--	--	---