Coates Primary School

PE Progression map - 2026-2027

Subject	Overview and goals	Knowledge	Skills	Concepts
Reception	Dance - Develop timing skills, follow pathways, and understand control of the body in space.	Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done	I can copy steps and actions with some control and co-ordination. I can link individual and whole body movements together. I can watch others work and choose actions. I can recognise how to move in space and I can talk about ways to keep healthy. Negotiate space and obstacles safely, with consideration for themselves and others Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Individual work, march on the spot, moving forward/backwards. Quick and slow, responding to the teachers command and music beat.
	Games - To practise and develop accuracy of rolling, receiving and striking skills. To observe rolling, receiving and striking skills and use information to improve performance.	Describe how the body feels when still and when exercising. Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	I can stop a ball with some control I can send a ball in the direction of another person I can often control a ball on my own	Aim, throw, roll, send, receive, target, catch, sideways stance, swing, wicket bowler, fielder. Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.

	To work co-operatively with a partner and group. To understand safety involved with rolling, receiving and striking activities.	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games Follow simple rules. Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done	I can move with a ball in space safely and can talk about ways to keep healthy Negotiate space and obstacles safely, with consideration for themselves and others Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Gymnastics - Foundation Stage Profile – Physical Development.	Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Control my body when performing a sequence of movements. Participate in simple games.	I can copy individual and whole body movements with some control and co-ordination. I can link individual and whole body movements together. I can watch others work. I can recognise and negotiate space and I can handle small and/or low apparatus safely I can talk about ways to keep healthy. Negotiate space and obstacles safely, with consideration for themselves and others	Fun gym shapes – straight, star and tuck shapes with extension to pike and straddle shapes for the more able. Short movement phrases - repeat the same fun gym shape or link different fun gym shapes. Control – holding the fun gym shapes for 3 counts.

		Talk about what they have done. Talk about what others have done.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Y1	Dance - Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli. To explore changes in size, speed, level and dynamics and use gestures and travelling. Move in a controlled manner, at different speeds and directions, using different levels and strengths. Respond to a range of stimuli and accompaniments. Create, practise, remember and perform simple movement sequences. Be able to talk about their movements and the movements of	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.	Copy and repeat simple skills Follow the leader – jumps, hops, skips Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Pupils link simple actions and skills Compose and link movement phrases to make simple dances with clean beginning, middle and end. Practice and repeat their movement phrases and perform them in a controlled way. Describe and comment on their own and others actions.	How to interpret words and perform them through physical actions. Expressing ideas and responding to a range of stimuli. Making dances with clear start/middle/end. Observation tasks and opportunities to describe the different action word movements/phrases and to use the information to improve performance should be included throughout the dance topic. Respond to various stimuli such as pictures, stories, films to use movement imaginatively that link to the dance idea ‘weather’. To work individually and in pairs to link together dance sections. Travel, bounce, jump, gesture, stillness, control, balance, dynamics, speed, level, direction, pathway, motif, phrase, action words – sway, whirl, spiral, fall, leap, body parts.

	others.		Can describe what they have done Can watch others and say what they are doing. Can describe how their bodies feel when still and when exercising	
	Games - Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Copy and repeat simple skills Throw and catch a ball with a partner move fluently, changing direction and speed easily and avoiding collisions show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Pupils link simple actions and skills Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing Can describe how their bodies feel when still and when exercising.	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate. Run, step, sideways, forwards, backwards, agile, control, aim, throw, catch, hit, target, and score.

		Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve.		
	Gymnastics - Develop fundamental movement skills § Extend agility, balance and co-ordination § Engage in co-operative physical activities § Master basic jumping actions	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.	Copy and repeat simple skills Perform basic gymnastic actions like traveling, rolling and jumping Manage the space safely, showing good awareness of each other, mats and apparatus Pupils link simple actions and skills Make up simple movement phrases in response to simple tasks. Link & repeat basic gymnastic actions perform movement phrases with control and accuracy Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	Jump and land actions – safe landing position and 5 different types of jump. Short movement phrases – link jumping actions together and link jumping actions to other actions. Involving apparatus in the performance of jumping actions. Rocking and rolling actions – rocking/rolling in different body shapes. Short movement phrases – linking rocking and rolling actions. Smooth transitions – flowing from 1 skill to another using other additional actions as necessary.
	Athletics – master basic movements including running,	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Run at different speeds, jump with accuracy, use a small range of techniques	Running at a maintainable speed. Pushing off to gain acceleration. Changing posture.

	jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve.	Choose which throwing and retrieving technique to use Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	Jogging at longer distances. Throwing a ball of different sizes and using various techniques.

Y2	Games - Refine the skills of running successfully, changing directions on the move. Develop throwing, catching, striking and dribbling skills and play small games.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Copy, remember and repeat simple skills with control and co-ordination Pass a ball accurately to a partner over a variety of distances perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics They vary skills and show some understanding of simple tactics choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents They can talk about differences between their own and others' performance and suggest improvements They can understand how to exercise and describe how their bodies feel during different activities.	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control,

		Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.		
	Gymnastics – § Develop fundamental movement skills. § Extend agility, balance and co-ordination. § Engage in co-operative physical activities.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Standing balances Kneeling balances Large body part balances. Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support Perform sequences of their own composition with coordination. Perform learnt skills with increasing control Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Copy, remember and repeat simple skills with control and co-ordination Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner use different combinations of floor, mats and apparatus,	Positions of stillness on varying numbers of contact points and body parts. Transfer of weight e.g. from one position of stillness to another. Short movement phrases – linking positions of stillness to other actions.

			showing control, accuracy and fluency They can talk about differences between their own and others' performance and suggest improvements They can understand how to exercise and describe how their bodies feel during different activities.	
	Dance - To explore travelling and pathways showing control, change of levels/ speed/direction, unison, meet and part, and canon.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Copy, remember and repeat simple skills with control and co-ordination Can link several movements together with control and co-ordination talk about different stimuli as the starting point for creating dance phrases and short dances Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings remember and repeat a short dance phrase, showing greater	React to a stimulus such as fire with quick/slow movements, large/small actions, as an individual and in groups. Show starts and ends. To work individually and in groups to link together dance sections.

			control, coordination and spatial awareness They can talk about differences between their own and others' performance and suggest improvements They can understand how to exercise and describe how their bodies feel during different activities.	
	Athletics – To run at different speeds and change direction. To be able to throw accurately and confidently.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at	Change speed and direction, link running and jumping, throw accurately Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance They can talk about differences between their own and others' performance and suggest improvements They can understand how to exercise and describe how their bodies feel during different activities.	roll a ball and pick it up as it slows down use a simple underarm throw; throw a ball into a space catch a ball with two hands; know that we need to warm our bodies up before exercising and cool down after exercising; run or walk forwards and backwards; Balance.

		targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.		
	OAA - A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem solving tasks.	To follow instructions and remember what they have seen. To follow instructions and remember what they have seen. To solve problems. To follow trails and remember what they have seen. To recognise shapes on paper and use as a map. To solve simple problems and discuss their actions. To solve simple problems and discuss their actions. To solve simple problems and discuss their actions.	Use simple plans and diagrams of familiar environments. Use skills to solve a basic challenge or problem They can talk about differences between their own and others' performance and suggest improvements They can understand how to exercise and describe how their bodies feel during different activities.	Teamwork, trust, communication and cooperation, solving problems in small groups, understanding trails, remembering places.
Y3	Games – Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where	Select and use skills and ideas with co-ordination and control Travel whilst bouncing a ball showing control	Experience small-sided and modified competitive net, striking/fielding and invasion games; use simple tactics; apply simple rules and conventions. Develop into making up small-sided games; playing games in pairs/small groups.

		appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance.	use a range of skills to help them keep possession and control of the ball perform the basic skills needed for the games with control and consistency use a range of skills with increasing control Pupils show that they understand tactics and composition by starting to vary how they respond In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents Describe and comment on their own performance and that of others and make simple suggestions to improve quality. Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	

		Describe how their performance has improved over time.		
	Gymnastics – Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate own success. Develop flexibility, strength, technique, control and balance.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements Large and small body part balances, including standing and kneeling balances. *Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support* Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Select and use skills and ideas with co-ordination and control Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner Pupils show that they understand tactics and composition by starting to vary how they respond Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions work well on their own and contribute to pair sequences Describe and comment on their own performance and that of	Involving hand apparatus in performance of gymnastics actions. Performing gymnastics actions and using hand apparatus showing changes in speed, level and direction. Linking actions involving hand apparatus into movement **Year group:** 3 phrases.

		Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	others and make simple suggestions to improve quality. Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	
	Athletics - Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve skills of running, jumping and throwing. Give reasons for why warming up in athletics is important and athletic activities are good for your health. Observe and describe a partner's running/ throwing/jumping action.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. *Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.* Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups Choose and use throw to reach target, choose which role to play within group situation Describe and comment on their own performance and that of others and make simple suggestions to improve quality. Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Experience a variety of running, jumping and throwing techniques; understand the limits of personal performance; apply simple rules and conventions of athletic events; use simple tactics to improve performance.

		Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time		
	Dance - Repeat, remember and perform phrases in a dance, improvise freely, translating ideas from a stimulus into movement. Share and create dance phrases with a partner and in a small group. Recognise and talk about the movements used. Suggest improvements to their own and other pupil's dances.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Select and use skills and ideas with co-ordination and control Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different stimuli through their use of language and choice of movement Incorporate different qualities and dynamics into their movements explore and develop new actions while working with a partner or a small group Pupils show that they understand tactics and composition by starting to vary how they respond Apply basic compositional ideas to create dance which convey feelings and emotions link actions to make dance phrases, working with a partner and in a small group perform short dances with expression, showing an awareness of others when moving	Use changing dynamics, rhythmic and expressive qualities clearly and with control. Moving in unison, in canon, meeting and parting, going over, under and round a partner. Copying and following, change of levels, on own, with a partner and in groups.

			describe what makes a good dance phrase Describe and comment on their own performance and that of others and make simple suggestions to improve quality. Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	
Y4	Games – Improve skills of: travel, travel with, send, chase, receive, avoid, dodge, attack, defend, movement into/out of space. Perform with control and accuracy.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game	Pupils can link movement phrases together with increased precision. Travel with a ball showing increasing control using both hands and feet. Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill Pupils can link tactics and skills together with increased precision. In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	Experience small-sided and modified competitive invasion games; use and adapt simple tactics; apply simple rules and conventions; work in teams. Make up small-sided games; play games in pairs/small groups; develop an understanding of Games principles, related to attack and defence. Send, Receive, Throw, Catch, Control, Bounce, Strike, Hit, Accurate, Space, Transfer of Weight, Rules, Contact Point, Defend, Attack, Court Area. Make up small-sided games, play games in pairs and small groups, develop an understanding of game principles, related to defence and attack, team work.

		Make the best use of space to pass and receive the ball. *Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.* Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful. Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	
	Gymnastics – § Develop a broad range of skills. § Link actions to make sequences of movement. § Understand how to improve and evaluate own success. § Develop flexibility, strength, technique, control + balance.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. *Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to*	Select, use and perform with coo-ordination and fluency. Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements, Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Principles of Balance - how contact points, surface area and centre of gravity affect the performance of balances. Movement phrases – linking balances smoothly into sequences using the floor and apparatus. Composition - developing phrases to show variety in speed, level and direction.

		vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Pupils can link movement phrases together with increased precision. Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. Perform a sequence where the children combine speed, level, direction and a variety of shapes. Work within different groups to contribute to a variety of different sequences. Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Types of rotational actions – rolling turning, spinning and twisting.
	Athletics - Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve skills of running, jumping and throwing.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	Refine a variety of running, jumping and throwing techniques; setting targets and monitoring progress; prepare for and recover from athletic performance; understand the limits of own performance; apply rules and conventions of athletic events; use strategic

	Give reasons why warming up and cooling down is important and athletic activities are good for personal health and well-being. Observe and describe a partner's running/ throwing/jumping action.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	thinking to improve performance; evaluate own and others' performance.
	Dance - Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/ direction. Increase the range of body actions; compose, practice and perform actions with control and fluency.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and	Select, use and perform with coo-ordination and fluency Respond and perform with a partner, demonstrating actions that link with fluency and accuracy Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases Use a range of actions and begin to combine movement phrases and patterns.. Begin to respond within a small group of partnership, to speed and level. Pupils can link movement phrases together with increased precision.	Experience a range of stimuli and accompaniment; creating and performing different movement patterns, including those from different places. Make own dances with clear beginning/ middle/end. Develop an understanding of different dance elements of control, stepping patterns and co-ordination. Use simple compositional ideas such as meet and part, repetition, unison, interweaving pathway, lead and follow. Rhythm, timing, levels, mirroring, unison, action/reaction, dynamics, space, line-out, scrum, haka, jump, land, pass, throw.

		apply skills and techniques with control and accuracy Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Begin to design their own movement phrases that respond to the stimuli or emotion Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others. Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	
	OAA - A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem solving tasks.	Problem Solving. To develop communication and co-operation skills in relation to problem solving skills – both verbal and nonverbal. To understand safe practice. To solve simple problems and discuss their actions. Problem solving. To develop communication and cooperation skills in relation to problem solving and trust skills. Give and receive verbal instructions that guides others through a pre-determined course. Be able to listen to and follow instructions.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills	Challenge, teamwork, trust, communication and co-operation, solving problems in small and large groups, understanding trails and maps, designing risk assessment and controlling risk factors.

		Journeys. To create and follow a range of trails that can be undertaken as a paired and also solo journey. To recognise hazards, assess the risks and take action to control the risks. Journeys. To create and follow a range of trails that can be undertaken as a paired and also solo journey. To recognise hazards, assess the risks and take action to control the risks. Map reading. To understand what a map is and simple concepts in using a map. To develop the skills of map reading and map orientation. Journeying skills. To recognise hazards, assess the risks and take action to control the risks. To plan, prepare and cook on an open fire.	required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	
Y5	Games – Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise Use different techniques to hit a ball. Identify and apply techniques for hitting	Performance shows precision, control and fluency Travel with a ball showing changes of speed and directions using either foot or hand.	Develop a wider range of football specific skills and use them in small sided invasion games applying attacking and defending tactics in increasingly challenging situations.

	play skills of attacking and defending, moving in and out of space. Consistent performance of ball handling skills with control and accuracy within the competitive game situation. Application of attacking and defending strategies into small-sided competitive games. Accurate evaluation of personal ability in attacking and defending roles.	a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	use a range of techniques when passing, *eg high, low, bounced, fast, slow* keep a game going using a range of different ways of throwing strike a ball with intent and throw it more accurately when bowling and/or fielding Pupils link skills, techniques and ideas accurately and appropriately Effectively play a competitive net/wall game keep and use rules they are given try to make things difficult for their opponent by directing the ball to space, at different speeds and heights judge how far they can run to score points From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis. Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Develop a wider range netball specific skills of send, receive, avoid, dodge, attack, defend, movement into / out of space and apply in to small-sided and modified competitive invasion games. Develop the playing of games in groups; an understanding of game principles and space related to attack and defence.

	Gymnastics – Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate own success. Develop flexibility, strength, technique, control and balance.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Performance shows precision, control and fluency Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. Pupils link skills, techniques and ideas accurately and appropriately Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. sequences with changes of speed, level and direction, and clarity of shape Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement From observation of others begin to describe constructively how to refine improve and modify performance.	Press and Go actions – actions initiated by the body or body parts pressing into and pushing away from the floor or apparatus. Movement phrases – link Press and Go actions with other actions on the floor and apparatus to create sequences of continuous movement. Non-contact partnerwork Movement phrases – creating pair sequences using a variety of actions Compositional development – using compositional devices to make a pair sequence more complex and interesting.

			Refine own performance in response to comments of others' and self analysis Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	
	Athletics – Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve skills of running, jumping and throwing. Select and carry out appropriate warming up and cooling down activities. Recognise how personal health and wellbeing is promoted through participation in athletic activities. Observe and evaluate a partner's running/ throwing/jumping action.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners *Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.* *Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance* *Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.*	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well Choose pace for running, plan and carry through an event From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis. Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Refine and further develop a variety of running, jumping and throwing techniques; setting targets and monitoring progress; prepare for and recover from athletic performance; understand the limits of own performance; apply rules and conventions of athletic events; use strategic thinking to improve performance; evaluate own and others' performance.

		Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance		
	Dance – To explore and link motifs and movement phrases from different dance styles/eras. Apply choreographic devices of canon, unison, matching and mirroring, speed, direction, order and levels to motifs.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency	Performance shows precision, control and fluency Respond to a variety of stimuli showing a range of actions performed with control and fluency think about character and narrative ideas created by the stimulus, and respond through movement experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on	Explore movements that express and communicate the dance idea/theme. Link characteristics of different dance styles together as an individual and in groups.

		across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	their own, with a partner and in a group Pupils link skills, techniques and ideas accurately and appropriately Create and perform dances using a range of movement patterns in response to a range of stimuli use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practise and combine longer, more complex dance phrases From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis. Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	
Y6	Games – Applying skills and techniques to small and larger game situations. Using tactics and strategies to improve performance.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Hit a bowled ball over longer distances. Use good hand-eye	Consistent performance showing precision, control and fluency Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	Dribble, control, space, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending. Dodge, pass, communicate, tag, decision making, receive, teamwork, attaching,

		coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition Play recognized version of net game showing tactical awareness and knowledge of rules and scoring. they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	defending, score, try, space, tactics.

			Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions	
	Gymnastics – § Develop a broad range of skills. § Link actions to make sequences of movement. § Understand how to improve and evaluate own success. § Develop flexibility, strength, technique, control and balance.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Consistent performance showing precision, control and fluency Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction	Positions of stillness – exploring individual, pair and group positions of stillness and how those positions can act as obstacles for others to safely negotiate. Movement phrases – linking pair and group positions of stillness and obstacle and negotiation ideas into group sequences involving the floor and apparatus. Composition – applying a range of devices to develop those group sequences. Symmetry and asymmetry – exploring symmetrical and asymmetrical gymnastics actions and actions that show both Movement phrases – linking symmetrical and asymmetrical actions into short movement phrases and sequences on the floor and apparatus Quality of movement – understanding what influences the quality of performance and improving own and others' sequences accordingly

			adapt sequences to include a partner or a small group Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding. Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions	
	Athletics – Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve knowledge of training methods. Select and carry out appropriate warming up and cooling down activities. Recognise how personal health and wellbeing is promoted through participation in athletic activities. Observe and evaluate a partner's running/ throwing/jumping action.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and	shape and changes in direction adapt sequences to include a partner or a small group Adapt skills and techniques to different challenges and equipment Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding. Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions	Refine and further develop a variety of running, jumping and throwing techniques; setting targets and monitoring progress; prepare for and recover from athletic performance; understand the limits of own performance; apply rules and conventions of athletic events; use strategic thinking to improve performance; evaluate own and others' performance.

		support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.		
	Dance – To select and link movements together to create movement phrases. Apply choreographic devices of canon, unison, action/ reaction, speed, direction, order and levels to develop motifs. Describe performances using dance terminology.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.	Consistent performance showing precision, control and fluency Perform a variety of dance styles with accuracy and consistency explore, improvise and choose appropriate material to create new motifs in a chosen dance style respond to a range of stimuli, improvising freely using a range of controlled movements and patterns Pupils select and combine skills, techniques and ideas demonstrating their knowledge	Explore movements that express and communicate the dance idea/theme. Link sections of the dance together using a dance framework as an individual and in groups. Using rhythm, timing, levels, dynamics and space.

		Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	of tactics, strategies and composition Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances select and use a range of compositional ideas to create motifs that demonstrate their dance idea Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding. Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions	
	OAA - Problem solving, map reading, journeying skills, compass directions and degrees, developing new ideas and implementing them.	To solve a range of problems. To develop co-operation and teamwork skills. To learn about different knots and how to tie them. To solve a range of problems. To develop co-operation and teamwork skills. To develop a range of new ways to solve new problems.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Orientate themselves with confidence and accuracy around an orienteering course when	Co-operation, communication, collaboration, consideration, teamwork, trust developing skills for the outdoors, working together and supporting each other.

		Design and build varying sized shelters. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose. To learn to use a compass effectively. Be able to set, read and follow a bearing. Developing 'cunning running' skills to be used in the sport of orienteering. To become confident in using the compass and map together. Be able to set, read symbols and follow a map and/or bearing. Developing 'cunning running' skills to be used in the sport of orienteering. To design and set up their own part of an orienteering event, marking up a map, using a real punch and flag. To compete in an orienteering event.	under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen	

			to feedback and improve an orienteering course from it. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	