

Progression of PE

Sport Specific Skills (SSS) Dance						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Progress towards a more fluent style of moving, with developing control and grace.</p> <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>-Copy and repeat actions.</p> <p>-Put a sequence of actions together to create motif.</p> <p>-Vary the speed of their actions.</p> <p>-Use Simple Choreographic devices such as unison, canon and mirroring.</p> <p>-Begin to improvise independently to create a simple dance</p>	<p>-Copy, remember and repeat actions.</p> <p>-Create a short motif inspired by a stimulus.</p> <p>-Change the speed and level of their actions.</p> <p>-Use simple Choreographic devices such as unison, canon and mirroring.</p> <p>-Use different transitions within a dance motif.</p> <p>-Move in time to music.</p> <p>-improve the timing of their actions.</p>	<p>-Begin to improvise with a partner to create a simple dance.</p> <p>-Create motifs from different stimuli.</p> <p>-Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>-Use simple dance vocabulary to compare and improve work.</p> <p>-Perform with some awareness of rhythm and expression.</p>	<p>-Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>-Compose a dance that reflects the chosen dance style.</p> <p>-Confidently improvise with a partner or on their own.</p> <p>-Compose longer dance sequences in a small group.</p> <p>-Demonstrate position and some control in response to some stimuli.</p> <p>-Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>-Demonstrate rhythm and special awareness.</p> <p>-Change parts of a dance as a result of self-evaluation.</p> <p>-Use simple dance</p>	<p>-Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>-Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>-Show a change of pace and timing in their movements.</p> <p>-Develop an awareness of their use of space.</p> <p>-Demonstrate imagination and creativity in the movements they device in response to stimuli.</p> <p>-Use transitions to link motifs smoothly together.</p> <p>-Improvise with confidence, skill demonstrating fluency across the sequence.</p> <p>-Ensure their actions fit the rhythm of the music.</p> <p>-Modify parts of a sequence as a result of</p>	<p>-Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>-Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>-Use dramatic expression in dance, movement and motifs.</p> <p>-Perform with confidence, using a range of movement patterns.</p> <p>-Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>-Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>-Move appropriately and with the required style in relation to the stimulus.</p> <p>-Show a change of pace and timing in their movements.</p> <p>-Move rhythmically and</p>

Progression of PE

				<p>vocabulary when comparing and improving work.</p>	<p>self and peer evaluation. -Use more complex dance vocabulary to compare and improve work.</p>	<p>accurately in dance sequences. -Improvise with confidence, still demonstrating fluency across the 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.</p>
--	--	--	--	--	--	--

Progression of PE

Sport Specific Skills (SSS) Athletics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>Running</p> <ul style="list-style-type: none"> -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. <p>Jumping</p> <ul style="list-style-type: none"> -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. 	<p>Running</p> <ul style="list-style-type: none"> -Run at different paces, describing the different paces. -Use a variety of different stride lengths. -Travel at different speeds. -Begin to select the most suitable pace and speed for distance. -Complete an obstacle course. -Vary the speed and direction in which they are travelling. -Run with basic techniques following a curved line. -Be able to maintain and control a run over different distances. <p>Jumping</p> <ul style="list-style-type: none"> - 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. -Combine different 	<p>Running</p> <ul style="list-style-type: none"> -Identify and demonstrate how different techniques can affect their performance. -Focus on their arm and leg action to improve their sprinting technique. -Begin to combine running with jumping over hurdles. -Focus on trail leg and lead leg action when running over hurdles. -Understand the importance of adjusting running pace to suit the distance being run. <p>Jumping</p> <ul style="list-style-type: none"> -Use one and two feet to take off and to land with. -Develop an effective take-off for the standing long jump. 	<p>Running</p> <ul style="list-style-type: none"> -Confidently demonstrate an improved technique for sprinting. -Carry out an effective sprint finish. -Perform a relay, focusing on the baton changeover technique. -Speed up and slow down smoothly. <p>Jumping</p> <ul style="list-style-type: none"> -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. <p>Throwing</p> <ul style="list-style-type: none"> -Perform a pull throw -Measure the distance of their throws. -Continue to develop techniques to throw for increased 	<p>Running</p> <ul style="list-style-type: none"> -Accelerate from a variety of starting positions and select their preferred position. -Identify their reaction times when performing a sprint start. -Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. -Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. -Identify and demonstrate stamina, explaining its importance for runners. <p>Jumping</p> <ul style="list-style-type: none"> -Improve techniques 	<p>Running</p> <ul style="list-style-type: none"> -Recap, practice 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 to maintain a sustained run. <p>Jumping</p> <ul style="list-style-type: none"> -Develop the technique

Progression of PE

	<p>-Jump as far as possible. -Land safely and with control. -Work with a partner to develop the control of their jumps.</p> <p>Throwing -Throw overarm and underarm, -Throw a ball towards a target with increasing accuracy. -Improve the distance they can throw by using more power.</p> <p>Compete/perform -Begin to perform learnt skills with some control. -Engage in competitive activities and team games.</p> <p>Evaluate -Watch and describe performances. -Begin to say how they could improve.</p>	<p>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.</p> <p>Throwing -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.</p> <p>Compete/Perform -Perform learnt skills with increasing control. -Compete against self</p>	<p>-Develop an effective flight phase for the standing long jump. -Land safely and with control.</p> <p>Throwing -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.</p> <p>Compete/Perform -Perform learnt skills and techniques with control and confidence. -Compete against self and others in a controlled manner.</p> <p>Evaluate -Watch, describe and evaluate the effectiveness of a performance. -Describe how their</p>	<p>distance.</p> <p>Compete/Perform -Perform and apply skills and techniques with control and accuracy. -Take part in a range of competitive games and activities.</p> <p>Evaluate -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.</p>	<p>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.</p> <p>Throwing -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.</p> <p>Compete/Perform</p>	<p>for the standing vertical jump. -Maintain control at each of the different stages of the triple jump. -Land safely and with control. -Develop and improve their techniques for jumping for height and distance and support others in improving their performance. -Perform and apply different types of jumps in other contexts. -Set up and lead jumping activities including measuring the jumps with confidence accuracy.</p> <p>Throwing -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</p>
--	--	--	---	--	---	--

Progression of PE

		<p>and others.</p> <p>Evaluate</p> <ul style="list-style-type: none"> -Watch and describe performances and use what they see to improve their own performance. -Talk about the differences between their work and that of others. 	<p>performance has improved over time.</p>		<ul style="list-style-type: none"> -Consistently perform and apply skills and techniques with accuracy and control. -Take part in competitive games a strong understanding of tactics and composition. <p>Evaluate</p> <ul style="list-style-type: none"> -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. 	<p>personal best.</p> <ul style="list-style-type: none"> -Develop and refine techniques to throw for accuracy. <p>Compete/Perform</p> <ul style="list-style-type: none"> -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. <p>Evaluate</p> <ul style="list-style-type: none"> -Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements.
Sport Specific Skills (SSS) Gymnastics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Confidently and 	<ul style="list-style-type: none"> -Create and perform a movement sequence. -Copy actions and movement sequences with a beginning, middle and end. -Link two actions to make a sequence. 	<ul style="list-style-type: none"> -Copy, explore and remember actions and movements to create their own sequence. -Link actions to make a sequence. -Travel in a variety of ways, including rolling. 	<ul style="list-style-type: none"> -Choose ideas to compose a movement sequence independently and with others. -Link combinations of actions with increasing 	<ul style="list-style-type: none"> -Create a sequence of actions that fit a theme. -Use an increasing range of actions, directions and levels in their sequences. -Move with clarity, 	<ul style="list-style-type: none"> -Select ideas to compose specific sequences of movements, shapes and balances. -Adapt their sequences to fit new criteria or suggestions. 	<ul style="list-style-type: none"> -Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging,

Progression of PE

<p>safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>-Recognise and copy contrasting actions (small/tall, narrow/wide) -Travel in different ways, changing directions and speed -Hold still shapes and simple balances. -Carry out simple stretches. -Carry out a range of simple jumps, landing safely. -Move around, under, over and through different objects and equipment. -Begin to move with control and care.</p> <p>Rolls -Log roll (controlled) -Curled side roll (controlled) -Teddy bear roll (controlled)</p> <p>Jumps -Straight jump -Tuck jump -Jumping jack -Half turn jump -Cat spring -Cat spring to straddle</p> <p>Vaults -Hurdle step onto springboard -Straight jump off springboard -Tuck jump off</p>	<p>-Hold a still shape whilst balancing on differing 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.</p> <p>Rolls -Log roll (controlled) -Curled side roll (controlled) -Teddy bear roll (controlled) -Rocking forward roll -Crouched forward roll</p> <p>Jumps -Straight jump -Tuck jump -Jumping jack -Half turn jump -Cat spring -Cat spring to straddle</p> <p>Vaults -Hurdle step onto springboard -Straight jump off springboard -Tuck jump off</p>	<p>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.</p> <p>Rolls -Crouched forward roll -Forward roll from standing -Tucked backward</p>	<p>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.</p> <p>Rolls -Forward roll from standing</p>	<p>-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.</p> <p>Rolls -Forward roll from standing -Straddle forward roll -Pike forward roll -Tucked backward roll -Backward roll to</p>	<p>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.</p> <p>Rolls -Forward roll from standing -Straddle forward roll -Pike forward roll -Dive forward roll -Tucked backward roll -Backward roll to straddle -Backward roll to standing pike -Pike backward roll</p> <p>Jumps -Straight jump -Tuck jump</p>
--	--	--	---	---	---	---

Progression of PE

	<p>-Straight jump off springboard Handstands, Cartwheels and Round-offs -Bunny hop -Front support wheelbarrow with partner Travelling and Linking Actions -Tiptoe, step, jump and hop -Hopscotch -Skipping -Gallop Shapes and Balances -Standing Balances -Kneeling balances -Pike, tuck, star, straight, straddle shapes Compete and Perform -Perform using a range of actions and body parts with some coordination. -Begin to perform learnt skills with some control. Evaluate -Watch and describe performances.</p>	<p>springboard Handstands, Cartwheels and Round-offs -Bunny hop -Front support wheelbarrow with partner -T-lever -Scissor kick Travelling and Linking Actions -Tiptoe, step, jump and hop -Hopscotch -Skipping -Gallop -Straight jump half-turn Shapes and Balances -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 Compete and Perform -Perform sequences of their own composition with coordination. -Perform learnt skills with increasing control.</p>	<p>roll Jumps -Straight jump -Tuck jump -Jumping jack -Star jump -Straddle jump -Pike jump -Straight jump half-turn -Cat leap Vaults -Hurdle step onto springboard -Squat on vault -Star jump off -Tuck jump off -Straddle jump off -Pike jump off Handstands, Cartwheels and Round-offs -Handstand -Lunge into handstand -Cartwheel Travelling and Linking Actions -Tiptoe, step, jump and hop. -Hopscotch -Skipping -Chassis steps</p>	<p>-Straddle forward roll -Tucked backward roll -Backward roll to straddle Jumps -Straight jump -Tuck jump -Jumping jack -Star jump -Straddle jump -Pike jump -Straight jump half-turn -Straight jump full-turn -Cat leap -Cat leap half-turn Vaults -Hurdle step onto springboard -Squat on vault -Straddle on vault -Star jump off -Tuck jump off -Straddle jump off -Pike jump off Handstands, Cartwheels and Round-offs -Lunge into handstand -Lunge into cartwheel -Lunge into round-off</p>	<p>straddle Jumps -Straight jump -Tuck jump -Jumping jack -Star jump -Straddle jump -Pike jump -Stag jump -Straight jump half-turn -Straight jump full-turn -Cat leap -Cat leap half-turn -Split leap Vaults -Hurdle step onto springboard -Squat on vault -Straddle on vault -Star jump off -Tuck jump off -Straddle jump off -Pike jump off -Squat through vault Handstands, Cartwheels and Round-offs -Lunge into handstand -Lunge into cartwheel -Lunge into round-off Travelling and Linking Actions</p>	<p>-Jumping jack -Star jump -Straddle jump -Pike jump -Stag jump -Straight jump half-turn -Straight jump full-turn -Cat leap -Cat leap half-turn -Cat leap full-turn -Split leap -Stag leap Vaults -Hurdle step onto springboard -Squat on vault -Straddle on vault -Star Jump off -Tuck jump off -Straddle jump off -Pike jump off -Squat through vault -Straddle over vault Handstands, Cartwheels and Round-offs -Lunge into cartwheel -Lunge into round-off -Hurdle step -Hurdle step into cartwheel -Hurdle step into round-off</p>
--	--	---	---	---	--	---

Progression of PE

	<p>-Begin to say how they could improve.</p>	<p>Evaluate -Watch and describe performances and use what they see to improve their own performance. -Talk about the differences between their work and that of others.</p>	<p>-Straight jump half turn -Cat leap Shapes and Balances -Large and small body part balances, including standing and kneeling balances -Balances on apparatus -Matching and contrasting partner balances -Pike, tuck, star, straight, straddle shapes -Front and back support Compete and Perform -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. Evaluate</p>	<p>Travelling and Linking Actions -Tiptoe, step, jump and hop -Hopscotch -Skipping -Chassis steps -Straight jump half turn -Straight jump full turn -Cat leap -Cat leap half turn -Pivot Shapes and Balances -1,2,3 and 4 point balances -Balances on apparatus -Part body weight partner balances -Pike, tuck, star, straight, straddle shapes -Front and back support Compete and Perform -Perform and create sequences with fluency and expression. -Perform and apply</p>	<p>-Tiptoe, step, jump and hop -Hopscotch -Skipping -Chassis steps -Straight jump half turn -Straight jump full turn -Cat leap -Cat leap half turn -Pivot Shapes and Balances -1,2,3 and 4 point balances -Balances on apparatus -Part body weight partner balances -Pike, tuck, star, straight, straddle shapes -Front and back support Compete and Perform -Perform own longer, more complex sequences in time to music. -Consistently perform and apply skills and techniques with accuracy and control. Evaluate -Choose and use</p>	<p>Travelling and Linking Actions -Tiptoe, step, jump and hop -Hopscotch -Skipping -Chassis steps -Straight jump half turn -Straight jump full turn -Cat leap -Cat leap half turn -Cat leap full turn -Pivot Shapes and Balances -1,2,3 and 4 point balances -Balances on apparatus -Develop technique, control and complexity of part-weight partner balances -Group formations -Pike, tuck, star, straight, straddle, shapes -Front and back support Compete and Perform -Link actions to create a complex sequence using a full range of movement that showcases different</p>
--	--	--	---	--	--	---

Progression of PE

			<p>-Watch, describe and evaluate the effectiveness of a performance.</p> <p>-Describe how their performance has improved over time.</p>	<p>skills and techniques with control and accuracy.</p> <p>Evaluate</p> <p>-Watch describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>-Modify their use of skills or techniques to achieve a better result.</p>	<p>criteria to evaluate own and others' performances.</p> <p>-Explain why they have used particular skills or techniques and the effect they have had on their performance.</p>	<p>agilities performed in time to music.</p> <p>-Perform and apply a variety of skills ad techniques confidently consistently and with precision.</p> <p>-Begin to record their peers' performances and evaluate.</p> <p>Evaluate</p> <p>-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
--	--	--	---	---	---	--

Sport Specific Skills (SSS) Striking and Fielding						
Table Tennis, Cricket, Rounders, Tennis & SEND adapted sport						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Striking and Hitting a ball</p> <p>-Use hitting skills in a game</p> <p>-Practise basic striking, sending and receiving</p>	<p>Striking and Hitting a ball</p> <p>-Strike or hit a ball with increasing control.</p> <p>-Learn skills for playing striking and fielding games.</p> <p>-Position the body to</p>	<p>Striking and Hitting a ball</p> <p>-Demonstrate successful hitting and striking skills.</p> <p>-Develop a range of skills in striking (and fielding where</p>	<p>Striking and Hitting a ball</p> <p>-Use a bat, racquet or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>-Accurately serve underarm.</p>	<p>Striking and Hitting a ball</p> <p>-Use different techniques to hit a ball.</p> <p>-Identify and apply techniques for hitting a tennis ball.</p>	<p>Striking and Hitting a ball</p> <p>-Hit a bowled ball over longer distances.</p> <p>-Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p>

Progression of PE

<p>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		<p>strike a ball.</p>	<p>appropriate) -Practice the correct battling technique and use it in a game. -Strike the ball for distance. Passing the ball -Pass the ball in two different ways in a game situation with some success.</p>	<p>-Build a rally with a partner. -Use at least different shots in a game situation. -Use hand-eye coordination to strike a moving and a stationary ball. - Play a tennis game using an overhead serve.</p>	<p>-Explore when different shots are best used. -Develop a backhand technique and use it in a game. -Practice techniques for all strokes.</p>	<p>-Understand how to serve/bowl in order to start a game. Passing the ball -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.</p>
Sport Specific Skills (SSS) Throwing & Catching Volleyball, Handball, Basketball and Dodgeball.						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Throwing and Catching a Ball -Throw underarm and overarm. -Catch and bounce a ball. -Use rolling skills in a game. -Practice accurate throwing and consistent catching. Travelling with a Ball -Travel with a ball in different ways. -Travel with a ball in different directions (side to side, forwards and backwards) with</p>	<p>Throwing and Catching 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 throws used.</p>	<p>Throwing and Catching a Ball -Throw and catch with greater control and accuracy. -Practice the correct technique for catching a ball and use it in a game. -Perform a range of catching and gathering skills with control. -Catching with increasing control and accuracy. -Throw a ball in different ways (e.g</p>	<p>Throwing and Catching a Ball -Develop different ways of throwing and catching. -Continue to improve on previous skills Travelling with a ball -Move with the ball using a range of techniques showing control and fluency. Passing the ball -Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Throwing and Catching a Ball -Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p>	<p>Throwing and Catching a Ball -Throw and catch accurately and successfully under pressure in a game. Passing the ball -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.</p>

Progression of PE

	control and fluency. Passing a ball -Pass the ball to another player in a game.	Travelling with a Ball -Bounce and kick a ball whilst moving. -Use dribbling skills in a game. Passing the ball -Know how to pass the ball in different ways.	high, low, fast or slow). -Develop a safe and effective overarm bowl. Travelling with a Ball -Move with the ball in a variety of ways with some control. -Use two different ways of moving with a ball in a game. Passing the ball -Pass the ball in two different ways in a game situation with some success.			
Sport Specific Skills (SSS) Invasion Games Hockey, Football, Netball & Tag Rugby						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Passing a ball -Pass the ball to another player in a game. -Use kicking skills in a game. Using Space -Use different ways of travelling in different directions or pathways.	Travelling with a Ball -Use kicking skills in a game. -Use dribbling skills in a game. Passing the ball -Know how to pass the ball in different ways. Using Space -Use different ways of travelling at different	Passing the ball -Pass the ball in two different ways in a game situation with some success. Possession -Know how to keep and win back possession of the ball in a team game. Using Space	Travelling with a ball -Move with the ball using a range of techniques showing control and fluency. Passing the ball -Pass the ball with increasing speed, accuracy and success in a game situation. Possession	Passing the ball -Pass a ball with speed and accuracy using appropriate techniques in a game situation. Possession -Keep and win back possession of the ball effectively in a team game.	Travelling with a ball -Use a variety of ways to dribble in a game with success. -Show confidence in using ball skills in various ways in a game situation and link these together effectively. Passing the ball -Choose and make the

Progression of PE

	<ul style="list-style-type: none"> -Run at different speeds. -Begin to use space in a game. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> -Find a useful space and get into it to support teammates. 	<ul style="list-style-type: none"> -Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Using Space -Make the best use of space to pass and receive the ball. 	<ul style="list-style-type: none"> Using Space -Demonstrate an increasing awareness of space. 	<ul style="list-style-type: none"> 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. Possession -Keep and win back possession of the ball effectively and in a variety of ways in a team game. Using Space -Demonstrate a good awareness of space.
--	---	--	--	--	--	---

Outdoor and Adventurous						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Team building (Box) Problem Solving -Begin to identify and start to use effective communication to work as a team. Preparation and Organisation -With support, choose 	<ul style="list-style-type: none"> (Forest School) Team building (Box) Problem Solving -Begin to identify and start to use effective communication to work as a team. Preparation and Organisation -With support, choose 	<ul style="list-style-type: none"> Trails -Orientate themselves with increasing confidence and accuracy around a short trail Problem Solving -Identify and use effective communication to begin to work as a 	<ul style="list-style-type: none"> Trails -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. Problem Solving -Communicate clearly 	<ul style="list-style-type: none"> (Forest School) Trails -Start to orientate themselves with increasing confidence and accuracy around an orienteering course. -Design an orienteering course that can be followed and offers some challenge to others. -Begin to use 	<ul style="list-style-type: none"> Trails -Orientate themselves with confidence and accuracy around an orienteering course when under pressure. -Design an orienteering course that is clear to follow and offers challenge to others. - Use navigation equipment (maps, compasses) to improve

Progression of PE

	<p>equipment that is appropriate for an activity.</p> <p>Communication -Start to communicate with others.</p> <p>Compete and Perform -Begin to complete sections of activities in a set period of time. -With support, offer evaluation of personal performances.</p> <p>Evaluate -Watch and describe the effectiveness of a performance.</p>	<p>equipment that is appropriate for an activity.</p> <p>Communication -Start to communicate with others.</p> <p>Compete and Perform -Begin to complete sections of activities in a set period of time. -With support, offer evaluation of personal performances.</p> <p>Evaluate -Watch and describe the effectiveness of a performance.</p>	<p>team.</p> <p>-Identify symbols used on a key</p> <p>Preparation and Organisation -Begin to choose equipment that is appropriate for an activity.</p> <p>Communication -Communicate with others</p> <p>Compete and Perform -Begin to complete activities in a set period of time. -Begin to offer an evaluation of personal performances and activities.</p> <p>Evaluate -Watch, describe and evaluate the effectiveness of a performance. -Describe how their performance has improved over time.</p>	<p>with other people in a team, and with other teams.</p> <p>-Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>-Associate the meaning of a key in the context of the environment.</p> <p>Preparation and Organisation -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.</p> <p>Communication -Communicate clearly with others. -Work as part of a team. -Begin to use a map</p>	<p>navigation equipment to orientate around a trail</p> <p>Problem Solving -Use clear communication to effectively complete a particular role in a team. -Complete orienteering activities both as part of a team and independently. -Identify a key on a map and begin to use the information in activities.</p> <p>Preparation and Organisation -Choose the best equipment for an outdoor activity -Create an outdoor activity that challenges others. -Create a simple plan of an activity for others to follow. -Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communication</p>	<p>the trail.</p> <p>Problem solving -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.</p> <p>Preparation and Organisation -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.</p> <p>Communication -Communicate clearly and effectively with</p>
--	--	--	--	--	---	--

Progression of PE

				<p>to complete an orienteering course.</p> <p>Compete and Perform</p> <ul style="list-style-type: none"> -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. <p>Evaluate</p> <ul style="list-style-type: none"> -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> -Communicate clearly and effectively with others. -Work effectively as part of a team -Successfully use a map to complete an orienteering course. -Begin to use a compass or navigation. <p>Compete and Perform</p> <ul style="list-style-type: none"> -Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. -Offer a detailed and effective evaluation of both personal performances and activities. -Improve a trail to increase the challenge of the course. <p>Evaluate</p> <ul style="list-style-type: none"> -Choose and use criteria to evaluate own and others' performances. -Explain why they have used particular skills or techniques, and the 	<p>others when under pressure.</p> <ul style="list-style-type: none"> -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. <p>Compete and Perform</p> <ul style="list-style-type: none"> -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. <p>Evaluate</p>
--	--	--	--	--	---	---

Progression of PE

					effect they have had on their performance.	-Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Fitness and Personal Health						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action</p>	Pupils who require additional tuition will continue in Year 6.

Progression of PE

					<p>on front and back with or without support aids. To develop entry and exit, travel further, float</p> <p>and submerge. To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control. Introduction to deeper water. Treading water.</p>	
--	--	--	--	--	---	--