



British Values

Democracy - Children will have the opportunity to practice democratic values including teamwork, cooperation and respect for diversity. Children will learn about the different roles and responsibilities so that they can make good decisions. Every child will have a voice for PE lessons and school sport.

Rule of Law – Children will be taught age appropriate rules, respect and fairness through sporting lessons and activities ensuring they are accountable for their actions. Children will learn the art of sportsmanship so that they can challenge themselves and be competitive both as a team and individually.

Individual Liberty – Children will learn about their own rights and the rights of others including the right to physical safety and respect. By being respectful children will gain a greater appreciation of individual liberty and learn how to make responsible decisions and how they have an impact on others and themselves. Children will recognise and be respectful to individual differences.

Mutual Respect – Children will work together respectfully regardless of differences. They learn to respect other's abilities and achievements to create a sense of community. Mutual respect from children fosters collaboration toward goals to support an inclusive school culture. Children are also taught to respect their environment as well as their peers.

Tolerance – Children are taught about historical, cultural and religious differences through a variety of PE activities. The culture in PE respects the cultural differences. The children are taught about the environment and different activity contexts. Competition is encouraged at school as well as across the community.

Dance - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills	<ul style="list-style-type: none"> Move around in different ways to different types of music changing speeds more movement depending on the music. Learn basic dancing moves and copy. Perform a dance as a group or class. 	<ul style="list-style-type: none"> By listening to the music clap or count the beats of 8. Copy movement given, able to dance keeping time with the music and know which action or dance move come next. Perform a dance as a class or group to an audience 	<ul style="list-style-type: none"> Learn a dance with technical movements changing speed and position or different action happening at the same time. Create in a small group a mini dance to add to the class performance keeping to the theme of dance. When working in a group work together sharing ideas. Perform dance to an audience and receive and give feedback on other groups performances 	<ul style="list-style-type: none"> Create a dance from the beginning to end in their groups. Keeping with the theme of their music. Perform and evaluate themselves and groups performance. Organise and work as part as a team to create dance sharing ideas and knowledge. When performing keep in time with the music and know which section comes next.
Knowledge	<ul style="list-style-type: none"> Show rhythm by listening to the music. Spatial awareness is important to travel around the room and around others. Understand that music changes speed and that movement can match it. You can use different parts of the body to move with. Copying moves can create a dance sequence. Your body can create shapes to form moves. 	<ul style="list-style-type: none"> Focus and concentration is needed when dancing. Dance can be thought of as a narrative. It is important to stretch and staying hydrated. Movements can be sequenced to create a dance. There is 'strong' and 'light' music and there are strong and light movements. There are different levels and directions within a space. When dancing with a partner it is important to be aware of each other and keep time. To know you can use different parts of your body within a dance sequence. To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. To use the correct terminology for body parts involved in dance routines. To know that you can change levels and direction throughout a sequenced dance routine. To know you can use repetition and patterns within dance sequences. 	<ul style="list-style-type: none"> Knows how to improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner/small group Know that they can coordinate different body parts at the same time to create a dance. Can understand that they can create shapes at different levels to ensure a varied routine. Can use everyday movements (running, jumping etc) to create dance moves. Knows how to compose own dances in a creative way. Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music. Dance shows clarity, fluency, accuracy and consistency. Shows increasing knowledge of a varying number of styles of dance. Chooses appropriate style of dance/movements/sequencing as appropriate to the music. Knows the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence. Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. Knows that dance can communicate feelings and narratives. Knows and can state which aspects of own performance were particularly strong and which they could improve on. 	<ul style="list-style-type: none"> Knows how to compose own dances in a creative way, individually, with a partner and within a small group. Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece. Dance shows clarity, fluency, accuracy and consistency of movement. Develop sequences in a specific style of dance. Choose own music and style. Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space. Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. Knows that dance can communicate an idea, as well as feelings and narratives. Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on. Knows how to develop sequences in a specific style.
Vocabulary	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	Counts, pose, level, slow, fast, balance Mirror, action, pathway, direction, speed, timing	Flow, explore, create, perform, match, feedback, expression, reaction, unison, represent, dynamics, control	Posture, canon, formation, performance, relationship, phrase, structure, connect, choregraph, contrast, fluently

National Curriculum Link

- Perform dances using a range of movement patterns.
- Compare their performance with previous one and demonstrate improvement to achieve their personal best.

Gymnastics - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills	<ul style="list-style-type: none"> Move around using different body parts on the floor. Be able to jump safely with 2 feet taking off and land at the same time. Understand and show how to climb up, down and across low and medium height apparatus. 	<ul style="list-style-type: none"> Perform 3 basic jump, show control, coordination and land safely, pencil, star and tuck on the floor and low apparatus. Complete 2 rolls moving slowly and under control. Show the 5 gymnastics shapes in a basic routine on floor. Show creative and interesting travels on different body parts. Developed basic balance skills and use different body parts to hold them on. 	<ul style="list-style-type: none"> Learn 2 more additional jumps, half turn and full turn and perform on floor and low apparatus. Become more confident when climbing going high and adventuring over, under and through apparatus. Understand what body parts are points and patches and show a wider range of balance holding for 5 seconds. Learn to show strength and body control with completing 3 different roles. Show points and patches balances extending and pointing body parts. Be able to work as a team to create counter and group balances Create small routine showing shapes, jumps, roll and balances on the floor. Using the correct technique when climbing up, down, over and through apparatus. 	<ul style="list-style-type: none"> Learn 2 more additional jumps pike and straddle and perform on the floor and apparatus. When showing balances on or off apparatus show good creativity, strength and flexibility. Show coordination when rolling and attempted forward rolls and cartwheel will with success Perform the 5 gymnastic shapes, 7 jumps, and wide range of different balances using points and patches, complete 4 different types of rolls on the floor showing good flexibility, strength and body control using the correct technique. Work as part as a team to create and perform an interesting floor routine, with shapes, jumps, single and group balances, rolls.
Knowledge	<ul style="list-style-type: none"> Know how to listen to and follow instructions Know how to keep themselves safe To know what a jump is. To know how to use the apparatus safely To know some of the different body parts. 	<ul style="list-style-type: none"> To know how to correct stretch muscles in the warm up. To have a basic understanding that conditioning builds muscle strength & endurance. To know how to safely land and finish skills. To know all basic gymnastics shapes. To know how to safely forward roll. To understand that it is important for us to warm up before we start gymnastics. To know that we only jump once on a springboard To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. To know how long balances are held for (3 seconds) To know the rhythm and order of a cartwheel - hand, hand, foot foot 	<ul style="list-style-type: none"> To understand the importance of pulse raising and warm ups. To be able to identify when their pulse has been raised and their body is ready for stretches. To know the main parts of the body that need to be stretched prior to a gymnastics session. To know basic conditioning exercises to increase strength and endurance. To understand the importance of conditioning, stretching and endurance in gymnastics. To know how to safely move equipment. To know how to safely land and finish skills. To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. To understand the differences between a leap and a jump. To know what conditioning exercises will improve specific parts of the body. 	<ul style="list-style-type: none"> To understand the importance of pulse raising and warm ups. To be able to identify when their pulse has been raised and their body is ready for stretches. To know a variety of stretches that will prepare their bodies for a gymnastics session. To know a variety of conditioning exercises to increase stretch and endurance. To understand the importance of conditioning, stretch and endurance in gymnastics. To know how to safely move equipment. To know the terms “progressions” and “preps” and why they are important in developing skills safely. To know a variety of preps for advance skills, such as walkovers and handsprings. To know how to safely land and finish skills. To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances. To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. To understand the differences between a leap and a jump. Knows how to create their own complex sequences involving the full range of actions and movements. Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Knows how to confidently use equipment to vault and incorporate this into sequences. Knows how to apply skills and techniques consistently, showing precision and control. Knows how to develop strength, technique and flexibility throughout performances.
Vocabulary	Move, copy, over, shape, space, rock, around, safely, sideways, travel, forwards, backwards	Action, jump, roll, level, direction, speed, point, balance, link, pathway, sequence, tuck, straddle, speed, star, pike	Flow, explore, create, matching, interesting, control, contrasting, technique, quality, apparatus, perform, extension, inverted	Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression, momentum, fluently, stability, formation, counter balance, counter tension

National Curriculum Link

- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous one and demonstrate improvement to achieve their personal best.

Invasion games – rugby, netball, football, basketball, hockey - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills	<p>Fundamental movement .Developing fundamental movement. . Runing, skipping, side stepping moving backward.</p> <p>Throwing and catching / Passing and receiving . catching and hand position . Using both technique when throwing.</p> <p>Traveling with sport equipment (stick, racket, ball) Hold the equipment in the correct way and safely. Understand which body part the need to use in each sport.</p>	<ul style="list-style-type: none"> • Throwing and Catching: • 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. • Travelling with a Ball: • Bounce and kick a ball whilst moving. Use kicking skills in a game. • Use dribbling skills in a game. • Passing a Ball: • Know how to pass the ball in different ways. • Using Space: • 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. 	<ul style="list-style-type: none"> • Throwing and Catching / passing and receiving . Using the correct hand position make a W . Using the correct technique across different sports . Using the correct technique in a game/match activity. . Be able to judge distances between player to put the correct power into the pass. .Traveling/Dribbling with the ball .Using the correct technique to travel/dribble with the ball Using the correct technique show traveling/dribbling with the ball in a game/match activity .Tackling and opposition .Using the correct technique show how to tackle an opposition .Using the correct technique show how to tackle and opposition in a game/match activity. . Defending and attacking Show and be a part of organising position to attack and defend in a game/match. When defending in a team, move and position themselves on the pitch or court. When attacking in a team, move and position themselves on the pitch or court. Match/Game Show organisation to get a team or themselves ready to play. When playing understand the rules of the games 	<ul style="list-style-type: none"> • Throwing and Catching / passing and receiving Show all other basic skills learnt in previous years in game/matches • Traveling/Dribbling with the ball Show all other basic skills learnt in previous years in game/matches • Tacking and opposition Show all other basic skills learnt in previous years in game/matches • Defending and attacking • Understand their teams role of attacking and defending when playing match. • Know which areas of the pitch to attack and how to create space on the pitch. • Know when defending to make their team close play and space down forcing the opposition to the centre of the pitch. Support when attacking or defending. Know what a set play is (Corners, throwing and free kicks) understand what their role maybe in that apart of the game. • Match/Games • Know most the rules played in games and match. • Be able to organise their team into position and roles.
Knowledge	<p>know how to travel therefore I can:</p> <ul style="list-style-type: none"> . move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. . I can experiment in traveling in different directions such as backwards and sideways . experiment with different ways of moving • negotiates space successfully adjusting speed or changing direction to avoid obstacles. <p>I know how to use a ball and therefore I can:</p> <ul style="list-style-type: none"> - roll and receive a ball individually and with a partner - pass a ball around different body parts - pat and bounce a ball downwards - individually throw and catch a ball high and low - throw and catch a small ball and bounce it downwards - aim at a target, individually and with a partner - kick and dribble a ball 	<p>I know how to travel with control and fluency and therefore I can:</p> <ul style="list-style-type: none"> • use different ways of traveling with increasing speed and agility • 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 <p>I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can:</p> <ul style="list-style-type: none"> • Demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: • show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction • show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move 	<p>I know how to combine travelling skills with strategies for attacking and defending, therefore I can:</p> <ul style="list-style-type: none"> • Move into space • Move and signal to obtain possession - move with equipment using a range of techniques showing control and fluency, whilst considering my next move <p>I know how to use and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> • Play confidently in small sided invasion games using various formations. • Use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) • Use a range of tactics to keep possession of the ball and get into position to shoot or score. • ball and intercept • play within the rules • recognise aspects that need improving • Understand how to dodge, mark, signal for the • <p>I know how to use, apply and vary net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> • play shots on both sides of the body and from above the head with reasonable control 	<p>I know how to select and apply footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> • Apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, • Move at different speeds and in different directions and transfer this into a game scenario • Move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction <p>I know how to select and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> • understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation • play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal. <p>Know and understand the positions</p> <ul style="list-style-type: none"> • I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and

	<p>I know how to play small sided games and therefore I can: - follow simple rules</p>	<ul style="list-style-type: none"> • Demonstrate passing and receiving skills when under pressure • Understand and demonstrate striking, passing and receiving with a partner using a range of apparatus • Understand and use 'beat your own record' activities to put skills under pressure and improve performance • I know how to play group games and invent rules and therefore I can: • identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass - understand and use simple tactics e.g. passing at different angles to outwit an opponent • Understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball • Play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills • Play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game • Understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc) 	<p>understand how to position their bodies to receive a ball coming from different heights and angles</p> <ul style="list-style-type: none"> • recognise where there are spaces on an opponent's court and try to hit into them • recognise which things they need to practise more 	<p>shooting</p> <ul style="list-style-type: none"> • Understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games
Vocabulary	Travel, Stop, Speed, Fast, medium, Slow, Direction, Pathways, follow, Infront, behind, beside, on top.	Coordination, balance, agility. Control, transfer, opposition, pitch, teammate, goal, try, points	Marking, attacking, defending, leading, overlap, Line pass, square pass, overhead pass, interception, tackling, volley, footwork, cooperatively	Counter attacking, press, counter cover, tactics, foul, pressure, onside, offside, support, formation, turnover, contest, conceding.

National Curriculum Link				
<ul style="list-style-type: none"> • Play competitive, modified games and apply basic principles suitable for attacking and defending • Using running, jumping, throwing and catching in isolation and combination. • Compare their performance with previous one and demonstrate improvement to achieve their personal best. 				

Athletics - Progression of Knowledge and Skills				
	EYFS	KS1	LKS2	UKS2

Skills	<ul style="list-style-type: none"> . 25 meter Sprint . Compete a 25 meter running race . Show what then need to do on each start commands are to start the race. . Long Distance . Complete a 100m long distance without walking or stopping. .Standing long jump . Jump with 2 feet leaving the floor and land on 2 feet at the same time. .Over arm throw . Throw a small object using the over arm technique. 	<ul style="list-style-type: none"> • 30 meter sprint • Compete a 30m sprint trying to show the hip lip arm technique. • Long Distance • Complete a 200m long distance without stopping or walking attempting to go slow the first half and speed up the second. • Standing long jump • Show a stand long jump using their arms to create momentum and complete a distance around 40cm. • Overarm Throwing • Show an over arm throw using the correct technique reaching a distance over 5m. 	<ul style="list-style-type: none"> • 50 meter sprint • sprint, showing running on the balls of the feet, • Using hip to lip running arming technique. • Eyes focus straight ahead. • lean their body towards the finish line at the end of the race • Long Distance running • Complete 400m long distance run pacing themselves and showing a sprint towards the end. • Standing long jump • Achieve a highest score possible doing a standing long jump, rocking heel to toes, hip swing backward and forward. • Overarm Throwing • Throw a ball or a vortex over arm reaching a distance around 7.5m-10m. • Show good technique overarm throwing technique 	<ul style="list-style-type: none"> • 75 meter sprint • Compete a 75meter sprint with good technique • Eyes looking straight ahead at the finish line • Hip lip arm work, with a straight back chest out • Good even strides • Dipping head and shoulder towards the finish line. • Long Distance running • Complete a 600m long distance race pacing themselves with a sprint toward the end. • Standing long jump • When doing a long jump try to achieve the highest score possible, showing good technique with body. Knowing how to improve their technique to improve score. • Overarm Throwing • Throw a ball or vortex over arm showing a small run up or sidestep, achieving a distance around 12m or higher.
Knowledge	<ul style="list-style-type: none"> • I know how to run, therefore I can: - run with control, showing good posture and balance - start, stop and change pace with control in response to instructions run and change direction - show awareness of space and safety of others • I know how to throw, therefore I can: roll a ball accurately - practise throwing different equipment over lines, into space and at targets • I know how to jump, therefore I can: - practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely - demonstrate control in landing - explore how to jump high and how to jump far - I know and understand how to take part in competition, therefore I can: - individually practise to improve compete against myself, to improve my personal best 	<ul style="list-style-type: none"> • I know how to run, therefore I can: - develop a technique to use in short distance running and when following a curved line - pace myself when running and travel at different speeds, starting to be aware of my different stride lengths - run over a series of hurdles without knocking them over • I know how to throw, therefore I can: - push throw with two hands and with a bounce - underarm throwing (fling throw) for distance and accuracy - pull throw (overarm throwing) • I know how to jump, therefore I can: - jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot) - jump for height with control, showing an understanding of how the arms can affect jumping for height - using different patterns of take offs and landings, increase my ability to jump far • I know and understand how to take part in competition, therefore I can: - perform learnt skills with increasing control • - compete against myself and others 	<ul style="list-style-type: none"> • I know how to develop my skills and knowledge in relation to running, therefore I can: - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners • I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw - I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump - I know and understand how to take part in competition, therefore I can: - adapt my performance to focus on being the best I can be 	<ul style="list-style-type: none"> • know how to develop my skills and knowledge in relation to running, therefore I can: - understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run • I know how to develop my skills and knowledge in relation to throwing, therefore I can: - display a strong release position and strong braced side - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles • I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand that a long stride will help increase distance or height - explain the need to start consistently from their own special starting position and to mark out a run up • I know and understand how to take part in competition, therefore I can: - perform as an athlete but also take on the role of an official •
Vocabulary	Push, stop, space, jump, balance, safely	Heart, lungs, exercise, mood, body, strong, pace, race, speed, jog, steady, sprint	Strength, accurately, distance, balance, control, technique, coordination, healthy, progress, muscle, stamina	Technique, momentum, rhythm, agility, drive, power, generate force, measure, analyse, continuous, flexibility, record

National Curriculum Link

- Play competitive, modified games and apply basic principles suitable for attacking and defending
- Using running, jumping, throwing and catching in isolation and combination.
- Compare their performance with previous one and demonstrate improvement to achieve their personal best.

Striking and Fielding- Cricket, rounders, Badminton and tennis - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills	Not applicable at KS1	<ul style="list-style-type: none"> • Not applicable at KS1 	<ul style="list-style-type: none"> • Understand their role and a few other roles they may play in the game when fielding. • When batting, know when to run and not to run and think tactically when a good time is to move or stop. • When fielding has confidence in deciding to achieve an outing of an opposition. • Know and show how to out a player by catching them, stumping them or forcing a run out. • When bowling over arm sometime get the ball in the batting area. • Understand their role and a few other roles they may play in the game when fielding. • When batting, know when to run and not to run and think tactically when a good time is to move or stop. When fielding has confidence in deciding to achieve an outing of an opposition. • Know and show how to out a player by catching them, stumping them or forcing a run out. 	<ul style="list-style-type: none"> • Know all the rules of the • Primary level in the game of • rounders and be able to score • and partly referee a game. • When hitting, attempt to place • the ball to avoid fielders. • When batting think about • clearing bases, communicating • to team members to run or • stop when safe. • When fielding adjusting their • position depending on the • batter, i.e. left-handed hitter or • right-handed hitter. • Know all the roles of all players • fielding and what they would • do in situations that may
Knowledge	•	•	<ul style="list-style-type: none"> • I know how to use and apply striking and fielding games skills, therefore I can: - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) • Throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) • strike a ball along the ground or through the air in different directions with control • Understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it • Combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies . 	<ul style="list-style-type: none"> • I know how to select and apply striking and • fielding games skills, therefore I can: - know, understand and show correct striking stance and direct the ball away from fielders • using different angles and speeds - bowl in competitive situations and understand. • strategies that can be deployed between bowler / wicket keeper / backstop / bases - field the ball and return it with an overarm throw - know when to run after hitting a ball - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters
Vocabulary			Footwork, positioning, follow through, underarm, over arm, strike, grip, rounder, backstop, technique, stumped.	Pressure, outwit, support, tactics, obstruction, consecutive, consistently.

National Curriculum

- Play competitive, modified games and apply basic principles suitable for attacking and defending
- Using running, jumping, throwing and catching in isolation and combination.
- Compare their performance with previous one and demonstrate improvement to achieve their personal best

Swimming - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills	<ul style="list-style-type: none"> • Swim a short distance between 5 and 20 metres unaided using one consistent stroke • Propel themselves over longer distances using swimming aids • Move with more confidence in water including submerging themselves fully • Enter and exit the water independently • Float and regain to standing confidently Push and glide and transition from glide to stroke • Attempt skill of sculling and use to propel themselves • Apply basic arm and leg action to 'doggy paddle' 	<ul style="list-style-type: none"> • Swim over greater distance of 10 and 20 metres with confidence in shallow water • Begin to use basic swimming techniques including correct arm and leg action • Attempt to use basic breathing patterns when swimming • Enter and exit the water in a variety of ways • Work in collaboration to perform group challenges such as group floats • Submerge, sink, roll and rotate underwater • Attempt surface dive 	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes • Implement good breathing technique to allow for smooth stoke patterns • Have attempted personal survival techniques as an individual and a group with success • Link lengths together with turns and attempt a tumble turn in isolation and during stroke • Surface dive and travel to the bottom of the pool to collect objects • Work up to crouching dive • Work in pairs to refine stroke technique and suggest ways they can improve • Swim competently, confidently and proficiently over a distance of at least 25 metres 	
Knowledge	<ul style="list-style-type: none"> • I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none"> - scoop the water to wash face and hair - and be at ease with water from overhead - blow bubbles a minimum of three times with nose and mouth submerged - move into a stretched floating position using aids, equipment or support - regain an upright position from floating on the front (aids may be used) - push and glide in a horizontal position to or from the pool wall - take part in a teacher led partner orientated game • I know how to use a range of strokes effectively, therefore I can: <ul style="list-style-type: none"> - move forwards, backwards and sideways for a distance of 5m - travel on the back and front for a distance of 5m (aids may be used) • I know and understand about water safety, therefore I can: <ul style="list-style-type: none"> - enter the water safely (using steps or swivel entry) - demonstrate an understanding of pool rules - recognise and understand beach flags - exit the water safely • - have an understanding of the water safely code 	<ul style="list-style-type: none"> • I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none"> - travel on back and roll in one continuous movement onto front - travel on front and roll in one continuous movement onto back - perform 3 different jumps into deep water (one must be a straddle jump) - perform a horizontal stationary scull on the back - perform a head first sculling action for 5m - perform a feet first sculling action on the back - perform a sculling sequence with a partner for 30-45secs to include a rotation - tread water for 30secs - perform a handstand and hold for a minimum of 3secs - perform a forward somersault, tucked in the water • I know how to use a range of strokes effectively, therefore I can: <ul style="list-style-type: none"> - kick 10m Backstroke (one item of equipment may be used) - kick 10m Front Crawl (one item of equipment may be used) - kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) 	<ul style="list-style-type: none"> • I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none"> - submerge to pick up an object from the pool floor (full reach depth) - participate in a game of mini polo - in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation - tread water for 20secs • I know how to use a range of strokes effectively, therefore I can: <ul style="list-style-type: none"> - swim 10m Front crawl, Breaststroke or • Backstroke (two out of three must be chosen) - swim 25m (own choice of stroke) - swim 25m to a floating object (own choice of stroke) - swim 10m retaining a floating object • I know and understand about water safety, therefore I can: <ul style="list-style-type: none"> - enter the water safely (swivel entry, surface dive or straddle jump) - float or scull waving one arm and shout for help - demonstrate the HELP position - in groups demonstrate the Huddle position - swim using a long front paddle to the side (survival stroke) 	

		<ul style="list-style-type: none"> - swim 10m (own choice of stroke) • I know and understand about water safety, therefore I can: - enter the water safely from a jump - perform a shout and signal rescue • - exit deep water without the use of steps 	<ul style="list-style-type: none"> - exit the pool from at least full reach depth without using the steps • - discuss as a group which skills might be used to self-rescue in different situations
Vocabulary	Exit, enter, front, travel, rules, safely, kicking, back, pulling, splash, unaided, gliding, floating, breathing	Sculling, crawl, breaststroke, submersion, rotation, backstroke, stoke, huddle, alternate, survival, treading water, buoyancy	Exhale, flutter kick, surface, somersault, inhale, personal best, endurance, propel, continuous, streamline, synchronised, retrieve

National Curriculum Link

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations

Outdoor adventure (Forest School, Orienteering) - Progression of Knowledge and Skills

	EYFS	KS1	LKS2	UKS2
Skills		<p>Problem Solving</p> <ul style="list-style-type: none"> • Communicate with other people in a team, and with other teams. • Have experience of a range of roles within a team. • Understand the meaning of a key. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • Try a range of equipment for creating and completing an activity. • Make a decision on the best equipment to use for an activity. <p>Communication</p> <ul style="list-style-type: none"> • Communicate with others. • Work as part of a team. • 	<ul style="list-style-type: none"> • Problem Solving • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. <p>Communication</p> <ul style="list-style-type: none"> • Communicate clearly with others. • Work as part of a team. • Begin to use a map to complete an orienteering course. • 	<p>Problem Solving</p> <ul style="list-style-type: none"> • 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>Preparation and Organisation</p> <ul style="list-style-type: none"> • 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>Communication</p> <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 for navigation. •
Knowledge	•	•	<ul style="list-style-type: none"> • Knows how to follow a map in a (more demanding) familiar context • Knows how to follow a route within a time limit • 	<ul style="list-style-type: none"> • Knows how to design a map for others to follow in a (more demanding) familiar context • Knows the approximate amount of time that their own devised route will take and is able to follow a set route within and allocated time limit •
Vocabulary				

National Curriculum Link

- Is able to take part in outdoor and adventurous activity challenges both individually and within a team