



Leaffield C.E. Primary School: Physical Education (P.E.) Progression and Skills

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic: Cycle 1	Me and my community Once upon a time; Sparkle and Shine Starry night; Winter wonderland Ready, Steady, Grow Dangerous Dinosaurs, Shadows and Reflections Big Wide World; Moving on	Enchanted Woodland Moon Zoom Bright Lights, Big City School Days		Through the Ages Rocks, Relics and Rumbles Emperors and Empires		Chinese Dynasties Groundbreaking Greeks Sow, Grow and Farm	
Topic: Cycle 2	Me and my community Once upon a time; Sparkle and Shine Starry night; Winter wonderland Ready, Steady, Grow Dangerous Dinosaurs, Shadows and Reflections Big Wide World; Moving on	Movers and Shakers Coastline Mighty Monarchs		Invasion Misty Mountain, Winding River Ancient Civilisations		Maafa Frozen Kingdoms Britain at War	

Aspect	Reception	Year 1/ Year 2	Year 3/ Year 4	Year 5/ year 6
Gymnastics	<p>Travel with control in a variety of ways.</p> <p>Move different parts of the body in a controlled way when stationary.</p> <p>Use a range of equipment to move with, on/off, over, under, along and through.</p> <p>Know, understand & demonstrate how to move objects and equipment safely.</p> <p>Use a range of small equipment and apparatus with increasing control and accuracy.</p> <p>Show an awareness of personal and general space.</p> <p>Start and stop on a given signal. Travel with changes of speed.</p>	<p>Demonstrate a range of actions for basic skills showing control, co-ordination & consistency on the floor & using apparatus:</p> <p>Travel confidently & competently on different body parts, including hands & showing different shapes.</p> <p>Bounce, hop, spring, jump and land using a variety of take-offs and landings.</p> <p>Rotate & twist on different body parts and roll sideways and forwards.</p> <p>Hold a still, balanced position on large and small body parts/combination of body parts.</p> <p>Use space & apparatus safely.</p> <p>Lift, carry and erect their own apparatus, co-operating in small groups.</p> <p>Choose appropriate movements or skills they have learned and link them creatively:</p> <p>Plan sequences or patterns of 3 or more movements which they can remember & repeat</p> <p>Show sequences which have a clear beginning, middle & end.</p>	<p>Know & use an increased range of skills both on the floor and on apparatus showing greater control & accuracy:</p> <p>Travel fluently in a variety of ways & demonstrate different pathways.</p> <p>Understand & demonstrate a change of front or direction.</p> <p>Bounce & jump to receive & transfer body weight safely.</p> <p>Rotate & roll on different body parts in different directions showing variety of shape, size & speed.</p> <p>Balance to show specific planned shapes eg. symmetrical & asymmetrical.</p> <p>Use space & more complex apparatus safely & co-operate in pairs & small groups.</p> <p>Be responsible for the safe moving & construction of their own apparatus.</p> <p>Select appropriate skills & movements to plan & create sequences:</p> <p>Understand & show how to move into and from a range of skills with control.</p>	<p>Identify & demonstrate a wide range of skills both on the floor & apparatus and use them in sequences with greater precision, fluency & consistency:</p> <p>Travel fluently in a variety of ways taking weight on hands. Show fluency & control when performing travelling skills & travel rhythmically with a partner or small group in synchronisation or canon.</p> <p>Understand & demonstrate the 5 basic jumps showing different shapes & directions in the air, and show flight from feet to hands & back to feet again.</p> <p>Identify & use rotation or rolling around 3 different axes.</p> <p>Use balances to make holes or barriers for a partner to travel over, under or around & to match, mirror & contrast with a partner. Make linked balances with a partner & extend them by pushing or pulling against a partner in counter-balance/counter-tension.</p> <p>Use space & apparatus safely in 2s and small groups.</p> <p>Know the principles of safe siting of apparatus & take apparatus allocated to construct their own simple groups specific for the purpose.</p>

	<p>Move & respond to a range of stimuli including percussion, voice, taped music, sometimes showing rhythm and movement memory and sometimes demonstrating independent thought.</p> <p>Take turns with equipment. Follow the rules of a game.</p> <p>Share space and equipment safely with others.</p> <p>Dress and undress independently.</p> <p>Develop positive attitudes towards a healthy lifestyle.</p>	<p>Demonstrate an understanding of how to create different pathways and move in different directions.</p> <p>Demonstrate contrasts in level, speed & shape.</p> <p>Perform a limited range of skills with a partner on the floor & apparatus using simple relationships (eg. Follow my leader) & working side by side.</p> <p>Describe actions that they & others are doing:</p> <p>Observe & copy the movements of others.</p> <p>Use the observation & information to practise and improve the quality & control of their own work.</p> <p>Use the understanding to adapt work safely from floor to apparatus.</p> <p>Use appropriate vocabulary to describe what they & others are doing.</p> <p>Recognise & describe how their bodies feel when fully extended:</p> <p>Be active throughout the lesson & willingly practise to improve.</p> <p>Feel a rise in temperature & feel that they become tired after vigorous activity.</p>	<p>Identify & use planned variations in speed levels, directions & pathways.</p> <p>Create sequences with a partner on floor & apparatus using a range of relationships (eg. Follow my leaders, side by side & travelling over & under).</p> <p>Recognise & describe how well a sequence has been formed using appropriate terminology:</p> <p>Describe what they intend to produce.</p> <p>Observe & describe the movements of others in appropriate language.</p> <p>Understand what makes a good sequence.</p> <p>Analyse & say why they like a sequence & use the information to practise & improve their own work.</p> <p>Recognise that gymnastic activity is a good activity for health & well-being and how to practise safely:</p> <p>Know that regular exercise improves health, makes you feel good & maintains a healthy body weight.</p> <p>Know that exercise helps body parts to work well.</p> <p>Know that exercise strengthens bones & muscles and helps to keep joints flexible.</p>	<p>Design & create imaginative sequences and develop them in more challenging circumstances:</p> <p>Identify & use planned variations in speed, levels, directions & pathways.</p> <p>Understand that a well balanced sequence contains elements of all categories of movement: travel, jump, turn & balance.</p> <p>Adapt, refine & develop movement & skills to work co-operatively & sympathetically with a partner, or in small groups, and understand the range of partner relationships which may be used.</p> <p>Sustain concentration & practise to improve.</p> <p>Adapt & transfer sequences from floor to more challenging apparatus.</p> <p>Observe & analyse a sequence then evaluate it using appropriate terminology & suggest ways to improve it:</p> <p>Understand the compositional principles of sequencing & recognise when they are absent.</p> <p>Work independently as an individual or collectively in pairs or small groups to construct, practise, evaluate & improve the composition and quality of a sequence of movement.</p>
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		See that different muscles & limbs are working hard, and that faces look red after vigorous exercise.		<p>Accept advice & use it in a reflective way to improve the quality of their work.</p> <p>Understand the short-term effect of exercising in gymnastic activities & how to warm up and practise safely:</p> <p>Know that large working muscles need a supply of oxygen to keep going & this is provided by faster breathing & heart rate.</p> <p>Know that temperature increases as working muscles produce energy as heat, and the skin becomes moist & sticky in order to cool the body down & avoid overheating.</p> <p>Know that we become flushed during exercise or after exercise because blood vessels become wider & closer to the surface of the skin.</p> <p>Know how to warm up & cool down and the reasons for doing so.</p>
Dance (DDMXI)	Move confidently and safely in their own and general space whilst exploring basic actions; e.g.	Move confidently and safely in their own and general space whilst exploring basic actions; e.g. travelling, jumping and balancing. Create and repeat a variety of short dances inspired by a range of stimuli. (Revisited from EYFS.)	Perform dances, focusing on creating, adapting and linking a range of dance actions, inspired by a variety of subjects, including some traditional, social and/or historical dances.	Learn different styles of dance and focus on dancing with other people. Create, perform and watch dances in a range of styles working with partners and groups.

	<p>travelling, jumping and balancing. Create and repeat a variety of short dances inspired by a range of stimuli.</p> <p>Explore moving into a free space individually, with a partner and a small group.</p> <p>Explore different ways to move body parts.</p> <p>Explore and identify basic travelling movements whilst moving confidently in the space.</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli. Explore jumping in a space.</p> <p>Create a simple dance sequence using movements</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.</p> <p>(Revisited from EYFS)</p> <p>Explore moving into a free space independently, with a partner and a small group.</p> <p>Explore different ways to move body parts.</p> <p>Explore and identify basic travelling movements whilst moving confidently in the space.</p> <p>Explore moving different body parts in contrasting ways, in relation to stimuli.</p> <p>Explore jumping in a space.</p> <p>Create a dance phrase using basic travel and jumping actions.</p> <p>Explore gesture using a variety of body parts.</p>	<p>Work with a partner and in small groups, developing an awareness of the historical and cultural origins of different dances.</p> <p>Create characters and narrative through movement and gesture.</p> <p>Gain inspiration from a range of subjects.</p> <p>Consider how to use movement to explore and communicate ideas and issues, and own feelings and thoughts.</p> <p>Move to a beat or rhythm, using basic actions.</p> <p>Move to a rhythmic pattern.</p> <p>Link the key movements to form the DDMIX African dance sequence.</p> <p>Create a short dance phrase using the rhythmic pattern of an African dance.</p> <p>Work in groups to combine African inspired dance phrases.</p> <p>Perform, watch & evaluate a dance sequence, providing constructive feedback.</p> <p>Identify dynamics in music and apply the appropriate movement.</p> <p>In response to visual stimuli, create a movement phrase using dynamics.</p>	<p>Consider how to use movement to explore and communicate ideas and issues, and own feelings and thoughts.</p> <p>Develop an awareness of the historical and cultural origins of different dances.</p> <p>Focus on different characters and visual images as the starting point for composing, performing and watching dance.</p> <p>Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison.</p> <p>Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison.</p> <p>Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group.</p> <p>Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics.</p> <p>Link the key movements to form the DDMIX Hand jive. Create their own hand jive sequence.</p> <p>Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.</p>
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	<p>inspired by specific characteristics.</p> <p>Create a dance phrase using basic travel and jumping actions.</p> <p>Explore gesture using a variety of body parts.</p> <p>Explore and understand balance, using visual images.</p> <p>Use gestures and movement to convey a character.</p> <p>Use travel, jumps and balance to create a simple dance sequence.</p> <p>Create a dance sequence, using a character as a stimulus.</p>	<p>Use gestures and movement to convey a character.</p> <p>Explore and understand balance, using visual images.</p> <p>Create a dance sequence, using a character as a stimulus.</p> <p>(New to KS1) Explore different travelling movements that express a feeling.</p> <p>Perform a movement phrase that illustrates a feeling. Change the order of movements to create a dance sequence using contrasting feelings.</p> <p>Explore different feelings using music as stimuli.</p> <p>Mirror movements of a partner.</p> <p>Create a dance phrase, using music as the stimulus.</p> <p>Adapt a dance sequence to communicate a mood or a feeling.</p> <p>Explore and identify a range of actions with levels.</p> <p>Create and perform a motif to music</p>	<p>Combine two phrases to create a dance of two parts (binary: AB).</p> <p>Demonstrate the use of dynamics through a Japanese dance.</p> <p>Use shape and formation when performing the key movements of a Japanese dance.</p> <p>Create a beginning and an end to the DDMIX Japanese dance.</p> <p>Work constructively in groups.</p> <p>Learn the key movements of the DDMIX 1980s & Disco dances, demonstrating clear dynamics.</p> <p>Link the 1980s key movements to form a dance. Perform with a partner using changes of level and direction.</p> <p>Create a character & narrative within a 1980's dance.</p> <p>Create a dance sequence with a narrative from everyday activities.</p> <p>Make changes of level and direction to an everyday activity dance sequence, whilst applying group formation.</p> <p>Combine the everyday activity sequence into the DDMIX 1980's dance. Perform and evaluate dance sequence.</p>	<p>Learn the key movements of the DDMIX Arabic dance, demonstrating clear dynamics.</p> <p>Link key movements to form the DDMIX Arabic dance.</p> <p>Choreograph an Arabic dance sequence, focusing on contrasting dynamics.</p> <p>Apply a choreographic device to an Arabic dance sequence.</p> <p>Create an Arabic dance sequence by linking given and devised movements.</p> <p>Perform an Arabic dance using contrasting dynamics and expression.</p> <p>Learn the key movements of the DDMIX Charleston dance, demonstrating clear dynamics.</p> <p>Link the Charleston key movements to form a sequence. Use expression and scale of movement to show character.</p> <p>Perform a Charleston dance, using expression for comic effect.</p> <p>Learn the key movements of a 1960s dance, demonstrating clear dynamics.</p>
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		<p>with a partner.</p> <p>Create a beginning to a dance sequence that uses simple canon.</p> <p>Create & perform a dance sequence with clear beginning, middle and end.</p> <p>Explore jumping and gesture. Explore turning and movement qualities.</p> <p>Explore changes of speed and level using shapes and actions.</p> <p>Explore and create moments of stillness. Identify qualities of movement and apply them to portray a character.</p> <p>Create movements associated with animals you would find in Africa.</p> <p>Create motifs to represent animals/ creatures, using Safari as a stimulus.</p> <p>Link movements to motifs to create a dance sequence, using Safari as a stimulus.</p> <p>Create the beginning of a dance sequence.</p> <p>Create a simple dance sequence using movements inspired by specific characteristics.</p> <p>Use travel, jumps and balance to create a simple dance sequence.</p>	<p>Explore simple canon using disco movements.</p> <p>Apply cumulative canon and unison to a disco dance.</p> <p>Create a disco dance sequence inspired by visual stimuli.</p> <p>Experiment with different levels, direction and group formations in a disco dance sequence.</p> <p>Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. Work constructively as a group.</p>	<p>Link the key movements to form the 1960s dance. Create a 1960s sequence from auditory stimuli.</p> <p>Perform a 1960s dance sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.</p> <p>Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics.</p> <p>Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance.</p> <p>Understand how a dance is formed. Create a motif using pictures as stimuli.</p> <p>Create a Bollywood dance phrase to tell a story.</p> <p>Link a motif and a phrase to form a dance, adding a clear beginning and end.</p> <p>Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback.</p>
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		<p>Link and adapt dance sequences.</p> <p>Create and perform two linked dance sequences.</p> <p>In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus.</p> <p>Create a dance sequence with a clear beginning, middle and end, focussing on movement qualities.</p> <p>Create a dance sequence using contrasting movement qualities.</p> <p>Perform a dance sequence in a group, using changes of speed.</p> <p>Perform a dance sequence as a class, focusing on linking movements and formation.</p> <p>Understand the importance of warming up the body. Create a warmup sequence.</p>		
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<p>Games</p>	<p>Striking & hitting a ball (striking sports):</p> <p>Hit a ball with a bat or racquet.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Roll equipment in different ways. Throw underarm Throw an object at a target. Catch equipment using 2 hands.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Move a ball in different ways, including bouncing & kicking.</p> <p>Use equipment to control a ball.</p>	<p>Striking & hitting a ball (striking sports):</p> <p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking & fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Throw underarm & overarm.</p> <p>Catch & bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing & consistent catching.</p> <p>Throw different types of equipment in different ways, for accuracy & distance.</p> <p>Throw, catch & bounce a ball with a partner.</p> <p>Use throwing & catching skills in a game. Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p>	<p>Striking & hitting a ball (striking sports):</p> <p>Demonstrate successful hitting & striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Practise the correct batting technique & use it in a game.</p> <p>Strike the ball for a distance.</p> <p>Use a bat or racquet or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm. Build a rally with a partner.</p> <p>Use at least 2 different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving & stationary ball.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Throw & catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball & use it in a game.</p> <p>Perform a range of catching & gathering skills with control.</p>	<p>Striking & hitting a ball (striking sports):</p> <p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique & use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</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> <p>Understand how to serve in order to start a game.</p> <p>Throwing, catching and passing a ball (net/wall games, handball, netball):</p> <p>Consolidate different ways of throwing & catching, and know when each is appropriate in a game.</p> <p>Throw & catch accurately and successfully under pressure in a game.</p> <p>Pass a ball with speed & accuracy using appropriate techniques in a game situation.</p>
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	<p>Move safely around the space & equipment.</p> <p>Travel in different ways, including sideways & backwards.</p> <p>Play a range of chasing games.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Follow simple rules.</p> <p>Control body when performing a sequence of movements.</p> <p>Participate in simple games. Talk about what they have done. Talk about what others have done.</p>	<p>Vary types of throw used. Pass the ball to another player in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards & backwards) with control & fluency.</p> <p>Bounce & kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Use different ways of travelling at different speeds & following different pathways, directions or courses.</p> <p>Change speed & direction whilst running.</p> <p>Begin to choose & use the best space in a game.</p> <p>Begin to use the terms attacking & defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Catch with increasing control & accuracy.</p> <p>Throw a ball in different ways (eg. High, low, fast or slow)</p> <p>Develop a safe & effective overarm bowl.</p> <p>Develop different ways of throwing & catching.</p> <p>Pass the ball in 2 different ways in a game situation with some success.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Move with a ball in a variety of ways with some control.</p> <p>Use 2 different ways of moving with a ball in a game.</p> <p>Move with the ball using a range of techniques showing control & fluency.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Occasionally contribute towards helping their team to keep & win back possession of the ball in a team game.</p>	<p>Choose & make the best pass in a game situation, and link a range of skills together with fluency eg. passing & receiving the ball on the move.</p> <p>Travelling with a ball, possession, using space, attacking & defending (football, hockey/quicksticks):</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways and begin to link together.</p> <p>Show confidence in using ball skills in various ways in a game situation and link these together effectively.</p> <p>Keep and win back possession of the ball effectively in a variety of ways in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Demonstrate a good awareness of space.</p> <p>Choose the best tactics for attacking & defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>
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		<p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform using a range of actions & body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities & team games.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Find a useful space && get into it to support teammates.</p> <p>Make the best use of space to pass & receive the ball.</p> <p>Use simple attacking & defending rules skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Use a range of attacking & defending skills & techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Apply & follow rules fairly.</p> <p>Understand & begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking & fielding game fairly.</p> <p>Vary the tactics they use in a game, Adapt rules to alter games.</p> <p>Develop the quality of the actions in their performances.</p>	<p>Think ahead & create a plan of attack & defence.</p> <p>Apply knowledge of skills for attacking & defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Tactics & Rules, Compete & Perform, Evaluate (all games):</p> <p>Know when to pass & when to dribble in a game.</p> <p>Devise & adapt rules to create their own game.</p> <p>Follow & create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Consistently perform & apply skills and techniques with accuracy & control.</p> <p>Perform & apply a variety of skills & techniques confidently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics & composition.</p>
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Athletics		<p>Running:</p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance. Jog in a straight line.</p> <p>Change direction when jogging. Sprint in a straight line.</p>	<p>Running:</p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p>	<p>Running:</p> <p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p>

		<p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Jumping:</p> <p>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.</p> <p>Perform a short jumping sequence. Jump as high as possible.</p>	<p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Jumping:</p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Throwing:</p>	<p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping:</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p>
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Outdoor Learning/ Forest School			<p>Preparation & Organisation:</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>Preparation & Organisation:</p> <p>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.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>

				Prepare an orienteering course for others to follow.
Swimming		<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Performs safe self-rescue in different water-based situations</p>