Physical Education Progression – Knowledge

Our intent is to: foster a lifelong love of physical activity. We focus on developing fundamental movement skills like agility, balance, and coordination, ensuring all children build the confidence to participate in a wide range of sports and lead healthy, active lives.

| Whole school Physical Education –Knowledge | | | | | | |
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| Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| ***Body management***<br>Explore balance and managing own body. Stretch, reach, and extend in a variety of ways and positions. Control the body and perform specific movements on command.<br>***Speed and Agility***<br>Change direction at speed. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.<br>***Cooperate and solve problems***<br>Organise and match items, images, colours and symbols. Collect, distinguish and differentiate colours and create a shape as a team. | ***Attack, defend, shoot - 1***<br>Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.<br>***Attack, defend, shoot – 2***<br>To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.<br>***Dance***<br>Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music. Use their body to recreate and symbolise people and actions. | ***Attack, defend, shoot – 1***<br>Send and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.<br>***Gymnastics - 1***<br>Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.<br>***Attack, defend, shoot – 2***<br>Apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.<br>***Run jump throw – 1***<br>To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.<br>***Dance***<br>Use facial expressions to show emotions. Use spatial and dynamic choices. | ***Badminton***<br>Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.<br>***Handball***<br>Able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball.<br>***Gymnastics 1***<br>Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements actions. Relate strength and flexibility to actions. Use basic compositional ideas.<br>***Swimming***<br>Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently. | ***Badminton***<br>Use different shots with both the forehand and backhand. Practise some trick shots in isolation.<br>***Basketball***<br>Increase confidence of dribbling, throwing and shooting. Use a range of ball-handling skills, footwork rules and basic marking.<br>***Football***<br>Introduce defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating.<br>***Gymnastics 1***<br>Explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.<br>***Handball***<br>Develop 3 step rule. Blocking and intercepting. Pass and move with the ball. Demonstrate and implement the rules of handball. | ***Basketball***<br>Use strength, agility and coordination when defending and passing Increase power. Moving the ball accurately.<br>***Football***<br>Play effectively in a variety of positions and formations. Use a variety of attacking and defensive tactics. Skilfully perform movements at speed.<br>***Hockey***<br>Combine dribbling and push passes and apply in a game. Play in different positions including defence. Increase the power and strength of passes.<br>***Gymnastics***<br>Create more complex sequences. Take the lead. Develop symmetry. Select a component for improvement.<br>***Handball***<br>Use handball skills in games. Play in different positions. Increase power and strength of passes. Use a wide range of handball rules consistently. | ***Football***<br>Play effectively in a variety of positions. Use a greater number of attacking and defensive tactics. Skilfully performing movements at speed.<br>***OAA***<br>Communicate in a range of challenging activities. Solve problems from memory. Use trust to complete the task.<br>***Badminton***<br>Use drop and smash shots. Play with fluency with a in doubles scenarios.<br>***Netball***<br>Attack and defend. Perform a range of more complex skills.<br>***Basketball***<br>Apply power and strength to the game. Use strategies to play defensively and offensively.<br>***Gymnastics***<br>Experience flight using high apparatus. Perform partner balances. Use equipment to aid formations in a rhythmic gymnastics style sequence. |

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| ***Dance***<br>Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music. Use their body to recreate and symbolise people and actions. Themes of 'transport' and 'people who help us.<br>***Manipulation & Coordination***<br>Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.<br>***Manipulation & Coordination***<br>Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope. | ***Hit, catch, run – unit 1***<br>Able to hit balls with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.<br>***OAA***<br>Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.<br>***Hit, catch, run – unit 2***<br>Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. | ***Hit catch run – 1***<br>To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.<br>***Gymnastics – 2***<br>Manage body through a range of floor exercises. Use core strength to link recognised gymnastics elements. Use rhythm while performing a sequence.<br>***Hit catch run – 2***<br>Score runs in the different hit, catch, run games. Work in teams to field. Play the role of wicketkeeper or backstop.<br>***Run jump throw – 2***<br>Improve running and jumping movements. Jump for distance and height.<br>***Send and return – 1***<br>Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.<br>***Send and return - 2***<br>Make it difficult for opponent to score. Choose specific tactics. Transfer net/wall skills. Improve agility and coordination.<br>***OAA***<br>Searching to find given things from clues. Navigate space and explore to develop motor skills, coordination and problem-solving. | ***Gymnastics 2***<br>Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.<br>***Dodgeball***<br>Handle a dodgeball with confidence. Developing skills, including throwing, dodging, catching, and blocking. Use some rules for, including how players are eliminated and how they can rejoin the game.<br>***Hockey***<br>Play in an invasion game. Improve agility. Manipulate objects using a stick and ball with safety and control.<br>***Dance***<br>Practise and put together a performance using facial expressions. Perform with a prop.<br>***Cricket***<br>Adhere to the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.<br>***Athletics***<br>Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. | ***Gymnastics 2***<br>Manage the body through floor exercises. Use core strength to gymnastics elements. Attempt to use rhythm while performing a sequence.<br>***Dance***<br>Develop a solo secret agent phrase and explore relationship variations through trio dance. Practice and perform a variety of different formations.<br>***OAA***<br>Work in a team and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols.<br>***Netball***<br>Know positions. Apply basic shooting techniques. Implement basic netball rules. Develop marking and footwork.<br>***Rounders***<br>Develop skills in a competitive context. Use a range of simple tactics in isolation and in a game. Identify different roles.<br>***Cricket***<br>Apply a range of skills in a competitive context. Use a range of simple tactics in isolation and in a game. Consolidate existing skills<br>***Athletics***<br>Investigate running, jumping and throwing. Measure, time and compare different styles of runs, jumps and throws. | ***Dance***<br>Perform different genres of dance using the Bollywood and Line Dance styles. Perform with strength, stamina and emotion, offering feedback for others to improve.<br>***Netball***<br>Make choices about which pass to use and where to shoot from. Use some tactics to get free. Move quickly around the court.<br>***Tag Rugby***<br>Combine catching and quickly passing in one movement. Implement appropriate skills in a game situation. Increase the power of passes.<br>***Tennis***<br>Introduce volley shots and overhead shots and apply into a game. Play with others to score and defend points Further, explore tennis service rules.<br>***Rounders***<br>Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games.<br>***Athletics***<br>Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.<br>***Cricket***<br>Link a range of skills and use in combination. Recognise how some aspects of fitness apply to cricket. | ***Hockey***<br>Implement strategies and tactics. Combine and perform complex skills at speed. Recognise and describe good individual and team performances.<br>***Tag Rugby***<br>Implement a range of strategies to attack and defend. Combine and perform complex skills at speed. Suggest, plan and lead a warm-up as a small group.<br>***Cricket***<br>Apply cricket rules in a variety of games. Attempt a small range of recognised shots. Use tactics for attacking and defending in the role of bowler, batter and fielder.<br>***Tennis***<br>Develop backhand shots. Introduce the lob shot. Use full tennis scoring systems. Continue developing doubles play.<br>***Dance***<br>Perform key features of Street Dance and Physical Theatre. Use choreographic devices to show conflict. Bring performance skills to their work and interpret in detail another pair's dance.<br>***Athletics***<br>Apply strength and flexibility to throwing, running and jumping. Work in collaboration to demonstrate improvement. |

Physical Education Progression – Skills

| Physical Education progression - Skills | | | | | | |
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| Reception | | | | | | |
| ***Body management***<br>Balance and carry beanbags with different parts of our bodies.<br>Reach and stretch to pick up different objects<br>Reach and stretch to get equipment.<br>Make bridge and balance shapes with our body<br>Travel over and under apparatus.<br>Reach and stretch with our left and right hands and feet. | ***Speed and agility***<br>Move in different directions.<br>Keep our bodies safe in running games.<br>Listen and respond with quick movements<br>Stop safely.<br>Move our bodies at different speeds, fast and slow, and stay in control.<br>Use and improve all our movement skills. | ***Cooperate and solve problems***<br>Recognise card symbols and numbers while moving and playing games<br>Work with a partner to cross the river<br>Use our bodies to make number shapes.<br>Match colours to actions and move in different ways to work with others to make patterns.<br>Work with a partner to complete challenges. | ***Manipulation & Coordination Unit 1***<br>Send and receive a variety of objects with different body parts.<br>Work with others to control objects in space.<br>Coordinate body parts in a variety of activities and in different ways. | ***Manipulation & Coordination Unit 2***<br>Play parachute games.<br>Use equipment to perform actions.<br>Use a baton to push beanbags and balls.<br>Use a baton or hand to dribble.<br>Perform different jumps.<br>Handle a hoop. | | |
| Year 1 | | | | | | |
| ***Attack, defend, shoot – Unit 1***<br>Hit a target.<br>Defend a target.<br>Roll and slide balls and beanbags.<br>Shoot in a game to get points.<br>Work with a partner to score points.<br>Use our attacking and defending skills in a game. | ***Attack, defend, shoot – Unit 2***<br>Find our pulse on our wrists.<br>Move side to side to defend a goal.<br>Bounce a ball with control to ourselves.<br>Aim at different targets.<br>Adapt to a game with changing rules.<br>Play in the best defensive position in a game. | ***Hit catch run – Unit 1***<br>Select a space to throw or roll a ball into.<br>Track and collect a rolling ball.<br>Catch a ball to stop an opponent from scoring.<br>Use our hands to hit a ball.<br>Hit a ball off a cone.<br>Work as a team to score points | ***Hit catch run – Unit 2***<br>Run quickly to stump a base.<br>Begin to hit a ball with accuracy.<br>Move and intercept a ball. to run around bases to score points.<br>Catch a ball to get a batter out.<br>Stop other teams from scoring points. | ***Jump, throw, run – Unit 1***<br>Link running and jumping.<br>Learn and refine a range of running.<br>Develop throwing techniques to throw over longer distances.<br><br>***Jump, throw, run – Unit 2***<br>Increase stamina and core strength.<br>Work collaboratively on more complex tasks.<br>Work to improve strength, balance, agility and coordination. | ***Send and return – Unit 1***<br>Slide a beanbag to a target.<br>Hit a ball in different ways with our hands.<br>Move towards a ball to return it.<br>Work with a partner to stop and return a beanbag.<br>Know what a rally is and rallying with a partner.<br>Send a ball into space to make it harder for our opponent. | ***Send and return – Unit 2***<br>Send the ball over a net to our partner.<br>Track and stop a moving object using both hands.<br>Know why different muscles are important when playing games.<br>Send balls accurately from different positions,<br>Spot space in the playing area and hit the ball there. to play a game with a partner. |

| Year 2 | | | | | | |
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| ***Attack, defend, shoot – Unit 1***<br>Send a ball using feet<br>Receive a ball using feet.<br>Refine ways to control bodies and a range of equipment.<br>Recall and link combinations of skills, e.g., dribbling and passing. | ***Attack, defend, shoot – Unit 2***<br>Throw different types of equipment.<br>Move to space after passing the ball.<br>Pass and move forward to a target with a partner.<br>Position ourselves as a goalkeeper.<br>Intercept a ball from a person on the other team.<br>Use the skills we have developed in a competition. | ***Run jump throw – Unit 2***<br>Work individually to run over a longer distance.<br>Develop strength and jump for height.<br>Create power when throwing for distance.<br>Use breathing techniques to be able to run more.<br>Adapt our rolling style for different games.<br>Listen to others and work as a team to achieve the highest score possible. | ***Run jump throw – Unit 2***<br>Work individually to run over a longer distance.<br>Develop strength and jump for height.<br>Create power when throwing for distance.<br>Use breathing techniques to be able to run more.<br>Adapt our rolling style for different games.<br>Listen to others and work as a team to achieve the highest score possible. | ***Hit catch run – Unit 1***<br>Hit a ball and score points running to cones.<br>to defend a target by kicking.<br>Bowl underarm with control.<br>Hit a ball using different bats and techniques.<br>to throw accurately to a base.<br>Apply our striking, fielding skills in a game situation, using what we've learned to play fairly. | ***Hit catch run – Unit 2***<br>Time our run around the bases to stay safe.<br>Strike the ball accurately into space by choosing where and how to hit it.<br>Bowl the ball so it bounces in front of the batter<br>Develop fielding skills by reacting quickly to different types of balls<br>Bowl underarm in a game with accuracy. | ***Send & return -Unit 1***<br>Stay on our toes to move quickly to the ball.<br>Identify which hand is dominant in a game.<br>Know the basic rules of serving to our partner.<br>Develop agility<br>Use the correct grip<br>Use the ready position<br>***Send & return -Unit 2***<br>Feed a ball to our partner with consistency.<br>Send the ball to different parts of the court.<br>Throw and catch in a seated position.<br>Accurately serve the ball to different parts of the court.<br>Use overarm attacking shots in a game.<br>Manage what we should be doing within the competition. |
| Badminton | Year 3 | Year 4 | Year 6 | | | |
| | Use hard and soft hits.<br>Know that different types of hits are needed to reach different areas of the court.<br>Move to return the shuttle from the different areas of the court.<br>Rally with a partner over the net.<br>Serve forehand.<br>to play within the boundaries of the court. | Use an underarm forehand shot.<br>Hit an overhead clear.<br>Hit a backhand shot with control and accuracy.<br>Use 'trick' shots and interesting ways of hitting the shuttle.<br>Work collaboratively to score points in different scenarios.<br>Use forehand and backhand shots in a singles game. | Use the smash shot technique<br>Hit a drop shot using the correct technique to outwit an opponent.<br>Develop reaction time to hit shots when close to the net.<br>Communicate with a partner in a doubles match to ensure court positioning is correct.<br>Use defensive formations in a doubles game to prevent opponents from scoring points. | | | |

| Football | Year 4 | Year 5 | Year 6 | | | |
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| | Run onto the ball to receive it.<br>Explore front and goal-side marking techniques.<br>Perform a standing tackle to dispossess an attacker.<br>Dribble, showing good control to progress forward.<br>Pass and receive the ball over longer distances.<br>Perform passing and moving with a teammate. | Turn with the ball.<br>Travel quickly and effectively when running with the ball.<br>Combine running with the ball and sending it into space.<br>Maintain position when attacking to create space.<br>Perform a stepover to beat a defender.<br>Control a bouncing ball, keeping it close to the body. | Set up a shooting opportunity for a teammate.<br>Restrict an opponent's space by defending with my partner.<br>to perform a penalty kick with power and accuracy.<br>Attack and shoot as a pair.<br>Perform the role of cover defender to stop the opposition's attack.<br>Use close control to keep possession of the ball under pressure. | | | |
| Handball | Year 3 | Year 4 | Year 5 | | | |
| | Use the ready position to catch effectively.<br>Perform accurate passes in different situations.<br>Move the ball using the three-step rule.<br>Prevent the ball from being passed by blocking and intercepting.<br>Use quick effective passes to attack as a team.<br>Develop accurate passing and move into space in a game. | Protect the ball from our opponent after catching it,<br>Use basic overarm shooting technique.<br>Build an attack in a team using a 3-man weave.<br>Perform turns on the move to get back and defend.<br>Perform a 7-metre throw with power and accuracy.<br>Use a throw-off to restart a game. | Jump shot to goal keep by closing the angles attackers can shoot from.<br>the double fault rule and how it applies to dribbling.<br>to perform a pivot to create space to pass or shoot.<br>the role of set plays to create opportunities to score.<br>to select and apply new skills in a competition situation. | | | |

| Hockey | Year 3 | Year 5 | Year 6 | | | |
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| | To keep close control of the ball using the flat side of the stick.<br>To control the ball and pass it into space.<br>To use a defensive body position.<br>To consistently stop a moving ball ready to pass, move or shoot.<br>To improve our agility and apply it in a game situation.<br>To avoid our feet contacting the ball and apply basic rules to the game. | To perform a block tackle to dispossess an attacker.<br>To use fast, accurate passes into the D to create scoring opportunities.<br>To mark an attacker closely to stop them from receiving the ball.<br>To perform a sweep hit to send the ball 'first time'.<br>To move the ball quickly from left to right to outwit a defender.<br>To use a variety of techniques to keep possession in a game. | To shoot under pressure from close range.<br>When a long corner is awarded and to take a long corner in a game to use goal-side marking to prevent an attacker from getting closer to the goal.<br>To use a banana run to force an oncoming attacker out wide.<br>To use a hit-out to successfully restart a game<br>Indian dribble and to play competitively using new skills. | | | |
| Basketball | Year 4 | Year 5 | Year 6 | | | |
| | To apply pressure on an attacker to force a mistake.<br>To change direction quickly using a crossover dribble.<br>To use man-to-man marking to stop the ball handler.<br>To perform a bounce pass to outwit an opponent.<br>To perform a jump shot.<br>To perform passing and moving with a teammate. | To use blocking to stop an opponent from shooting.<br>The front pivot and trying to use it in a game.<br>To use a forward pass to players on the wing<br>To perform a one-handed push pass under pressure.<br>To use a box out to create space and win the rebound.<br>To catch the ball under pressure using a 'W' hand position | Know how to counterattack using the fast break.<br>Know the retreat dribble to maintain possession.<br>To perform a free throw with consistency.<br>To use speed and agility to perform a v-cut to get free from a defender.<br>To drive to the basket using strength and coordination.<br>Know the three-point shot and how different points are awarded. | | | |

| Netball | Year 4 | Year 5 | Year 6 | | | |
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| | To protect the ball once we have caught it.<br>To use basic shooting techniques in a game.<br>One-to-one marking.<br>To pivot once we have caught the ball.<br>To use quick feet.<br>To use preliminary moves. | To choose the appropriate pass for different scenarios.<br>To find space to receive in a game.<br>To use different dodging techniques to outwit a defender and get free.<br>To practice and perform pivoting and quick turns.<br>To get into closer shooting positions.<br>To react and move quickly in isolation and in games. | Know ways to improve coordination.<br>To mark the pass or the shot.<br>Know organisation in and around the semi-circle.<br>To compete to win the rebounding ball.<br>To stay active to intercept a pass.<br>To stay onside in games depending on the position being played. | | | |
| Tag Rugby | Year 5 | Year 6 | | | | |
| | To use defensive positions to mark and tag an attacker.<br>To pass a ball accurately and consistently while on the move.<br>To defend as part of a team to deny space to the attacking team.<br>To use a pop pass over short distances to create an explosive run.<br>To move the ball quickly using the 'magic diamond' formation.<br>To use the 3 step and pass rule with some confidence. | To create attacking continuity by supporting the player with the ball.<br>To use set plays, such as scissors, to attack with your team<br>Know the difference between taking the distance (3 steps) and taking the time (3 seconds) when tagged to find and use space with my team to create scoring opportunities<br>To recognise a turnover and quickly switch from attack to defence<br>To observe and analyse our classmates' performance. | | | | |

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| Tennis | Year 5 | Year 6 | | | | |
| | To recap and perform a range of different shots with accuracy and control.<br>To move quickly to the ball to perform a volley.<br>To play an overhead shot and know when you might use this.<br>To use different court formations during doubles, play.<br>To refine court movement to hit the ball before the second bounce.<br>To perform a diagonal, serve to begin a game in competitive situations. | To communicate clearly with a partner to score points in doubles play.<br>To attempt a two-handed backhand shot with control.<br>To hit a lob over our opponent's head<br>Know the tennis scoring system and using it to umpire games<br>To work with our doubles partner to cover space on the court<br>To attack in a doubles game to win points | | | | |
| Dodgeball | Year 3 | | | | | |
| | To throw with power and accuracy to eliminate an opponent.<br>To catch a quick ball.<br>To use basic dodging techniques such as sidestep.<br>To block an oncoming ball.<br>To quickly decide whether to dodge or catch.<br>To use key skills and rules in a dodgeball game. | | | | | |

| Cricket | Year 3 | Year 4 | Year 5 | Year 6 | | |
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| | To hit a stationary ball into space using the straight drive.<br>To bowl underarm to a batter with some consistency.<br>To use the correct footwork to strike a bowled ball.<br>To stop a moving ball using the long barrier technique.<br>To throw longer distances overarm.<br>To perform as a wicketkeeper. | To hit the ball in different directions.<br>To anticipate when to run to score singles.<br>To intercept a moving ball with one hand.<br>To bowl overarm.<br>Know the pull shot and attempting it in a game.<br>To field a bouncing ball effectively. | To work with a partner to score runs.<br>To throw accurately over short distances to get batters out.<br>To track and move with the ball to catch it effectively as the wicketkeeper<br>To attempt to overarm bowl using the correct grip<br>To play a forward defensive shot.<br>To set a field in a game<br>To limit the runs scored by a batter. | To create pressure on a batter by using a ring field.<br>To track and catch a high ball consistently.<br>To perform a short-pitched bowl to get a batter to hit the ball in the air.<br>To work in a pair to restrict runs scored when fielding.<br>To play an on-drive.<br>to set an attacking field. | | |
| Athletics | Year 3 | Year 4 | Year 5 | Year 6 | | |
| | Jumping and hopping sequences.<br>To run at different speeds.<br>To approach and jump hurdles.<br>To throw a javelin using the pull-throw technique.<br>Know a variety of skipping techniques.<br>To keep score accurately over a range of events. | To challenge ourselves in running, jumping and throwing tasks<br>To accelerate over short distances.<br>To run and jump using one-footed take-off.<br>To use a sling action to throw a discus.<br>To run on a curve and exchange a baton in our team<br>To apply the skills, we have developed in a competitive way. | To run for speed & distance on our own and as part of a team.<br>Know pacing our run over longer distances.<br>Know different jumping styles and exploring which ones we can jump further with<br>to use the push-throw technique.<br>To exchange a baton within a restricted area.<br>To design a running, jumping or throwing activity for others using the STEP principle. | Know sprint start technique to increase our running speed.<br>Know the three phrases of triple jump.<br>Know the heave throw technique and what it is used for.<br>To assess our own ability to play our role in parlauff.<br>Know the scissor jump technique and when it would be used in athletics.<br>To record and relay results over a range of track and field events. | | |

| OAA | Year 1 | Year 2 | Year 4 | Year 6 | | |
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| | To follow simple instructions to complete a trail.<br>to find matching symbols.<br>To copy and create a hoop dance.<br>To respond and make decisions.<br>To match shape symbols to pieces of equipment.<br>To work with a partner to complete a scavenger hunt. | To work as a team to complete a task.<br>To use searching and observation skills to find shapes.<br>To copy and then create a simple movement pattern.<br>To give clues to guide a blindfolded person safely.<br>To work well with others and have fun playing different games.<br>To match map symbols. | To recognise and move using cardinal compass points<br>To name and recognise the intercardinal points of the compass<br>To name and recognise the cardinal points of the compass.<br>To complete an orienteering task quickly but calmly<br>To work with a partner to use a map to follow a route<br>To recognise and recall common map symbols from a key. | To work with a partner to successfully orient and follow a map.<br>To identify objects for a scavenger hunt from a written description.<br>To safely perform a pyramid balance in a small group.<br>To work together, stay in control, and persevere when solving physical challenges<br>To create a fun and challenging game for others to complete.<br>To listen to others to refine and adapt ideas to complete a complex task. | | |
| Rounders | Year 4 | Year 5 | | | | |
| | To hit the ball in different directions.<br>To run between the posts and avoid getting stumped out.<br>To intercept the ball using one hand.<br>To underarm bowl abiding by the rules of bowling.<br>To play the role of backstop in a small game.<br>Know the rounders scoring system and using it in a game. | To judge how far you can run.<br>To throw over short distances with power and accuracy.<br>To follow the path of the ball to make sure it is fielded consistently.<br>Know the backwards hit rule and using it tactically as the backstop.<br>To hit the ball into gaps to maximise the chance of scoring.<br>to set a field in a game to limit the scoring of a batter. | | | | |

| Dance | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | To move as if we are in the jungle<br>To move like a friendly bear<br>To create and perform movements which demonstrate friendship<br>How to mirror other people's actions<br>Know some basic Lindy Hop actions<br>Know what it feels like to perform a dance | How to move like Penguin<br>How to move like a polar bear<br>How to move like a snowman<br>How to move like the sea using canon<br>How to make an ending to a dance<br>How to perform a class dance with beginning, middle and end | To represent the character of Matilda in our movements<br>To represent Matilda's magical powers in a duet<br>To represent the character of Miss Trunchbull in our movements<br>To demonstrate Miss Trunchbull's punishments in a duet<br>To put our ideas together to create a class dance<br>To perform a class dance | To create a secret agent solo dance.<br>To remember, perform and master an agent phrase.<br>To develop a trio dance using relationship variations<br>To create a combat trio to use gestures to create a secret mission ending.<br>To perform a secret agent dance with control, precision and skill. | Know how to dance in the style of Bollywood.<br>Know how to create a Bollywood dance duet.<br>Know how to present and appreciate a Bollywood dance.<br>Know how to dance in the Line Dancing style.<br>Know how to create a group Line Dance.<br>Know how to present and appreciate a Line Dance. | Know how to perform key Street Dance actions.<br>Know how to build conflict into our dance using choreographic devices.<br>Know how to prepare for and perform a street dance<br>Know what physical theatre is and how to perform it<br>Know how to show intention and tell a story with our physical theatre<br>Know how to create and perform a physical theatre duet |
| Gymnastics | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | To perform 'like' actions in a sequence.<br>To carry and set up apparatus safely.<br>To perform shapes on large and small body parts.<br>To take off and land and use shape in our jumps.<br>To travel on our feet, showing good body tension.<br>Know how we can create different levels in our performance. | To combine 4 elements into a floor sequence.<br>To create power in a variety of different jumps.<br>To take weight on our hands and move in different ways.<br>To use our flexibility in a bridge and japana gymnastic shape.<br>To perform the point balance arabesque.<br>To perform a teddy roll. | To show full extension during a balance.<br>To move in and out of contrasting shapes with fluency.<br>To perform a sequence using different types of rolls.<br>To perform powerful jumps from low apparatus.<br>To perform in unison with a partner.<br>To create a group performance using contrasting actions. | To perform a 6-element sequence that uses changes in speed and direction.<br>To use the STEP principle to create and perform a partner sequence.<br>To take weight on our hands, showing control.<br>to develop a sequence using compositional ideas e.g. pathways.<br>To co-operate as a group to refine a short sequence.<br>To compare and judge sequences. | Travel by taking weight on our hands and use it in a sequence<br>To create and perform a partner sequence using symmetry.<br>To create and perform a partner sequence using asymmetry.<br>To perform a counter-balance with a partner.<br>To perform smooth transitions between counterbalances using different levels.<br>To evaluate each other's work and suggest improvements. | To use controlled flight onto high apparatus.<br>Know what a base and a flyer are<br>To perform both roles.<br>to perform more advanced balances and evaluate others' work<br>to incorporate equipment such as hoops and balls into a sequence.<br>to incorporate musicality and timing.<br>To combine our skills in partner balances and rhythmic gymnastics in a team performance. |