

Yearly Coverage

units may be taught in different half terms depending on hall timetable

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	INDOOR	Settling games	Gymnastics <small>Twinkl Move - Jumping Jacks</small>	Dance <small>Twinkl Move - Chinese New Year</small>	Gymnastics <small>Twinkl Move - Gym in the Jungle</small>	Dance <small>Twinkl Move - Dinosaurs</small>	Best of Balls <small>Twinkl Move</small>
	OUTDOOR	Active Play	Active Play	Active Play	Active Play	Sports Day Games	Sports Day Games
Year 1	INDOOR	Gymnastics <small>Twinkl Move - Traditional Tales</small>	Dance <small>Twinkl Move - Starry Skies</small>	Throwing & Catching <small>Twinkl Move</small>	Gymnastics <small>Twinkl Move - Animals</small>	Dance <small>Twinkl Move - Seasons</small>	Yoga <small>Twinkl Move - Salute to the Sun</small>
	OUTDOOR	Playground & Orienteering games	Running & Jumping <small>Twinkl Move</small>	Invasion games <small>Twinkl Move</small>	Attacking & Defending <small>Twinkl Move</small>	Team Games <small>Sports Day Practise</small>	Multi-Skills: Bat & Ball <small>Twinkl Move</small>
Year 2	INDOOR	Gymnastics <small>Twinkl Move - Under the Sea</small>	Dance <small>Twinkl Move - The Gunpowder Plot</small>	Sportshall Games	Gymnastics <small>Twinkl - Landscapes & Cityscapes</small>	Team Games <small>Sports Day Practise</small>	Dance <small>Twinkl Move - Plants</small>
	OUTDOOR	Multi-Sports <small>Premier Sport (and Orienteering)</small>	Invasion games <small>Premier Sport</small>	Invasion games <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>	Athletics <small>Premier Sport</small>
Year 3	INDOOR	Indoor Athletics <small>My Personal Best</small>	Gymnastics <small>Twinkl Move - Movement</small>	Tag Rugby	Gymnastics <small>Twinkl Move - Shape</small>	Dance <small>Twinkl Move - The Romans</small>	Multi-sports <small>Premier Sport</small>
	OUTDOOR	Invasion games <small>Premier Sport (and Orienteering)</small>	Invasion games <small>Premier Sport</small>	Invasion games <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>	Athletics <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>
Year 4	INDOOR/ OTHER	Indoor Athletics <small>My Personal Best</small>	Gymnastics <small>Twinkl Move - Movement</small>	Dance <small>Twinkl Move- Carnival of the Animals</small>	Swimming <small>Taught at Hornchurch Sport Centre</small>	Swimming <small>Taught at Hornchurch Sport Centre</small>	Swimming <small>Taught at Hornchurch Sport Centre</small>
	OUTDOOR	Invasion games <small>Premier Sport (and Orienteering)</small>	Invasion games <small>Premier Sport</small>	Invasion games <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>	Athletics <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>
Year 5	INDOOR/ OTHER	Swimming <small>Taught at Hornchurch Sport Centre</small>	Swimming <small>Taught at Hornchurch Sport Centre</small>	Swimming <small>Taught at Hornchurch Sport Centre</small>	Gymnastics <small>Twinkl Move - Movement</small>	Dance <small>Twinkl Move - The Haka</small>	Fitness & My PB
	OUTDOOR	Invasion games <small>Netball (and Orienteering)</small>	Invasion games <small>Tag Rugby</small>	Invasion games <small>Basketball</small>	Strike & field games <small>Premier Sport</small>	Athletics <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>
Year 6	INDOOR/ OTHER	Inter-house tournament	Inter-house tournament	Inter-house tournament	Inter-house tournament	Adapted Sports <small>Seated volleyball, Boccia</small>	Gymnastics <small>Twinkl Move - Movement</small>
	OUTDOOR	Invasion games <small>Netball (and Orienteering)</small>	Invasion games <small>Tag Rugby</small>	Invasion games <small>Basketball</small>	Multi-Sports <small>Premier Sport</small>	Athletics <small>Premier Sport</small>	Strike & field games <small>Premier Sport</small>

NB: Autumn 2 indoor slot is either three or four weeks before Christmas rehearsals begin.

Part 1

Skill Progression for each area of PE

Reception

Travel in different ways; move around, under, over and through different objects and equipment.

Stretch in different ways.

Roll in different ways with control.

Jump in a range of ways from one space to another with control.

Begin to balance with control.

Create a short movement sequence.

Year 1

Travel showing a change of direction and speed; move around, under, over, and through different objects and equipment.; begin to move around with control and care.

Hold simple shapes and balances; show contrasting actions (small/tall, narrow/wide).

Carry out a simple range of jumps, landing safely.

Roll in different ways with control.

Copy actions with a beginning, middle and end; create and perform a movement sequence.

Year 2

Travel in a variety of ways, including rolling; move with increasing control and care.

Hold a still shape whilst balancing on different parts of the body.

Jump in a variety of ways and land with control and balance.

Mount and dismount equipment safely.

Copy, explore and remember actions in order to create their own movement sequence.

Perform with coordination and control.

Year 3

Use turns whilst travelling in a variety of ways; move with coordination, control and care

Use a range of jumps in sequences.

Begin to use equipment to vault.

Create interesting body shapes whilst holding balances with control and confidence; link combinations of actions showing a change of direction, speed or level.

Choose ideas to compose a movement sequence independently and with others.

Year 4

Demonstrate a range of directions, speed and levels in their performances; move with clarity, fluency and expression.

Recognise the position of their centre of gravity and how this affects their balance; improve the placement and alignment of body parts in balances.

Use equipment to vault in a variety of ways.

Begin to use flight to travel.

Create a movement sequence to fit a theme; develop strength, technique and flexibility in performances.

Year 5

Respond to feedback by adapting their sequences; apply skills and techniques consistently.

Confidently develop the placement of their body parts in balances using their knowledge of their centre of gravity.

Use equipment to vault in a variety of ways; perform jumps, shapes and balances fluently with control.

Combine equipment with movement to create sequences.

Compose and perform longer, more complex sequences in time to music.

Year 6

Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

Confidently use equipment to vault and incorporate this into sequences.

Create complex sequences which showcase different abilities and involve a full range of movements (travelling, balancing, holding shapes, jumping, keeping, swinging, vaulting and stretching).

Perform complex sequences in time to music.

Equipment & Resources

Twinkl Move SoW
Foam board
Vault & gymnastics tables
Rubber spots
Mats
Benches

Extra-Curricular Clubs & Experiences

Premier Sport Club KS1

Level 2 (Inter-School) Competitions & Festivals

Havering Key Steps - March KS2



Reception

- Join different movements together.
- Show different speeds in their actions.
- Show different styles of movement.
- Create a short movement phrase using their own ideas.
- Talk about what they and others have done.



Year 1

- Copy actions shown by others.
- Create a sequence of actions or create a motif.
- Demonstrate unison, canon and mirroring.
- Improvise independently to create a simple dance.
- Watch and describe a performance positively.



Year 2

- Copy, remember and repeat actions.
- Create a short motif inspired by a stimulus.
- Vary the speed and level of their actions.
- Move in time to music.
- Show an awareness of timing (either to music or a teacher's count) when moving.
- Perform their own sequences with coordination and control.



Year 3

- Begin to improvise independently and with a partner to create a simple dance.
- Adapt movements and motifs to create a larger sequence.
- Use simple dance vocabulary learnt so far to describe work.
- Perform learnt skills and techniques with control and confidence; show an awareness of rhythm and expression.
- Watch and evaluate the quality of a performance; describe how their performance has improved over time.



Year 4

- Learn and repeat the movement patterns and actions of a chosen dance style.
- Compose and improvise a dance independently or with a partner that reflects a chosen dance style; compose longer dance sequences in a small group.
- Show rhythm, spacial awareness, precision and varied dynamics when responding to a stimuli.
- Suggest ideas for improvement using dance vocabulary, and modify techniques to improve own performance.



Year 5

- Compose individual, partner and group dances that reflect a chosen dance style.
- Use a change of pace and timings in movements; use smooth transitions to link motifs.
- Perform their own longer sequences in time to music; demonstrate actions which match the rhythm of music; show imagination and creativity when responding to a stimuli.
- Use criteria and complex dance vocabulary to evaluate own and others' performances.



Year 6

not currently taught in Y6; kept for info in case of LTP change

- Use dramatic expression in dance movements and motifs; demonstrate strong and controlled movements throughout a dance sequence;
- Create a complex, flowing sequence by linking actions requiring different pace, timing, levels, motifs and ways of travelling.
- Perform a variety of techniques rhythmically and with precision, in time to music.
- Use complex dance vocabulary to make thoughtful and useful suggestions for improvement; modify elements of own sequence as a result of self and peer evaluation.

Equipment & Resources

Twinkl Move SoW
Music stimulus
Rubber spots
Rhythmic equipment

Extra-Curricular Clubs & Experiences

Premier Sport Dance Club KS1/2
Havering Big Dance - Summer - whole school

Level 2 (Inter-School) Competitions & Festivals

Havering Dance Festival - March

Reception

Send and receive a ball by rolling from hand and striking with foot.

Aim and throw an object underarm.

Catch a balloon/bean bag; begin to catch a large, bouncing ball.

Move and stop safely.

Play a passing and target game alone and with a partner.

Play chasing games.

Year 1

Send and receive a variety of balls and equipment accurately using basic techniques: throw or roll underarm.

Kick and stop a ball using dominant foot while static

Bounce and catch a large ball by self and with a partner; to catch consistently.

Run in a straight, curved and sidestep motion to get into a space using the correct technique.

To show ABC (agility, balance and coordination) in movements.

Begin to follow simple game rules fairly: take part in teams

Year 2

Catch a variety of objects using hand-eye coordination, then use different types of throws to send.

Pass a ball accurately over longer distances to a teammate using dominant hand and foot.

Demonstrate basic dribbling skills with hands and feet.

Combine stopping, collect/pick up and sending a ball to other players in one accurate movement.

Make simple decisions about when/where to move to receive a ball.

Know how to score, keep to the rules and play against others in a sporting manner.

Year 3

Develop different kicks, throws and dribbling skills using small and big touches; strike a ball with intent.

Perform a range of actions, maintaining control and possession of the ball.

Make a series of passes to teammates moving towards a scoring area.

Mark another player; to show basic defending skills

Show a good awareness of others when playing running and chasing games; move into a space to avoid defenders.

Begin to know the rules of different sports; show determination to improve performance but play fairly and keep good self-control when competing.

Year 4

Keep possession a ball; use ABC (agility, balance and coordination) to keep control of a ball in a competitive situation.

Pass and dribble accurately and with some speed; throw a range of balls into different height and size targets.

Understand the concept of attack and defence; identify ways to move a ball towards an opponent's goal.

Work well as a team and make it harder for the opposition; discuss tactics in a team before playing..

Take part in a range of competitive games; show determination and sustained energy level; rec. parts of performance that need improvement.

Year 5

Work consistently in games, selecting skills and techniques which best meet and achieve the aim of the activity.

Use a variety of tactics to keep and win back a ball e.g. change speed or direction, simple dummy actions); make changes to tactics during a break to improve performance.

Develop methods of defending their goal for example marking the opposition and positional awareness.

Take part of competitive games; work persistently to achieve success, then judge strengths and weaknesses and be able to make changes that improve their team or individual performance.

Year 6

Choose different formations of players to suit the needs of a game.

Throw and catch accurately under pressure in a game.

Follow or create complicated game rules successfully.

Use a variety of ways to keep and win back a ball; link skills together fluently e.g. passing and receiving the ball whilst on the move.

Lead or captain a game; communicate tactics to others during a game.

Choose and use criteria to evaluate their own and other's work, suggesting thoughtful improvements; explain why they have used a particular skill or technique, and the effect it had on the whole game.

Equipment & Resources

Premier Sport Coach - delivers outdoor PE (Games)

A range of different size balls
Cones
Rubber spots
Hula hoops
Tags and belts

Extra-Curricular Clubs & Experiences

Inter-house games competition - one per year group per term

Level 2 (Inter-School) Competitions & Festivals

Football (Y5/6) Aut to Spr
Tag Rugby (Y5/6) Nov, Y3/4 Mar
Netball (Y5/6) Aut to Spr

Reception

Aim & throw an object underarm.

Catch a balloon/bean bag; begin to catch a large, bouncing ball.

Use hand to strike a bean bag or ball and move towards a scoring area.

Begin to use a bat to hit a ball or bean bag.

Year 1

Show some different ways of hitting, throwing and striking a ball.

Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).

Play as a fielder and get the ball back to a 'stop zone'.

Begin to follow some simple rules (carrying the bat, knowing when play stops).

Year 2

Learn how to hold a bat properly; send a ball off a tee using a bat or racquet.

Position the body to strike a ball.

Catch a variety of objects using hand-eye coordination, then use different types of throws to send.

Begin to use basic fielding skills; return a ball back to the bowler to make the runner stop; stop moving when the bowler has the ball.

Follow rules for a game (carry the bat, don't overtake, run around the outside of a playing area).

Year 3

Strike a ball with intent and for distance bowl or throw a ball accurately when fielding; develop an effective overarm bowl.

Practise the correct batting technique and use it in a game;

Know the role of a backstop.

Use fielding skills to stop a ball travelling past them; pass a ball in two different ways showing a difference between high/low or fast/slow.

Short tennis: see specific tennis skill progression.

Play using simple rules of rounders, tri-golf, kwik cricket and tennis.

Year 4

Choose and use batting and throwing skills to make the game hard for their opponents; work well as a team to achieve this.

Accurately serve or pitch underarm.

Build a rally with a partner (*see specific tennis skill progression document*).

Use hand-eye coordination to strike a moving and a stationary ball.

Use fielding skills as an individual to prevent a player from scoring.

Year 5

Use different techniques batting and fielding; to choose fielding techniques.

Explain and demonstrate which way of throwing and catching is best for a specific game.

Use a backhand serve, an overhead serve and the singles' tennis scoring system in a game (*see specific tennis skill progression document*).

Use fielding skills as a team to prevent the opposition from scoring.

Devise and adapt rules to create their own game.

Year 6

Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.

Use good hand-eye coordination to hit or strike the ball with purpose, varying the speed, height and direction in order to outwit the opposition.

Hit a bowled ball over longer distance; understand how to serve in order to start a game.

Work as a team to develop fielding strategies to prevent the opposition from scoring.

Follow and create complicated rules; throw and catch accurately under pressure.

Play an adapted or modified game.

Equipment & Resources games. Extra-Curricular Clubs & Experiences Level 2 (Inter-School) Competitions & Festivals

Tri-golf (Y3/4) May

A range of balls
Cones
Kwik-cricket kit
Tri-Gold kit
Tennis racquets
Rounders post and base
Rounders bats

Outdoor & Adventurous Activities



Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6

Equipment & Resources

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals

Use the directions left, right, forwards, backwards to play a game.

Use a simple key to collect the correct equipment in order to replicate a picture.

Find matching symbols to complete a sequence in a relay (Tri-O)

Use a simple map to complete a laid-out orienteering course (3x3 grid, animal-themed).

Use the four compass points North, South, East and West to play games.

Match symbols game (relay) using aerial photos of features.

Complete a puzzle of the school aerial view map by looking at the features on an example map.

Use a simple map to complete a laid-out orienteering course (3x3 grid).

Find the four compass points North, South, East and West using equipment (compasses) then apply to games.

Solve times tables clues to take part in stamping relay game (Tri-O).

Use a simple map to solve problems (Counting cones game, Tri-O).

Use an orienteering map to complete a half Hacton site timed course (10 markers).

Use the eight compass points N, NE, E, SE, S, SW, W, NW to games.

Match orienteering symbols to aerial photos in a relay game.

Use a simple map to solve problems, using compass to orientate (Counting cones game, Tri-O).

Use an orienteering map to complete a half Hacton site timed course (10 markers).

Learn the eight compass points N, NE, E, SE, S, SW, W, NW, using equipment (compasses), then apply them to a game.

Match orienteering symbols from key to examples on orienteering map in a relay game.

Match orienteering maps to aerial photos (of the local area).

Use an orienteering map to complete whole-site course (10 markers).

Additional experience
Take part in a range of adventurous activities at Stubbers trip (Summer term).

Use an orienteering map to complete an off-site course (local park) (10 markers).

Additional experience
Take part in a range of adventurous activities at Y6 residential trip (Summer term).

Printed out resources
Hire of electronic orienteering course (one day per year)

House Orienteering Competition:
Oct

Y6 - trip to local park to compete in off-site course

Orienteering Y6: Nov

Orienteering Festival Y5: Mar

Reception

Run safely and at different speeds, using arms for balance.

Jump in different ways, landing safely.

Roll and throw equipment underarm; throw an object at a target.

Year 1

Use different speeds when running.

Show good posture and balance; demonstrate a basic technique by pumping arms and lifting knees.

Jog in a straight line and change direction safely.

Sprint in a straight line and change direction safely.

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Jump and high and as far as possible; perform a short jumping sequence.

Year 2

Run at different paces and describe them.

Use different stride lengths; begin to select the most suitable pace and speed for distance.

Complete an obstacle course.

Use a basic technique to run on a curved line.

Know the difference in throwing for accuracy and distance; try to alter throwing technique to achieve more distance.

Investigate the best jumps to cover different distances; perform and compare different jumps e.g. one foot to two, one foot to one, two feet to two.

Year 3

Focus on arm and leg action to improve sprinting technique.

Begin to combine running with jumping over hurdles.

Know the role of the lead leg and trail leg when hurdling.

Demonstrate and explain the importance of choosing the correct running pace to suit the distance being run.

Use the correct takeoff, flight phase and landing for a standing long jump.

Perform a one and two-footed take off, landing with control.

Show a controlled overarm throw; perform a push throw.

Year 4

Demonstrate a correct sprinting technique which engages all parts of the body.

Use a correct sprint-finish.

Perform a relay with a baton changeover.

Speed up and slow down efficiently.

Learn how to combine a hop, step and jump to perform a standing triple jump; measure the distance jumped.

Perform a pull throw; measure the distance of throws.

Year 5

Accelerate from different starting positions (standing, floor) and select their favourite.

Improve their reaction time when starting a sprint.

Identify the most suitable pace for distance for their fitness level, and try to improve over time; demonstrate stamina in their distance runs.

Perform effective standing long and standing triple jumps.

Develop a technique for a vertical jump (jumping for height) including take off and flight.

Perform a fling-throw; measure the distance using equipment.

Year 6

Demonstrate a refined sprint including a start position of their choice, a quick reaction time, correct technique and sprint finish.

Run over hurdles fluently, focusing on the the lead led and a consistent stride-pattern.

Accelerate to pass other competitors. Perform a relay successfully.

Continue to show endurance, stamina and correct pacing; adapt pace over a distance race to finish strongly.

Show progress of distance in all taught jumps; perform a heave throw.

Equipment & Resources

Batons
Hurdles
Cones
Balls
Bean bags
Vortex mega howlers

Extra-Curricular Clubs & Experiences

Athletics club - Summer

Level 2 (Inter-School) Competitions & Festivals

Cross-country Y3-6: Oct
Sportshall Y3-6: Early Dec
Sportshall Y1-2: Late Jan
Quad Kids Y3-6: Early June
Quad Kids Y1-2: Early July



Reception

Describe how the body feels when still and when exercising.



Year 1

Describe how the body feels before and after exercise; carry out simple stretches.



Year 2

Describe how the body feels during and after different physical activities; to recognise the importance of exercise in staying healthy.



Year 3

Recognise and describe and effects of exercise on the body; know the importance of strength and flexibility for physical activity; explain why we warm up.

My Leadership:

To lead a whole-class stretch warm-up.
To demonstrate a skill to the class.
To be the group leader in the *My Skills* or *One-Minute Challenges* circuit.

My Skills: Speed bounce, standing long jump, soft javelin throw, five strides, 50m sprint.

This year I have: taken part in my first orienteering competition; I have competed in my first inter-house sport tournament.



Year 4

Describe how the body reacts at different times and how this affects performance; explain why exercise is good for your health; explain some reasons for warming up and cooling down.

My Leadership:

To lead a whole-class warm up game.
To organise a game or activity for KS1.
To be team or house captain in a competition.

My Skills: speed bounce, standing long jump, vortex/soft javelin throw, five strides, 50m sprint.

This year I have: swum a longer distance or learnt a new stroke; competed in a different inter-house competition.



Year 5

Know and understand the reasons for warming up and cooling down; explain some safety principles when preparing for exercise.

My Leadership:

To lead a whole-class warm up in the Outdoor Gym.
To organise my group during the Skills Circuit.
To help run an inter-house competition for a younger year group.

My Skills: speed bounce, standing long jump, vortex/soft javelin, triple jump, 50m sprint.

This year I have: learnt how to perform safe self-rescue in a swimming pool; tried jet skiing and high ropes at Stubbers.



Year 6

Carry out warm ups and cool downs effectively; understand why exercise is good for health, fitness and mental wellbeing; knows ways in which they can become healthier.

My Leadership:

To set up the *My Skills* or *One-Minute Challenges* lesson for my class.
To run a 4-week active club for a younger year group.
To help run a Year 6 inter-house PE competition.

My Skills: speed bounce, standing long jump, vortex/soft javelin, triple jump, 50m sprint.

This year I have: tried an alternative or adapted sport.

Equipment & Resources

My Personal Best Cards
Standing long jump mat
Soft Javelins
Speed bounce mats
Spots and cones

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals

Sportshall Y3-6: Early Dec
Sportshall Y1-2: Late Jan



Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6

To develop basic pool safety skills and confidence in the water.

Development of basic skills: travel in a vertical or horizontal position with or without the use of floats; push and glide to begin stroke; safe entry and exit; float and submerge.

Show breath control.

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively, for example front crawl, breaststroke and backstroke.

Tread water.

Introduction to deeper water.

Perform safe self-rescue in different water-based situations.

Equipment & Resources

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals

Lessons held at Hornchurch Sports Centre. Years 4 and 5 have thirty 30-minute lessons split between the two years.

Gala Y5/6: Mar

Part 2

Sport-Specific Skill Progression



Reception

Travelling & Linking: tiptoe, step, jump, hop

Shapes & balances: standing balances

Jumps & turns: straight, tuck, jumping jack

Rolls: curled side (egg) roll, log roll

Handstands, cartwheels, roundoffs: bunny hop

Vault: none



Year 1

Travelling & Linking: hopscotch, skipping, galloping

Shapes & balances: kneeling balances; pike, tuck, star, straight, straddle shapes

Jumps & turns: half turn jump, cat spring

Rolls: teddy bear roll

Handstands, cartwheels, roundoffs: front support wheelbarrow with partner

Vault: straight jump off



Year 2

Travelling & Linking: straight jump half-turn

Shapes & balances: large body part balances, b. on apparatus, b. with a partner, straddle shape, front & back support.

Jumps & turns: cat spring to straddle

Rolls: rocking for forward roll, crouched forward roll

Vault: hurdle step on, tuck jump off

Handstands, cartwheels, roundoffs: T-Lever,

scissor kick



Year 3

Travelling & Linking: chassis steps

Shapes & balances: matching and contrasting partner balances

Jumps & turns: star, straddle, pike, cat leap

Rolls: forward roll from standing, tucked backward roll

Vault: squat on, star / straddle / pike jump off

Handstands, cartwheels, roundoffs: handstand, cartwheel



Year 4

Travelling & Linking: straight jump half/full turn, pivot

Shapes & balances: 1,2,3 & 4-point balances, balances with and against a partner.

Jumps & turns: cat leap, cat leap half turn

Rolls: straddle forward roll, backward roll to straddle

Vault: straddle on

Handstands, cartwheels, roundoffs: lunge into handstand and lunge into cartwheel



Year 5

Travelling & Linking:

Shapes & balances: part body weight partner balances

Jumps & turns: stag jump, split leap

Rolls: pike forward roll

Vault: squat through

Handstands, cartwheels, roundoffs: lunge into round-off



Year 6

Shapes & balances: develop technique, control and complexity of part-weight partner balances; group formations.

Jumps & turns: cat leap full turn, stag leap

Rolls: dive forward roll, backward roll to standing pike, pike backward roll

Vault: straddle over

Handstands, cartwheels, roundoffs: hurdle step into cartwheel and hurdle step into round-off



Reception

Style

Movement phrase

A short series of connected actions.



Year 1

Motif

A movement phrase that represents a theme or idea.

Unison

Two or more dancers perform the same actions at the same time.

Canon

Two or more dancers performing the same action one after the other (staggered, not in unison).

Mirroring

Dancers perform the same actions but use opposite body parts to reflect the action.



Year 2

Stimulus

Level

The height of the dancer. For example, stretching up would be high-level, crouching would be mid-level and lying down would be low-level.



Year 3

Improvise

Dancers create movements and actions spontaneously, without rehearsal.



Year 4

Dynamics

How the body performs particular movements to express the mood or the tone of the dance. Dynamics can refer to speed, energy or flow of movements. For example, a movements can be performed energetically or slowly. Flowing or jagged.



Year 5

Transitions



Year 6



Reception



Year 1



Year 2



Year 3

Use of High Five netball (5 a side C GA GA GS GK) over a third of a netball court

Make a series of passes to teammates moving towards a scoring area.

Show some signs of using a chest pass and shoulder pass.

Know where space is and try to move into it.

Mark another player and defend when needed.



Year 4

Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court

Use a chest pass and shoulder pass to support team in scoring.

Make decisions regarding which is the best type of pass to use.

Begin to use a bounce pass, which only bounces once.

Identify space to move into and show a clear target to receive a pass.



Year 5

Use of traditional 7-a-side netball (GS, GA, WA, C, WD, GD, GK) over a whole netball court.

Use all three passes (chest, shoulder & bounce) correctly.

Use a range of speeds within a game to support a team in scoring.

Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.

Lose a defender to receive a pass.

Defend a player and make some successful interceptions (snatch & catch) when playing as a team.



Year 6

Use of traditional 7-a-side netball (GS, GA, WA, C, WD, GD, GK) over a whole netball court.

Know which pass is best to use and when in a game.

Use a range of square & straight passes to change direction of the ball.

Use landing foot to change direction to lose a defender.

Draw defender away to create space for self or team.

Position body to defend effectively, making successful interceptions.

Know where positions are allowed on a court.

Equipment & Resources

Netballs (one per pair)
Hula Hoops
Posts
Bibs

Extra-Curricular Clubs & Experiences

Inter-house netball - Y5&6

Level 2 (Inter-School) Competitions & Festivals

Netball league and cup - Y5/6



Reception



Year 1



Year 2



Year 3

- Dribble a ball making small touches.
- Begin to send a football to someone on team.
- Keep a ball under control.
- Know where space is and try to move into it.
- Mark another player and defend when needed.



Year 4

- Dribble with small touches into space.
- Send a football to someone on the team, using different parts of foot.
- Keep a ball under control when receiving a range of passes from team.
- Understand where the space is and can move into it.
- Mark another player and begin to attempt interceptions.



Year 5

- Dribble making small touches into space with speed.
- Send a football to someone on the team, using different parts of foot accurately.
- Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).
- See space, and use it effectively.
- Lose a defender to receive a pass.
- Defend a player and make some successful interceptions for team.



Year 6

- Dribble making small touches into space with speed, to beat defenders.
- Make decisions regarding how and when to send a football to someone in team.
- Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.
- Know how space changes within a game and when and how to move into changing spaces.
- Draw defender away to create space.
- Position body to defend effectively, making successful interceptions.

Equipment & Resources

Footballs one each
Cones
Bibs
Posts

Extra-Curricular Clubs & Experiences

Year 5&6 football club, lunchtime by Premier Sport (separate boys and girls club) - all year

Year 3 and 4 football club - Spring term

Year 1 and 2 football club - all year

Level 2 (Inter-School) Competitions & Festivals

League and Cup Y5/6
Mixed football festival (Y1/2) Mar

Tag Rugby (sport-specific skill progression)



Reception



Year 1



Year 2



Year 3

Move holding a rugby ball.

Know where to score a try and how to position the ball to score a try.

Move into spaces to avoid defenders.

Make a backward pass to teammates, using the direction most comfortable.

Know to tag team mates when to defend.



Year 4

Move with speed (and change of) with the ball and without.

Use speed and space to avoid defenders .

Pass backwards and in both directions and sometimes on the move.

Tag the person who has the ball, but can mark a player who doesn't have the ball.

Begin to make a high pop pass to avoid a defender.



Year 5

Be able to evade and tag opponents.

Be able to pass and receive a pass at speed.

Be able to pass and receive a pass at speed in a game situation.

Refine attacking and defending skills.

Develop tactics as a team.

Apply learned skills in a game of tag rugby.



Year 6

Be able to evade and tag opponents.

Running at speed, changing direction at speed.

Play effectively in attack and defence.

Score points against opposition.

Support player with the ball.

Equipment & Resources

Tags and belts
Cones
Bibs
Rugby balls

Extra-Curricular Clubs & Experiences

Tag rugby lunchtime club Y6 Aut 1

Tag rugby lunchtime club Y4 Spr 1

Level 2 (Inter-School) Competitions & Festivals

School Games tourn. Y6 Aut 2

Competition Y4 Spr 2



Reception



Year 1



Year 2



Year 3

Begin to show how to hold a hockey stick and which side to use.

Use a simple push pass to another team mate.

Dribble the ball keeping it close to me using the correct side of stick.

Show some signs of an approaching a player to tackle and cause pressure.

Begin to attempt to score a goal from anywhere.



Year 4

Sometimes change direction of travel by rotating and turning stick to support this.

Use a push pass to make a direct pass.

Begin to use a slap pass (bringing stick back and causing more power).

Use speed to dribble the ball into space.

Maintain defence and keep the pressure until possession is gained.

Attempt to score inside a designated scoring area.



Year 5

Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.

Choose between the two passes (push/slap) and explain simply why.

Make a direct pass while dribbling.

Begin to use stick to mark a player from the side line causing them difficulty.

Successfully score while in the scoring area.



Year 6

Use speed, changing of direction and indian dribbling to advance towards team's goal.

Use a range of passes knowing which one depending on the distance of the pass.

Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).

Know when to defend and what defence skills could be used.

Seize an opportunity to score, sometimes quite quickly.

Equipment & Resources

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals

Plastic sticks (Y3/4)
Wooden sticks (Y5/6)
Cones
Bibs



Reception



Year 1



Year 2



Year 3

Throw and catch under pressure.

Use fielding skills to stop the ball effectively.

Learn batting control.

Learn the role of backstop.

Play in a tournament and work as team, using tactics in order to beat another team.

Play in a tournament and work as team, using tactics in order to beat another team



Year 4

To develop the range of Cricket skills they can apply in a competitive context.

To choose and use a range of simple tactics in isolation and in a game context.

To consolidate existing skills and apply with consistency.



Year 5

To link together a range of skills and use in combination.

To collaborate as a team to choose, use and adapt rules in games.

To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance



Year 6

To apply with consistency standard cricket rules in a variety of different styles of games.

To attempt a small range of recognised shots in isolation and in competitive scenarios.

To use a range of tactics for attacking and defending in role of bowler, batter and fielder.

Equipment & Resources

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals

3 Tees Cricket (Y1/2) April
Rapid Fire Cricket (Y3/4) April
Boys' cricket (Y5/6) May
Girls' cricket (Y5/6) May



Reception



Year 1



Year 2



Year 3

- Be able to play simple rounders games.
- Apply some rules to games.
- Develop and use simple rounders skills.
- Throw and catch under pressure.
- Use fielding skills to stop the ball effectively.
- Learn batting control.
- Learn the role of backstop.



Year 4

- Develop the range of rounders skills that can apply in a competitive context.
- Choose and use a range of simple tactics in isolation and in a game context.
- Identify different positions in rounders and the roles of those positions.



Year 5

- Link together a range of skills and use in combination.
- Collaborate as a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance.
- Play in a tournament and work as team, using tactics in order to beat another team.



Year 6

- Apply consistently rounders rules in conditioned games.
- Play small sided games using standard rounders pitch layout.
- Use a range of tactics for attacking and defending in role of bowler, batter and fielder.

Equipment & Resources

Posts and bases
A range of balls
cones

Extra-Curricular Clubs & Experiences

Level 2 (Inter-School) Competitions & Festivals



Reception



Year 1



Year 2



Year 3

Tap the ball off the racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).

Tap the ball back and forth to partner.

Stand in a ready position holding racquet correctly.

Change from a ready position before tapping the ball to a partner.

Begin to know what it means by a forehand and backhand position.

Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.



Year 4

Tap the ball back and forth to a partner over a small space.

Begin to tap a ball over a net allowing for a bounce, hit technique.

Move from a ready position into a forehand position/backhand position quickly.

Bring racquet to meet the ball for a forehand and backhand hit.

Know to use two hands for an effective backhand.

Move racquet in a low to high swing for an effective tap.

Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.



Year 5

Tap the ball using either a forehand or backhand motion.

Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.

Set racquet back in its ready position quickly upon recovery.

Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.

Serve the ball correctly beginning to purposely aim for space to score.



Year 6 - Tennis

Turn and run to the ball getting into a forehand or backhand position en route.

Use 'move-hit-recover' approach within a game showing facing forward on recovery.

Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).

Use the correct swing technique and control with smooth swings keeping the path of the racquet the same

Serve the ball accurately making teammates have to move to send it back.

Equipment & Resources

Short tennis racquets
 Tennis racquets
 Tennis balls
 Portable nets

Extra-Curricular Clubs & Experiences

Summer term - Premier Sport club

Level 2 (Inter-School) Competitions & Festivals

Orangeball tennis (Y5/6) April
 Mini Tennis (Y3/4) April

Part 3

Skill Progression by Year Group



Gymnastics

Travel in different ways; move around, under, over and through different objects and equipment.

Stretch in different ways.

Roll in different ways with control.

Jump in a range of ways from one space to another with control.

Begin to balance with control.

Create a short movement sequence.

Dance

Join different movements together.

Show different speeds in their actions.

Show different styles of movement.

Create a short movement phrase using their own ideas.

Talk about what they and others have done.



Games (Invasion)

Send and receive a ball by rolling from hand and striking with foot.

Aim and throw an object underarm.

Catch a balloon/bean bag; begin to catch a large, bouncing ball.

Move and stop safely.

Play a passing and target game alone and with a partner.

Play chasing games.



Games (striking & fielding, tennis)

Aim & throw an object underarm.

Catch a balloon/bean bag; begin to catch a large, bouncing ball.

Use hand to strike a bean bag or ball and move towards a scoring area.

Begin to use a bat to hit a ball or bean bag.



Athletics inc. cross country

Run safely and at different speeds, using arms for balance.

Jump in different ways, landing safely.

Roll and throw equipment underarm; throw an object at a target.



Indoor Athletics (MPB), fitness & body awareness

Describe how the body feels when still and when exercising.



OAA



Swimming



Gymnastics (specific skills)

Travelling & Linking: tiptoe, step, jump, hop

Shapes & balances: standing balances

Jumps & turns: straight, tuck, jumping jack

Rolls: curled side (egg) roll, log roll

Handstands, cartwheels, roundoffs: bunny hop

Vault: none



Gymnastics

Travel showing a change of direction and speed; move around, under, over, and through different objects and equipment.; begin to move around with control and care.

Hold simple shapes and balances; show contrasting actions (small/tall, narrow/wide).

Carry out a simple range of jumps, landing safely.

Roll in different ways with control.

Copy actions with a beginning, middle and end; create and perform a movement sequence.

Dance & Yoga

Copy actions shown by others.

Create a sequence of actions or create a motif.

Demonstrate unison, canon and mirroring.

Improvise independently to create a simple dance.

Watch and describe a performance positively.



Games (Invasion)

Send and receive a variety of balls and equipment accurately using basic techniques: throw or roll underarm.

Kick and stop a ball using dominant foot while static

Bounce and catch a large ball by self and with a partner; to catch consistently.

Run in a straight, curved and sidestep motion to get into a space using the correct technique.

To show ABC (agility, balance and coordination) in movements.

Begin to follow simple game rules fairly; take part in teams games



Games (striking & fielding, tennis)

Show some different ways of hitting, throwing and striking a ball.

Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).

Play as a fielder and get the ball back to a 'stop zone'.

Begin to follow some simple rules (carrying the bat, knowing when play stops).



Athletics inc. cross country

Use different speeds when running.

Show good posture and balance; demonstrate a basic technique by pumping arms and lifting knees.

Jog in a straight line and change direction safely.

Sprint in a straight line and change direction safely.

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Jump and high and as far as possible; perform a short jumping sequence.



Indoor Athletics (MPB), fitness & body awareness

Describe how the body feels before and after exercise; carry out simple stretches.



OAA

Use the directions left, right, forwards, backwards to play a game.

Use a simple key to collect the correct equipment in order to replicate a picture.

Find matching symbols to complete a sequence in a relay (Tri-O)

Use a simple map to complete a laid-out orienteering course (3x3 grid, animal-themed).



Swimming



Gymnastics (specific skills)

Travelling & Linking: hopscotch, skipping, galloping

Shapes & balances: kneeling balances; pike, tuck, star, straight, straddle shapes

Jumps & turns: half turn jump, cat spring

Rolls: teddy bear roll

Handstands, cartwheels, roundoffs: front support wheelbarrow with partner

Vault: straight jump off



Gymnastics

Travel in a variety of ways, including rolling; move with increasing control and care.

Hold a still shape whilst balancing on different parts of the body.

Jump in a variety of ways and land with control and balance.

Mount and dismount equipment safely.

Copy, explore and remember actions in order to create their own movement sequence.

Perform with coordination and control.

Dance

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Vary the speed and level of their actions.

Move in time to music.

Show an awareness of timing (either to music or a teacher's count) when moving.

Perform their own sequences with coordination and control.



Games (Invasion)

Catch a variety of objects using hand-eye coordination, then use different types of throws to send.

Pass a ball accurately over longer distances to a teammate using dominant hand and foot.

Demonstrate basic dribbling skills with hands and feet.

Combine stopping, collect/pick up and sending a ball to other players in one accurate movement.

Make simple decisions about when/where to move to receive a ball.

Know how to score, keep to the rules and play against others in a sporting manner.



Games (striking & fielding, tennis)

Learn how to hold a bat properly; send a ball off a tee using a bat or racquet.

Position the body to strike a ball.

Catch a variety of objects using hand-eye coordination, then use different types of throws to send.

Begin to use basic fielding skills; return a ball back to the bowler to make the runner stop; stop moving when the bowler has the ball.

Follow rules for a game (carry the bat, don't overtake, run around the outside of a playing area).



Athletics inc. cross country

Run at different paces and describe them.

Use different stride lengths; begin to select the most suitable pace and speed for distance.

Complete an obstacle course.

Use a basic technique to run on a curved line.

Know the difference in throwing for accuracy and distance; try to alter throwing technique to achieve more distance.

Investigate the best jumps to cover different distances; perform and compare different jumps e.g. one foot to two, one foot to one, two feet to two.



Indoor Athletics (MPB), fitness & body awareness

Describe how the body feels during and after different physical activities; to recognise the importance of exercise in staying healthy.



OAA

Use the four compass points North, South, East and West to play games.

Match symbols game (relay) using aerial photos of features.

Complete a puzzle of the school aerial view map by looking at the features on an example map.

Use a simple map to complete a laid-out orienteering course (3x3 grid).



Swimming

Gymnastics (specific skills)

Travelling & Linking: straight jump half-turn

Shapes & balances: large body part balances, b. on apparatus, b. with a partner, straddle shape, front & back support.

Jumps & turns: cat spring to straddle

Rolls: rocking for forward roll, crouched forward roll

Vault: hurdle step on, tuck jump off

Handstands, cartwheels, roundoffs: T-Lever, scissor kick



Gymnastics

Use turns whilst travelling in a variety of ways; move with coordination, control and care

Use a range of jumps in sequences.

Begin to use equipment to vault.

Create interesting body shapes whilst holding balances with control and confidence; link combinations of actions showing a change of direction, speed or level.

Choose ideas to compose a movement sequence independently and with others.

Dance

Begin to improvise independently and with a partner to create a simple dance.

Adapt movements and motifs to create a larger sequence.

Use simple dance vocabulary learnt so far to describe work.

Perform learnt skills and techniques with control and confidence; show an awareness of rhythm and expression.

Watch and evaluate the quality of a performance; describe how their performance has improved over time.



Games (Invasion)

Develop different kicks, throws and dribbling skills using small and big touches; strike a ball with intent.

Perform a range of actions, maintaining control and possession of the ball.

Make a series of passes to teammates moving towards a scoring area.

Mark another player; to show basic defending skills

Show a good awareness of others when playing running and chasing games; move into a space to avoid defenders.



Games (striking & fielding, tennis)

Strike a ball with intent and for distance bowl or throw a ball accurately when fielding; develop an effective overarm bowl.

Practise the correct batting technique and use it in a game;

Know the role of a backstop.

Use fielding skills to stop a ball travelling past them; pass a ball in two different ways showing a difference between high/low or fast/slow.

Short tennis: see specific tennis skill progression.

Play using simple rules of rounders, tri-golf, kwik cricket and tennis.



Athletics inc. cross country

Focus on arm and leg action to improve sprinting technique.

Begin to combine running with jumping over hurdles.

Know the role of the lead leg and trail leg when hurdling.

Demonstrate and explain the importance of choosing the correct running pace to suit the distance being run.

Use the correct takeoff, flight phase and landing for a standing long jump.

Perform a one and two-footed take off, landing with control.

Show a controlled overarm throw; perform a push throw.

Begin to know the rules of different sports; show determination to improve performance but play fairly and lead on Athletics (MPB), fitness & body awareness



Indoor Athletics (MPB), fitness & body awareness

Recognise and describe and effects of exercise on the body; know the importance of strength and flexibility for physical activity; explain why we warm up.

My Leadership:

To lead a whole-class stretch warm-up.

To demonstrate a skill to the class.

To be the group leader in the *My Skills* or *One-Minute Challenges* circuit.

My Skills: Speed bounce, standing long jump, soft javelin throw, five strides, 50m sprint.

This year I have: taken part in my first orienteering competition; I have competed in my first inter-house sport tournament.



OAA

Find the four compass points North, South, East and West using equipment (compasses) then apply to games.

Solve times tables clues to take part in stamping relay game (Tri-O).

Use a simple map to solve problems (Counting cones game, Tri-O).

Use an orienteering map to complete a half Hacton site timed course (10 markers).



Swimming

Gymnastics (specific skills)

Travelling & Linking: chassis steps

Shapes & balances: matching and contrasting partner balances

Jumps & turns: star, straddle, pike, cat leap

Rolls: forward roll from standing, tucked backward roll

Vault: squat on, star / straddle / pike jump off

Handstands, cartwheels, roundoffs: handstand, cartwheel



Gymnastics

Demonstrate a range of directions, speed and levels in their performances; move with clarity, fluency and expression.

Recognise the position of their centre of gravity and how this affects their balance; improve the placement and alignment of body parts in balances.

Use equipment to vault in a variety of ways.

Begin to use flight to travel.

Create a movement sequence to fit a theme; develop strength, technique and flexibility in performances.

Dance

Learn and repeat the movement patterns and actions of a chosen dance style.

Compose and improvise a dance independently or with a partner that reflects a chosen dance style; compose longer dance sequences in a small group.

Show rhythm, spacial awareness, precision and varied dynamics when responding to a stimuli.

Suggest ideas for improvement using dance vocabulary, and modify techniques to improve own performance.



Games (Invasion)

Keep possession a ball; use ABC (agility, balance and coordination) to keep control of a ball in a competitive situation.

Pass and dribble accurately and with some speed; throw a range of balls into different height and size targets.

Understand the concept of attack and defence; identify ways to move a ball towards an opponent's goal.

Work well as a team and make it harder for the opposition; discuss tactics in a team before playing..

Take part in a range of competitive games; show determination and sustained energy level; rec. parts of performance that need improvement.



Games (striking & fielding, tennis)

Choose and use batting and throwing skills to make the game hard for their opponents; work well as a team to achieve this.

Accurately serve or pitch underarm.

Build a rally with a partner (*see specific tennis skill progression document*).

Use hand-eye coordination to strike a moving and a stationary ball.

Use fielding skills as an individual to prevent a player from scoring.

Vary the tactics they use in a game; adapt rules to later games.



OAA

Use the eight compass points N, NE, E, SE, S, SW, W, NW to games.

Match orienteering symbols to aerial photos in a relay game.

Use a simple map to solve problems, using compass to orientate (Counting cones game, Tri-O).

Use an orienteering map to complete a half Hacton site timed course (10 markers).



Athletics inc. cross country

Demonstrate a correct sprinting technique which engages all parts of the body.

Use a correct sprint-finish.

Perform a relay with a baton changeover.

Speed up and slow down efficiently.

Learn how to combine a hop, step and jump to perform a standing triple jump; measure the distance jumped.

Perform a pull throw; measure the distance of throws.



Indoor Athletics (MPB), fitness & body awareness

Describe how the body reacts at different times and how this affects performance; explain why exercise is good for your health; explain some reasons for warming up and cooling down.

My Leadership:

To lead a whole-class warm up game.

To organise a game or activity for KS1.

To be team or house captain in a competition.

My Skills: speed bounce, standing long jump, vortex/soft javelin throw, five strides, 50m sprint.

This year I have: swum a longer distance or learnt a new stroke; competed in a different inter-house competition.



Swimming

To develop basic pool safety skills and confidence in the water.

Development of basic skills: travel in a vertical or horizontal position with or without the use of floats; push and glide to begin stroke; safe entry and exit; float and submerge.

Show breath control.

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively, for example front crawl, breaststroke and backstroke.

Gymnastics (specific skills)

Travelling & Linking: straight jump half/full turn, pivot

Shapes & balances: 1,2,3 & 4-point balances, balances with and against a partner.

Jumps & turns: cat leap, cat leap half turn

Rolls: straddle forward roll, backward roll to straddle

Vault: straddle on
Handstands, cartwheels, roundoffs: lunge into handstand and lunge into cartwheel



Gymnastics

Respond to feedback by adapting their sequences; apply skills and techniques consistently.

Confidently develop the placement of their body parts in balances using their knowledge of their centre of gravity.

Use equipment to vault in a variety of ways; perform jumps, shapes and balances fluently with control.

Combine equipment with movement to create sequences.

Compose and perform longer, more complex sequences in time to music.

Dance

Compose individual, partner and group dances that reflect a chosen dance style.

Use a change of pace and timings in movements; use smooth transitions to link motifs.

Perform their own longer sequences in time to music; demonstrate actions which match the rhythm of music; show imagination and creativity when responding to a stimuli.

Use criteria and complex dance vocabulary to evaluate own and others' performances.



Games (Invasion)

Work consistently in games, selecting skills and techniques which best meet and achieve the aim of the activity.

Use a variety of tactics to keep and win back a ball e.g. change speed or direction, simple dummy actions; make changes to tactics during a break to improve performance.

Develop methods of defending their goal for example marking the opposition and positional awareness.

Take part of competitive games; work persistently to achieve success, then judge strengths and weaknesses and be able to make changes that improve their team or individual performance.



Games (striking & fielding, tennis)

Use different techniques batting and fielding; to choose fielding techniques.

Explain and demonstrate which way of throwing and catching is best for a specific game.

Use a backhand serve, an overhead serve and the singles' tennis scoring system in a game (see *specific tennis skill progression document*).

Use fielding skills as a team to prevent the opposition from scoring.

Devise and adapt rules to create their own game.



Athletics inc. cross country

Accelerate from different starting positions (standing, floor) and select their favourite.

Improve their reaction time when starting a sprint.

Identify the most suitable pace for distance for their fitness level, and try to improve over time; demonstrate stamina in their distance runs.

Perform effective standing long and standing triple jumps.

Develop a technique for a vertical jump (jumping for height) including take off and flight.

Perform a fling-throw: measure the distance using equipment.



Indoor Athletics (MPB), fitness & body awareness

Know and understand the reasons for warming up and cooling down; explain some safety principles when preparing for exercise.

My Leadership:

To lead a whole-class warm up in the Outdoor Gym.

To organise my group during the Skills Circuit.

To help run an inter-house competition for a younger year group.

My Skills: speed bounce, standing long jump, vortex/soft javelin, triple jump, 50m sprint.

This year I have: learnt how to perform safe self-rescue in a swimming pool; tried jet skiing and high ropes at Stubbers.



OAA

Learn the eight compass points N, NE, E, SE, S, SW, W, NW, using equipment (compasses), then apply them to a game.

Match orienteering symbols from key to examples on orienteering map in a relay game.

Match orienteering maps to aerial photos (of the local area).

Use an orienteering map to complete whole-site course (10 markers).

Additional experience

Take part in a range of adventurous activities at Stubbers trip (Summer term).



Swimming

Tread water.

Introduction to deeper water.

Perform safe self-rescue in different water-based situations.

Gymnastics (specific skills)

Travelling & Linking:

Shapes & balances: part body weight partner balances

Jumps & turns: stag jump, split leap

Rolls: pike forward roll

Vault: squat through

Handstands, cartwheels, roundoffs: lunge into round-off

Gymnastics

Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.

Confidently use equipment to vault and incorporate this into sequences.

Create complex sequences which showcase different abilities and involve a full range of movements (travelling, balancing, holding shapes, jumping, keeping, swinging, vaulting and stretching).

Perform complex sequences in time to music.

Dance

Not currently on LTP for Y6 ; inc. for info

Use dramatic expression in dance movements and motifs; demonstrate strong and controlled movements throughout a dance sequence;

Create a complex, flowing sequence by linking actions requiring different pace, timing, levels, motifs and ways of travelling.

Perform a variety of techniques rhythmically and with precision, in time to music.

Use complex dance vocabulary to make thoughtful and useful suggestions for improvement; modify elements of own sequence as a result of self and peer evaluation.

Games (Invasion)

Choose different formations of players to suit the needs of a game.

Throw and catch accurately under pressure in a game.

Follow or create complicated game rules successfully.

Use a variety of ways to keep and win back a ball; link skills together fluently e.g. passing and receiving the ball whilst on the move.

Lead or captain a game; communicate tactics to others during a game.

Choose and use criteria to evaluate their own and other's work, suggesting thoughtful improvements, explain why they have used a particular skill or technique, and the

Indoor Athletics (MPB), fitness & body awareness

Carry out warm ups and cool downs effectively; understand why exercise is good for health, fitness and mental wellbeing; knows ways in which they can become healthier.

My Leadership:
To set up the My Skills or One-Minute Challenges lesson for my class.
To run a 4-week active club for a younger year group.
To help run a Year 6 inter-house PE competition.

My Skills: speed bounce, standing long jump, vortex/soft javelin, triple jump, 50m sprint.

This year I have: tried an alternative or adapted sport.

Games (striking & fielding, tennis)

Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.

Use good hand-eye coordination to hit or strike the ball with purpose, varying the speed, height and direction in order to outwit the opposition.

Hit a bowled ball over longer distance; understand how to serve in order to start a game.

Work as a team to develop fielding strategies to prevent the opposition from scoring.

Follow and create complicated rules; throw and catch accurately under pressure.

Play an adapted or modified game.

Athletics inc. cross country

Demonstrate a refined sprint including a start position of their choice, a quick reaction time, correct technique and sprint finish.

Run over hurdles fluently, focusing on the the lead led and a consistent stride-pattern.

Accelerate to pass other competitors. Perform a relay successfully.

Continue to show endurance, stamina and correct pacing; adapt pace over a distance race to finish strongly.

Show progress of distance in all taught jumps; perform a

neave throw.

OAA

Use an orienteering map to complete an off-site course (local park) (10 markers).

Additional experience

Take part in a range of adventurous activities at Y6 residential trip (Summer term).

Swimming

Gymnastics (specific skills)

Shapes & balances: develop technique, control and complexity of part-weight partner balances; group formations.

Jumps & turns: cat leap full turn, stag leap

Rolls: dive forward roll, backward roll to standing pike, pike backward roll

Vault: straddle over

Handstands, cartwheels, roundoffs: hurdle step into cartwheel and hurdle step into round-off