



## Physical Education: Intent, Implementation and Impact

### Intent

Moat Hall Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children from, Reception to Year 6, to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Moat Hall, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

### Implementation

- PE at Moat Hall Primary School provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Each sporting discipline taught over a two-year period to ensure skills are developed and progressed successfully throughout all year groups.
- Pupils participate in one high quality PE lessons each week, taught by our Sports coach, covering a sporting discipline every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Children have an opportunity to attend after school sport clubs three evenings per week.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Children from Year 2 to Year 6 have an opportunity to swim once a week for a half term during the year to meet P.E curriculum objectives.
- Children complete the "Daily Mile" each day, to help meet the government target of all children being active for at least 60 minutes a day.
- We have connections with out of school companies, such as, Great Wyrley Academy High School, who have kindly supported the development of P.E standards by providing Dance sessions once a week during Autumn and Spring term for Year 3 and 4.

## Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Reviewed September 2022





## PE progression map – whole school

<b>EYFS – Physical Development</b>	
<b>Gymnastics:</b> <ul style="list-style-type: none"><li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li><li>• Experiments with different ways of moving</li><li>• Jumps off an object and lands appropriately</li><li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li></ul>	<b>Athletics:</b> <ul style="list-style-type: none"><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li><li>• Children show good control and co-ordination in large and small movements</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li><li>• Experiments with different ways of moving</li><li>• Move confidently in a range of ways, safely negotiating space.</li></ul>
<b>Games:</b> <ul style="list-style-type: none"><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li><li>• Show good control and co-ordination in large and small movements</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li><li>• Experiments with different ways of moving.</li></ul>	<b>Dance:</b> <ul style="list-style-type: none"><li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li><li>• Experiments with different ways of moving</li><li>• Show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space</li><li>• Enjoys joining in with dancing and ring games</li><li>• Beginning to move rhythmically</li><li>• Imitates movement in response to music.</li><li>• Begins to build a repertoire of songs and dances</li><li>• Sing songs, make music and dance, and experiment with ways of changing them</li><li>• Developing preferences for forms of expression</li><li>• Uses movement to express feelings</li><li>• Creates movement in response to music</li><li>• Captures experiences and responses with a range of media, such as dance</li><li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li><li>• Represent own ideas, thoughts and feelings through dance.</li></ul>



## Key Stage 1 National Curriculum Expectations

### Gymnastics:

The main KS1 national curriculum aims covered in the Gymnastics units are:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

### Athletics:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending.

### Games:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

### Dance:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.



## Key Stage 2 National Curriculum Expectations

### Gymnastics:

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Athletics:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Games:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Dance:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



## GYMNASTICS

GYMNASTICS							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Describe how the body reacts at different times and how this affects performance.	Know and understand the reasons for warming up and cooling down.	Understand the importance of warming up and cooling down.
		Carry and place equipment safely	Explain what they need to stay healthy	Know the importance of strength and flexibility for physical activity.	Explain why exercise is good for your health.	Explain some safety principles when preparing for and during exercise.	Understand why exercise is good for health, fitness and wellbeing.
				Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.		
<b>Acquiring and developing skills in gymnastics (General)</b>	Create a short sequence of movements.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Know ways they can become healthier
							Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.



	Roll in different ways with control.	Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
	Travel in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide).	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Confidently use equipment to vault and incorporate this into sequences.
	Stretch in different ways.	Travel in different ways, changing direction and speed.	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Show changes of direction, speed and level during a performance.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Apply skills and techniques consistently, showing precision and control.
	Jump in a range of ways from one space to another with control. Begin to balance with control.	Hold still shapes and simple balances.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Travel in different ways, including using flight.	Confidently use equipment to vault in a variety of ways.	Develop strength, technique and flexibility throughout performances.
	Move around, under, over, and through different	Carry out simple stretches.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Improve the placement and alignment of body parts in balances.	Apply skills and techniques consistently.	



	objects and equipment.	Carry out a range of simple jumps, landing safely.	Move with increasing control and care	Begin to use equipment to vault.	Use equipment to vault in a variety of ways.	Develop strength, technique and flexibility throughout performances.		
		Move around, under, over, and through different objects and equipment.		Create interesting body shapes while holding balances with control and confidence.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Combine equipment with movement to create sequences.		
		Begin to move with control and care.		Begin to show flexibility in movements	Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.			
Rolls	Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing	
	Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll	
	Teddy bear roll	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
				Rocking for forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
				Crouched forward roll		Backward roll to straddle	Tucked backward roll	Tucked backward roll
							Backward roll to straddle	Backward roll to straddle
							Backward roll to standing pike	
						Pike backward roll		





Jumps	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump			
	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump			
	Jumping Jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack			
	Half turn jump	Cat spring	Half turn jump	Half turn jump	Star jump	Star jump	Star jump	Star jump		
			Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle jump	Straddle jump		
			Cat spring to straddle	Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump		
			Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Stag jump	Stag jump		
			Cat leap	Straight jump full-turn	Straight jump full-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	
				Cat leap	Cat leap	Straight jump full-turn	Straight jump full-turn	Straight jump full-turn	Straight jump full-turn	
				Cat leap half-turn	Cat leap	Cat leap	Cat leap	Cat leap	Cat leap	Cat leap
					Cat leap half-turn	Cat leap half-turn	Cat leap half-turn	Cat leap half-turn	Cat leap half-turn	Cat leap half-turn
					Split leap	Split leap	Split leap	Split leap	Split leap	Split leap
				Split leap Stag leap	Split leap Stag leap	Split leap Stag leap	Split leap Stag leap	Split leap Stag leap	Split leap Stag leap	Split leap Stag leap
Vault – with springboard or raised platform		Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard			
		Straight jump off springboard	Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault			
		Tuck jump off springboard	Star jump off	Star jump off	Straddle on vault	Straddle on vault	Straddle on vault	Straddle on vault		
			Tuck jump off	Tuck jump off	Star jump off	Star jump off	Star jump off	Star jump off		
			Straddle jump off	Straddle jump off	Tuck jump off	Tuck jump off	Tuck jump off	Tuck jump off		
			Pike jump off	Straddle jump off	Straddle jump off	Straddle jump off	Straddle jump off	Straddle jump off	Straddle jump off	
				Pike jump off	Pike jump off	Pike jump off	Pike jump off	Pike jump off	Pike jump off	
Squat through vault	Squat through vault	Squat through vault	Squat through vault	Squat through vault	Squat through vault					
Straddle over vault	Straddle over vault	Straddle over vault	Straddle over vault	Straddle over vault	Straddle over vault	Straddle over vault				
Handstands, cartwheels and round-offs	Bunny hop	Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel			
		Front support wheelbarrow with partner	Front support wheelbarrow with partner	Front support wheelbarrow with partner	Lunge into handstand	Lunge into cartwheel	Lunge into cartwheel	Lunge into round-off		
			T-lever	T-lever	Cartwheel		Lunge into round-off	Hurdle step		
			Scissor kick	Scissor kick				Hurdle step into cartwheel		



							Hurdle step into round off	
<b>Travelling &amp; linking actions</b>	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	
		Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	
		Skipping	Skipping	Skipping	Skipping	Skipping	Skipping	
		Galloping	Galloping	Galloping	Chassis steps	Chassis steps	Chassis steps	Chassis steps
			Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn	Straight jump half-turn
				Cat leap	Straight jump full turn	Straight jump full turn	Straight jump full turn	Straight jump full turn
					Cat leap	Cat leap	Cat leap	Cat leap
					Cat leap half turn	Cat leap half turn	Cat leap half turn	Cat leap half turn
Pivot	Pivot	Pivot	Pivot	Pivot				
<b>Shapes and balances</b>	Standing balances	Standing balances	Standing balances	Large body part balances including standing and kneeling balances	1, 2,3- and 4-point balances	1, 2,3- and 4-point balances	1, 2,3- and 4-point balances	
		Kneeling balances	Kneeling balances	Balances on apparatus	Balances on apparatus	Balances on apparatus	Balances on apparatus	
		Pike, tuck, star, straight, straddle shapes	Large body part balances	Matching and contrasting partner balances	Balances with and against a partner,	Part body weight partner balances	Develop technique, control and complexity of part-weight partner balances	
			Balances on apparatus	Front and back support	Pike, tuck, star, straight, straddle shapes	Pike, tuck, star, straight, straddle shapes	Group formations	
			Balances with a partner	Front and back support	Front and back support	Front and back support	Pike, tuck, star, straight, straddle shapes	
			Pike, tuck, star, straight, straddle shapes		Front and back support			
			Front and back support		Front and back support			



<b>Compete/perform</b>	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.
	Participate in simple games.	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
				Compete against self and others in a controlled manner.			Begin to record their peers' performances, and evaluate these.



## ATHLETICS

ATHLETICS							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Running</b>	Run in different ways for a variety of purposes.	Vary their pace and speed when running.	Run at different paces, describing the different paces.	Identify and demonstrate how different techniques can affect their performance.	Confidently demonstrate an improved technique for sprinting.	Accelerate from a variety of starting positions and select their preferred position.	Recap, practise and refine an effective sprinting technique, including reaction time.
	Run with a basic technique over different distances.	Run with a basic technique over different distances.	Use a variety of different stride lengths.	Focus on their arm and leg action to improve their sprinting technique.	Carry out an effective sprint finish.	Identify their reaction times when performing a sprint start.	Build up speed quickly for a sprint finish.
	Show good posture and balance.	Show good posture and balance.	Travel at different speeds.	Begin to combine running with jumping over hurdles.	Perform a relay, focusing on the baton changeover technique.	Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.	Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
	Jog in a straight line.	Jog in a straight line.	Begin to select the most suitable pace and speed for distance. Complete an obstacle course.	Focus on trail leg and lead leg action when running over hurdles.	Speed up and slow down smoothly.	Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.	Accelerate to pass other competitors.
	Change direction when jogging.	Change direction when jogging.	Vary the speed and direction in which they are travelling.	Understand the importance of adjusting running pace to suit the distance being run.		Identify and demonstrate stamina, explaining its importance for runners.	Work as a team to competitively perform a relay.
	Sprint in a straight line.	Sprint in a straight line.	Run with basic techniques following a curved line.				Confidently and independently select the most appropriate pace for different distances and



							different parts of the run.
		Change direction when sprinting.	Be able to maintain and control a run over different distances.				Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
		Maintain control as they change direction when jogging or sprinting.					
Jumping	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Use one and two feet to take off and to land with.	Learn how to combine a hop, step and jump to perform the standing triple jump.	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.
		Perform a short jumping sequence.	Combine different jumps together with some fluency and control.	Develop an effective take-off for the standing long jump.	Land safely and with control.	Perform an effective standing long jump.	Maintain control at each of the different stages of the triple jump.
		Jump as high as possible.	Jump for distance from a standing position with accuracy and control.	Develop an effective flight phase for the standing long jump.	Begin to measure the distance jumped.	Perform the standing triple jump with increased confidence.	Land safely and with control.
		Jump as far as possible.	Investigate the best jumps to cover different distances.	Land safely and with control.		Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.	Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
		Land safely and with control. Work	Choose the most appropriate jumps			Land safely and with control.	Perform and apply different types of



		with a partner to develop the control of their jumps.	to cover different distances. Know that the leg muscles are used when performing a jumping action.				jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
Throwing	Roll equipment in different ways.	Throw underarm and overarm.	Throw different types of equipment in different ways, for accuracy and distance.	Throw with greater control and accuracy.	Perform a pull throw.	Perform a fling throw.	Perform a heave throw.
	Throw underarm.	Throw a ball towards a target with increasing accuracy.	Throw with accuracy at targets of different heights.	Show increasing control in their overarm throw.	Measure the distance of their throws.	Throw a variety of implements using a range of throwing techniques.	Measure and record the distance of their throws.
Compete and perform	Throw an object at a target.	Improve the distance they can throw by using more power.	Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw.	Continue to develop techniques to throw for increased distance.	Measure and record the distance of their throws.	Continue to develop techniques to throw for increased distance and support others in improving their personal best.
				Continue to develop techniques to throw for increased distance.		Continue to develop techniques to throw for increased distance.	Develop and refine techniques to throw for accuracy.
Compete and perform	Control their body when performing a sequence of movements	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.



	Participate in simple games	Engage in competitive activities and team games.	Compete against self and others.	Compete against self and others in a controlled manner.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about what others have done.	Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	



## GAMES

GAMES							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and hitting a ball</b>	Hit a ball with a bat or racquet.	Use hitting skills in a game.	Strike or hit a ball with increasing control.	Demonstrate successful hitting and striking skills.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Use different techniques to hit a ball.	Hit a bowled ball over longer distances.
		Practise basic striking, sending and receiving.	Learn skills for playing striking and fielding games.	Develop a range of skills in striking (and fielding where appropriate).	Accurately serve underarm.	Identify and apply techniques for hitting a tennis ball.	Use good hand-eye coordination to be able to direct a ball when striking or hitting.
			Position the body to strike a ball.	Practise the correct batting technique and use it in a game.	Build a rally with a partner.	Explore when different shots are best used.	Understand how to serve in order to start a game.
		Strike the ball for distance.		Use at least two different shots in a game situation.	Develop a backhand technique and use it in a game.		
				Use hand-eye coordination to strike a moving and a stationary ball.	Practise techniques for all strokes.		
			Play a tennis game using an overhead serve.				

  

<b>Throwing and catching a ball</b>	Roll equipment in different ways.	Throw underarm and overarm.	Throw different types of equipment in different ways, for accuracy and distance.	Throw and catch with greater control and accuracy.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is	Throw and catch accurately and successfully under pressure in a game.
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	Throw underarm.	Catch and bounce a ball.	Throw, catch and bounce a ball with a partner.	Practise the correct technique for catching a ball and use it in a game.		appropriate in a game.	
	Throw an object at a target.	Use rolling skills in a game.	Use throwing and catching skills in a game.	Perform a range of catching and gathering skills with control.			
	Catch equipment using two hands.	Practise accurate throwing and consistent catching.	Throw a ball for distance.	Catch with increasing control and accuracy.			
			Use hand-eye coordination to control a ball.	Throw a ball in different ways (e.g. high, low, fast or slow).			
			Vary types of throw used.	Develop a safe and effective overarm bowl.			
	<b>Travelling with the ball</b>	Move a ball in different ways, including bouncing and kicking.	Travel with a ball in different ways.	Bounce and kick a ball whilst moving.			
Use equipment to control a ball.		Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Use kicking skills in a game.	Use two different ways of moving with a ball in a game.		Use ball skills in various ways, and begin to link together.	
			Use dribbling skills in a game.				
<b>Passing a ball</b>	Kick an object at a target.	Pass the ball to another player in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with
		Use kicking skills in a game.					



							fluency, e.g. passing and receiving the ball on the move.
<b>Possession</b>				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Using space</b>	Move safely around the space and equipment.	Use different ways of travelling in different directions or pathways.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
	Travel in different ways, including sideways and backwards.	Run at different speeds. Begin to use space in a game.	Begin to choose and use the best space in a game.				
<b>Attacking and defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending.	Begin to use and understand the terms attacking and defending.	Use simple attacking and defending skills in a game.	Use a range of attacking and defending skills and techniques in a game.	Choose the best tactics for attacking and defending. Shoot in a game.	Think ahead and create a plan of attack or defence.
		Use simple defensive skills such as marking a player or defending a space.	Use at least one technique to attack or defend to play a game successfully.	Use fielding skills to stop a ball from travelling past them.	Use fielding skills as an individual to prevent a player from scoring.	Use fielding skills as a team to prevent the opposition from scoring.	Apply knowledge of skills for attacking and defending.
		Use simple attacking skills					Work as a team to develop fielding



		such as dodging to get past a defender.					strategies to prevent the opposition from scoring.
Tactics and rules	Follow simple rules.	Follow simple rules to play games, including team games.	Understand the importance of rules in games.	Apply and follow rules fairly.	Vary the tactics they use in a game.	Know when to pass and when to dribble in a game.	Follow and create complicated rules to play a game successfully.
		Use simple attacking skills such as dodging to get past a defender.	Use at least one technique to attack or defend to play a game successfully.	Understand and begin to apply the basic principles of invasion games.	Adapt rules to alter games.	Devise and adapt rules to create their own game.	Communicate plans to others during a game.
		Use simple defensive skills such as marking a player or defending a space.		Know how to play a striking and fielding game fairly.			Lead others during a game.
Compete and perform	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Participate in simple games.	Begin to perform learnt skills with some control	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
		Engage in competitive activities and team games.	Compete against self and others.	Compete against self and others in a controlled manner.			



<b>Evaluate</b>	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about what others have done.	Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	



## DANCE

DANCE							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance skills</b>	Join a range of different movements together.	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.
	Change the speed of their actions.	Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.
	Change the style of their movements.	Vary the speed of their actions.	Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Use dramatic expression in dance movements and motifs.
	Create a short movement phrase which demonstrates their own ideas.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Compose longer dance sequences in a small group.	Develop an awareness of their use of space.	Perform with confidence, using a range of movement patterns.
		Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif.	Perform with some awareness of rhythm and expression.	Demonstrate precision and some control in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Demonstrate strong and controlled movements throughout a dance sequence.
			Move in time to music.		Begin to vary dynamics and develop actions and motifs in response to stimuli.	Use transitions to link motifs smoothly together.	Combine flexibility, techniques and movements to create a fluent sequence.



			Improve the timing of their actions.		Demonstrate rhythm and spatial awareness.	Improvise with confidence, still demonstrating fluency across the sequence.	Move appropriately and with the required style in relation to the stimulus.
					Change parts of a dance as a result of self-evaluation.	Ensure their actions fit the rhythm of the music.	Show a change of pace and timing in their movements.
					Use simple dance vocabulary when comparing and improving work.	Modify parts of a sequence as a result of self and peer evaluation.	Move rhythmically and accurately in dance sequences.
						Use more complex dance vocabulary to compare and improve work.	Improvise with confidence, still demonstrating fluency across their sequence.
							Dance with fluency and control, linking all movements and ensuring that transitions flow.
							Demonstrate consistent precision when performing dance sequences.
							Modify some elements of a sequence as a result of self and peer evaluation.
							Use complex dance vocabulary to compare and improve work.



<b>Compete and perform</b>	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.	Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement.
		Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform the sequence in time to music.
			Compete against self and others.	Compete against self and others in a controlled manner.			Perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about what others have done.	Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	