B	PE Progression of skills								
Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum	
Handle effectiv	e equipment vely.	Understand why it is important to count music	Explore the counting of 8 in time with the music.	Use dance phrases that communicate ideas.	Use characterisation and narrative through movement and gesture.	Adapt and refine the way I use actions, dynamics and relationships in my	Choreograph motifs and structure simple dances.	KS1 Perform dances using simple movement	
range of Show g and cod small a movem Explore how to space s Explore movem and balance Begin t time to Copy, r	e space and o use safely e travelling nents, shapes to count in o music. repeat member	music Use different parts of the body in isolation and together. Explore pathways. Show some sense of dynamic and expressive qualities in dance. Explore travelling actions, movement skills and balances. Vary the way they use space. Recognise changes in my body when I do exercise.	Develop coordination and control. Use dynamics and expression. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. Explore space and how their body can move to express and idea, mood or feeling	Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Use canon, unison, formation and levels in dance. Develop their use of counting and rhythm	movement and gesture. Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns. Use formation, canon and unison and levels. Refine, repeat and remember dance phrases and dances.	and relationships in my dance. Recognise and comment on dances, showing an understanding of style. Develop an awareness of the historical and cultural origins of different dances. Lead a partner through short warm-up routines.	Adapt and refine the way I use actions, dynamics and relationships to improve dance. Choreograph a dance using props. Use formations, timing, dynamics fluently. Lead a small group through a short warmup routine. Use movement to convey ideas. Use mirroring and unison.	simple movement patterns. KS2 Perform dances using a range of movement patterns	

End Outcomes	EYFS Children repeat and remember actions to a stimulus and choose their own actions in response to theme	
Dance	Year 1 Copy and repeat actions by linking them together to make short dance phrases on theme puddles.	
	Year 2 Create a short dance phrase with a partner to express an idea, mood or feeling with clear changes of speed on the theme rainforest.	
	Year 3 Create dances with a partner and in small groups in relation to an idea including historical, cultural and scientific sources.	
	Year 4 Perform dances clearly and fluently by creating characters and narrative through movement and gesture to structure dance phrases on my own, with a partner and in a group.	
	Year 5 Create, perform and observe dances in a range of themes from historical and cultural origins. Perform these different styles of dance clearly and fluently and use their movements to explore and communicate ideas and issues, and their own feelings and thoughts.	
	Year 6 Work on their own, in pairs and groups to perform dances fluently and with control by Creating and developing an idea or them e into dance choreography.	





$\sim$								
Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	Handle equipment effectively.	Remember and repeat actions and shapes.	Plan and repeat simple sequences of actions.	Complete actions with increasing balance and control.	Safely perform balances individually and with a partner.	Create and perform sequences using apparatus, individually	Understand what counter balance and counter tension is and	<u>KS1</u> Master basic movements including
	Move confidently in a range of ways.	Make my body tense, relaxed, stretched and curled.	Use shapes when performing other skills. Demonstrate different	Move in unison with a partner.	Plan and perform sequences with a partner that include a	and with a partner. Perform symmetrical and asymmetrical	can show examples with a partner. Combine and perform gymnastic actions,	running, jumping, throwing and catching, as well as developing balance,
	Safely negotiate space.	Show an awareness of space when	shapes, take off and landings when	Develop stepping into shape jumps with	change of level and shape.	balances.	shapes and balances with control and	agility and coordination, and begin to apply these
	Handle equipment effectively.	travelling. Develop technique in	performing jumps Perform the basic	control. Transition smoothly	Develop strength in inverted movements.	Develop the straight, forward, straddle and backward roll	fluency. Create and perform sequences taking using	in a range of activities
	Talk about ways to keep healthy and safe.	the barrel, straight and forward roll and shape jumps.	gymnastic actions with increasing control and balance.	into and out of balances.	Use and develop the straight, barrel, forward	Use canon and synchronisation, and	compositional devices to improve the quality.	<u>KS2</u> Develop flexibility, strength, technique,
	Know the importance for good health and physical exercise.	Perform balances with developing stability and control	Use directions and levels to make my work look interesting.	Use a greater number of my own ideas for movements in response to a task.	and straddle roll. Develop control in performing and landing rotation jumps.	matching and mirroring when performing with a partner and a group and say how it affects the performance.	Lead a small group through a short warmup routine. Develop counter	control and balance [for example, through athletics and gymnastics]
		Use apparatus safely. Recognise changes in my body when I do exercise.	Develop rolling and sequence building. Describe how my body feels during exercise.	Choose and plan sequences of contrasting actions. Choose actions that	Understand how body tension can improve the control and quality of my movements.	Use matching and mirroring using actions both on the floor and on apparatus.	balance and counter tension. Perform the progressions of a headstand and a cartwheel.	
			jeed during exercise.	flow well into one another Adapt sequences to	Explain what happens in my body when i warm up.	Use strength and flexibility to improve the quality of a performance.	Use flight from hands to travel over apparatus. Understand what	
				suit different types of apparatus. With help, recognise	Watch, describe and suggest possible improvements to others' performances and my	Lead a partner through short warm-up routines.	counter balance and counter tension is and can show examples with a partner.	
				how performances could be improved.	own.	Use set criteria to make simple judgments about performances and	Create and perform sequences taking using compositional devices	
				Understand why it is important to warm up.	Identify some muscle groups used in gymnastic activities.	suggest ways they could be improved. Lead a partner through short warm-up routines.	to improve the quality. Suggest changes and use feedback to improve a sequence.	
						1		

End Outcomes Gymnastics	<b><u>EYFS</u></b> To copy and create short sequences linking actions together with the opportunity to use apparatus.	
	Years 1 To create a sequence by linking key gymnastic skills and actions.	
	<mark>Years 2</mark> To develop sequence by linking key gymnastic skills and actions on apparatus.	
	Year 3 To create a sequence of work, collaborating with others to use matching and contrasting actions and shapes using equipment.	
	<u>Year 4</u> To create a partner sequence that includes apparatus.	
	Year 5 To create a partner sequence with matching and mirroring, using apparatus	
	Year 6 To be able to create a group sequence using formations and apparatus.	





Move confidently in mage of ways.Softwage	<u>Athletics</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
Tange of worg:Correlation when changing direction.Develop rhythm and balance in nuning or jumping.Develop proving and 				coordination when		difference between		best pace for a running	<u>KS1</u> Master basic movements including
Show good control and coordination is mall and large movemens.Link running and jumping movemens whist landing.Show balance when davelop blanceDevelop communication in statilis and technique in 		range of ways.	ordination when	Develop rhythm and balance in running over	and landings when	Demonstrate different	jumps showing some	5	running, jumping, throwing and catching, as well as developing balance, agility and
Talk about ways to keep healthy and safe.Link running and jumping movements with some control af prigod health and physical everaseLink running and jumping movements with some control and balance.Jump for distance and height with control and to distance.Jump for distance and height with control and to distance.With greater control and condition in to distance.KS2 Use running, 		coordination in small	jumping and leaping for distance and develop balance	Show balance when	for distance and height.	skills and technique in	and consistency in jumping for distance.	others sprinting technique.	coordination, and begin to apply these in a range of
Know the importance for goad health and physical exerciseand balance.The second multiple activity, remembering activity, remembering activity, remembering when to run and what to do.Throw with some accuracy and power into a target area.Throw with some accuracy and power into a target area.Throw activity of multiple sof multiple sof multiple sof multiple sof 			Link running and jumping movements	jumping movements with some control and	speed and pace in relation to distance.	height with control and	coordination in the triple jump.	with greater control and coordination.	
jumps and landing. Co-ordinate my body to throw towards a target. Developing technique to throw for distance. Recognise changes in the body when doing exercise. Throw a variety of objects, changing my action for accuracy a target. Developing throwing for distance. Understand and practise changeover in the body when doing exercise. Throw a variety of objects, changing my action for accuracy a target. Developing throwing for distance. Understand and practise changeover in the body when doing exercise. Throw a variety of objects, changing my action for accuracy a target. Developing throwing for distance. Understand and practise changeover in the body when doing exercise. Throw a variety of objects, changing my action for accuracy a distance. Throw a variety of objects, changing my action for accuracy and time. Throw a variety of objects, changing my action for accuracy and time. Throw a variety of objects, changing my accord my distance. Throw a variety of objects, changing my accord my distance. Throw a variety of objects, changing my acco		for good health and	and balance. Experiment with	Experiment with different types of jumps	activity, remembering when to run and what	accuracy and power	in jumping activities.	height and distance	and catching in isolation and in combination.
Developing technique to throw for distance.Developing throwing for distance.Developing throwing for distance.Record my distances, numbers and times.Interfug witer 1 was successful and what I need to do to improve.Select au partier through short warm-up routines.Ethau a short warmup routine.Recognise changes in the body when doing exercise.Developing throwing for distance.Developing throwing for distance.Understand and practise changeover in relay events.Identify witer 1 was successful and what I need to do to improve.Select and apply the best pace for a running event.Understand why it is important to warm up.Understand why it is important to warm up.Understand why it is important to warm up.Identify good athletic performance and explainIdentify good athletic performance and explainIdentify good athletic performance and explain			jumps and landing. Co-ordinate my body	Show good technique when throwing	objects, changing my action for accuracy	my body when I warm	throwing for distance by developing throwing	good technique, power and control when	Develop flexibility, strength, technique, control and balance [for example, through athletics and
Recognise changes in the body when doing exercise.Understand and practise changeover in relay events.Understand and practise changeover in relay events.Understand how stamina and power help people to perform well in different athletic activities.Identify my own and others' strengths and areas for development and can suggest ways to improve.Identify when I was successful.Identify when I was successful.Identify good athletic performance and explainIdentify conditioned performance and explainIdentify conditioned performance and explain			Developing technique	Developing throwing	5	successful and what I		through a short	gymnastics]
Image: Staminal and power help people to perform well in different athletic and can suggest ways to improve. Identify wy own and others' strengths and areas for development activities.   Image: Staminal and power help people to perform well in different athletic activities. Identify when I was successful.   Image: Staminal and power help people to perform well in different athletic activities. Identify when I was successful.			Recognise changes in the body when doing	for distance.	practise changeover in		a running event.	best pace for a	
Identify when I was successful. Identify good athletic performance and explain			exercise.		important to warm		people to perform well in different athletic	others' strengths and areas for development and can suggest ways	
why it is good.					50				

End Outcomes Athletics	Years 1 and 2 learn to play against an opponent and be able to hit the ball over a net.
	<u>Years 3</u> Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.





vasion Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
								Curriculum
luding	To work safely and	Beginning to dribble	Sometimes dribble a	Dribble, pass, receive	Dribble, pass, receive	Dribble, pass, receive	Dribble, pass, receive	<u>KS1</u>
_	develop running and	a ball with my hands	ball with my hands	and shoot the ball	and shoot the ball with	and shoot the ball with	and shoot the ball with	Participate in tea
tball	stopping.	and feet.	and feet.	with some control.	increasing control.	some control under	increasing control	games, developin
icksticks						pressure.	under pressure.	simple tactics for attacking and
	To develop throwing	Know who is on my	Know who is on my	Learning the rules of	Understand the rules of		Use the rules of the	defending
ball	and learn how to keep	team.	team and I can	the game and I am	the game and I can use	Understand the rules of	game consistently.	aejenang
ketball	score.		attempt to send the ball to them.	beginning to use them.	them most of the time.	the game and I can use them often.		KCO
Rugby		Send and receive a	ball to them.	them.		them often.	Create and use space	<u>KS2</u> Play competitive
	To be able to play	ball.			Help my team keep		to help my team.	games, modified
	games showing an		Move with a ball	Move with a ball	possession and score	Understand there are	Select and apply	where appropria
	understanding of the	Stay with another	towards goal.	towards goal with	goals when I play in	different skills for	different movement	[for example,
	different roles within it.	player when		increasing control.	attack.	different situations and I am beginning to use	skills to lose a	badminton,
	<b>T</b> ( <b>U</b> ) .	defending.	Dodge and find space	Learning the rules of	Delay and help prevent	this.	defender.	
	To follow instructions		away from the other	the game and I am	the other team from		5	
	and move safely when		team.	beginning to use	scoring when I play in	Move into space to help	Lead a small group	
	Playing tagging games.		Stay with another	them.	defence.	my team.	through a short	
	<b>-</b>		player to try and		,	5	warmup routine.	
	To work cooperatively		prevent them from	Understand my role	Use simple tactics to	Lead a partner through	Use marking, tackling	
	and learn to take turns.		getting the ball.	as an attacker and as	help my team score or	short warm-up routines	and/or interception to	
	<b>-</b>		5 5	a defender.	qain possession.		improve my defence.	
	To work with others to		Describe how my body	,	5 1	Understand the rules of		
	play team games.		feels during exercise.	Understand why it is	Understand the rules of	the game and I can use	Select the appropriate	
				important to warm	the game and I can use	them often.	action for the situation.	
			know how to score	up.	them most of the time.		Use the rules of the	
			points and can		5	Understand there are	game consistently.	
			remember the score.	Identify when I was	Use simple tactics to	different skills for	gante consistentity.	
				successful.	help my team score or	different situations and I	Create and use a	
				5	gain possession.	am beginning to use	variety of tactics to	
					5 1	this.	help my team.	
					Explain what happens in		Select and apply	
					my body when I warm	Know what position I	different movement	
					up.	am playing in and how	skills to lose a defender	
						to contribute when	2	
					Identify when I was	attacking and defending.	Lead a small group	
					successful and what I		through a short	
					need to do to improve.	Recognise my own and	warmup routine.	
						others strengths and	Identify my own and	
						areas for development	others' strengths and	
						and can suggest ways to	areas for development	
						improve.	and can suggest ways	
						Lead a partner through	to improve.	
		1	1	1	1	Leau a parmer inrough		1

End Outcomes Invasion Games	<u>EYFS</u> To work with others to play team games.
	Year 1 and 2 Play uneven and even sided games and learn how to score points in these types of games and how to play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.
	<u>Year 3 and 4</u> To apply defending and attacking principles and skills in a tournament.
	<b>Years 5 and 6</b> To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.





Net and Wall	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
<u>Games</u>								
		Throw and push a	Show awareness of	Return a ball to a	Sometimes play a	Developing a wider	Use a wider range of	KS1
Including		ball in a variety of	opponents when	partner.	continuous game.	range of skills and I am	skills in game	Master basic
		ways.	playing games.			beginning to use these	situations.	movements including
			<b>-</b>	Use basic racket skills.	Use a range of basic	under some pressure.		running, jumping,
<u>Fennis</u>		Sometimes catch a	Roll and hit a ball.		racket skills.		Play cooperatively with	throwing and
/olleyball		beanbag and a		Develop returning		Use the skills I prefer	a partner.	catching, as well as
		medium-sized ball.	Apply these skills in a	the ball using a	Return to the ready	with increasing		developing balance,
			variety of simple	forehand	position to defend my	consistency.	Select the appropriate	agility and
		Track balls and other	games.	groundstroke.	own court.		action for the situation	coordination, and
		equipment sent to				Use backhand and	and make this decision	begin to apply these
		me.	Work with a partner to	Use and develop two	Understand the rules of	forehand groundstrokes.	quickly.	in a range of
			improve my skill.	handed back hand.	the game and I can use			activities
		Throw and hit a ball			them often.	Serve underarm.	Use a wider range of	
		in a variety of ways.	Describe how my body	Learning the rules of			skills with increasing	KS2
			feels during exercise.	the game and I am	Throw with some	Develop knowledge of	control under	Participate in team
		Recognise changes in		beginning to use	accuracy at a target.	serving and understand	pressure.	games, developing
		my body when I do	Know how to score	them.		the rules.		simple tactics for
		exercise.	points and can		Catch with increasing		Use feedback provided	attacking and
			remember the score.	Throw with some	control.	Understand the need for	to improve the quality	defending
		Recognise how to		accuracy and catch		tactics and can	of my work.	
		score points.		with some	Use simple tactics.	sometimes apply them.		KS2
				consistency.			Use the rules of the	Play competitive
					Understand the rules of	Play cooperatively with	game consistently to	games, modified
				Understand the aim of	the game and I can use	a partner.	play honestly and	where appropriate
				the game.	them often.		fairly.	[for example,
						Throw accurately at a		badminton,
				Learning the rules of	Explain what happens in	target.	Work collaboratively to	basketball, cricket,
				the game and I am	my body when I warm		create tactics with my	football, hockey,
				beginning to use	up.	Lead a partner through	team and evaluate the	netball, rounders an
				them.		short warm-up routines.	effectiveness of these.	tennis], and apply
					Use simple tactics.			basic principles
				Understand why it is		Understand the rules of	Work in collaboration	suitable for
				important to warm	Identify when I was	the game and I can use	with others so that	attacking and
				up.	successful and what I	them to play fairly.	games run smoothly.	defending
					need to do to improve.	Understand there are		
				Identify when I was		different skills for	Recognise my own and	
				successful.		different situations and I	others strengths and	
						am beginning to use	areas for development	
						this.	and can suggest ways	
							to improve.	
						Recognise my own and		
						others strengths and	Understand that there	
						areas for development	are different areas of	
						and can suggest ways to	fitness and how this	
						improve.	helps me in different	
	1			1		· ·	activities.	

End Outcomes	Years 1 and 2 learn to play against an opponent and be able to
Net and Wall	hit the ball over a net.
<u>Games</u>	Years 3 Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.
	<u>Year 4</u> Use simple tactics in a game to outwit an opponent and to demonstrate honesty and fair play when competing against others in matches.
	Year 5 Work collaboratively with a partner to compete against others using tactics to outwit opponents.
	Year 6 Work collaboratively with a partner to compete against others in mini doubles matches. Pupils play in pairs. Pupils play against another pair for a set amount of time (3 – 5 mins approx).





EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National
1.1.5	i cui i		i cui o	i cui i			Curriculum
Roll a ball to a target.	Roll a ball towards a target.	Roll a ball to hit a target.	Use overarm and underarm throwing,	Use overarm and underarm throwing, and	Sometimes strike a bowled ball.	Strike a bowled ball with increasing	<u>KS1</u> Participate in team
Stop a rolling ball.	Stop a medium-sized	Developing underarm	and catching skills.	catching skills with increasing accuracy.	Developing a wider	consistency.	games, developing simple tactics for
Develop accuracy when throwing to a target.	ball with some consistency.	and overarm throwing skills.	Beginning to strike a bowled ball.	Sometimes strike a bowled ball.	range of skills and I am beginning to use these under some pressure.	Use a wider range of skills in game situations.	attacking and defending.
Bounce and catch a ball.	Sometimes catch a beanbag and a medium-sized ball.	Sometimes hit a ball using a racket.	Able to bowl a ball Towards a target.	Able to bowl a ball with some accuracy, and	Use the skills they prefer with increasing	Select the appropriate action for the situation.	<b>KS2</b> Play competitive games, modified
To develop dribbling a ball with your feet. Kick a ball	Track a ball.	Know how to score points and can remember the score.	Developing an understanding of tactics and I am beginning to use them	consistency. Choose and use simple	consistency. Understand the need for	Use the rules of the game consistently.	where appropriate [for example, badminton, basketball, cricket,
Develop rolling and tracking a ball.	points.	Track a ball and stop it.	in game situations.	situations. Understand the rules of	to choose and use some tactics effectively.	Lead a small group through a short warmup routine.	football, hockey, netball, rounders and tennis], and apply basic principles
Develop accuracy when throwing to a target.	hand and an object. Know how to score	Apply these skills in a variety of simple games.	the game. Learn the rules of the	them often.	Understand the rules of the game and I can use them to play fairly.	Understand and can use tactics in the game	suitable for attacking and defending
Dribble with hands.	points.	Use some simple	game and begin to use them.	the game and I can use	Understand there are different skills for	as a batter, bowler and fielder.	
Develop throwing and catching with a partner.	Recognise changes in my body when I do exercise.	Understand the roles of	Developing an understanding of	Explain what happens in	different situations and I am beginning to use	Work collaboratively with others to score	
Dribble a ball with your feet.		batter, bowler and fielder.	tactics and I am beginning to use them in game situations.	my boay when I warm up.	Lead a partner through	runs and to get batters out	
		Describe how my body feels during exercise.	Understand why it is important to warm up. Identify when I was	Identify when I was successful and what I need to do to improve.	short warm-up routines. Understand the need for tactics and have begun to choose and use some tactics effectively.	Identify my own and others' strengths and areas for development and can suggest ways to improve.	
			successful.		Recognise my own and others strengths and areas for development and can suggest ways to improve.	Use a wider range of fielding skills with increasing control under pressure.	
	Roll a ball to a target. Stop a rolling ball. Develop accuracy when throwing to a target. Bounce and catch a ball. To develop dribbling a ball with your feet. Kick a ball Develop rolling and tracking a ball. Develop accuracy when throwing to a target. Dribble with hands. Develop throwing and catching with a partner. Dribble a ball with your	Roll a ball to a target.Roll a ball towards a target.Stop a rolling ball.Stop a medium-sized ball with some consistency.Develop accuracy when throwing to a target.Stop a medium-sized ball with some consistency.Bounce and catch a ball.Sometimes catch a beanbag and a medium-sized ball.To develop dribbling a ball with your feet. Kick a ballTrack a ball.Develop rolling and tracking a ball.Track a ball.Develop rolling and tracking a ball.Push a ball using my hand and an object.Develop accuracy when throwing to a target.Fush a ball using my hand and an object.Dribble with hands.Recognise changes in my body when I do exercise.Dribble a ball with yourFree changes in my body when I do exercise.	Roll a ball to a target.Roll a ball towards a target.Roll a ball to hit a target.Stop a rolling ball.Stop a medium-sized ball with some consistency.Developing underarm and overarm throwing skills.Bounce and catch a ball.Sometimes catch a beanbag and a medium-sized ball.Developing underarm and overarm throwing skills.To develop dribbling a ball with your feet. Kick a ballSometimes catch a beanbag and a medium-sized ball.Sometimes hit a ball using a racket.To develop dribbling a ball with your feet. Kick a ballTrack a ball.Know how to score points.Develop rolling and tracking a ball.Push a ball using my hand and an object.Track a ball using my hand and an object.Develop throwing to a target.Push a ball using my hand and an object.Apply these skills in a variety of simple games.Develop throwing and catching with a partner.Recognise changes in my body when I do exercise.Understand the roles of batter, bowler and fielder.	Roll a ball to a target.Roll a ball towards a target.Roll a ball towards a target.Roll a ball towards a target.Roll a ball towards a target.Roll a ball to hit a target.Use overarm and underarm throwing, and catching skills.Bounce and catch a ballSometimes catch a beanbag and a medium-sized ball.Developing underarm and overarm throwing skills.Beginning to strike a bowled ball.To develop dribbling a ball with your feet. Kick a ballSometimes catch a beanbag and a medium-sized ball.Sometimes hit a ball using a racket.Able to bowl a ball Towards a target.Develop rolling and tracking a ball.Track a ball wing to a target.Know how to score points.Developing an understanding of tacking a ball.Able to bowl a ball Towards a target.Develop rolling and tracking a ball.Fush a ball using my hand and an object.Apply these skills in a variety of simple games.Understand the aim of the game.Develop throwing and catching with a partner.Recognise changes in my body when I do exercise.Use some simple tactics.Learn the rules of the game and begin to use them.Dible a ball with your feet.Recognise changes in my body when I do exercise.Describe how my body feels during exercise.Describe how my body feels during exercise.Understand why it is important to warm up.	Roll a ball to a target.Roll a ball towards a target.Roll a ball towards a target.Roll a ball towards a target.Use overarm and underarm throwing, and catching skills.Use overarm and underarm throwing, and catching skills.Develop accuracy when throwing to a target.Stop a medium-sized ball with some consistency.Developing underarm and overarm throwing, skills.Use overarm and underarm throwing, and catching skills.Use overarm and underarm throwing, and catching skills.Bounce and catch a ball.Sometimes catch a beanbag and a medium-sized ball.Sometimes catch skills.Developing underarm and overarm throwing 	Roll a ball to a target.Roll a ball towards a target.Roll a ball towards a target.Roll a ball towards a target.Sometimes strike a 	Roll a ball to a target. Stop a rolling ball.Roll a ball towards a target.Roll a ball to hit a target.Use overarm and underarm throwing, and catching skills.Sometimes strike a bowled ball.Sometimes strike a thorwing on catching skills.Sometimes strike a bowled ball.Sometimes strike a underarm throwing, and catching skills.Sometimes strike a thorwards target.Sometimes strike a bowled ball.Sometimes strike a thorwards target.Sometimes strike a thorwards target.Sometimes strike a thorwards target.Sometimes strike a bowled ball.Sometimes strike a thorwards target.Sometimes strike a thereadstrike.Sometimes strike a thorwardstrike.Sometimes strike a thorwardstrike

End Outcomes <u>Striking and</u>	<u>EYFS</u> Work independently and with a partner in a range of game play situations using their developed fine and gross motor skills.
<u>Feilding</u>	Year 1 and 2 Play one against one, one against two, and one against three and use the rules, skills and simple tactics in these game scenarios.
	Year 3 and 4 Pupils have to think about how they use skills, strategies and tactics to outwit the opposition and apply these skills learnt to mini cricket/ rounders competitiv games (bowling to keep scores low, deceiving and avoiding fielders when batting).
	Year 5 and 6 To use a variety of different skills, techniques and tactics for fielding and striking and apply these to short and long barrier competitive matches/tournaments in cricket and rounders.





<u>0AA</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
	Follow		Follow	Follow and give	Accurately follow and	Work effectively with a	Work effectively with a	KS1
	instructions.		instructions.	instructions.	give instructions.	partner and a small group, sharing ideas and	partner and a group.	Master basic movements
	Listen to others.		Work with a partner and begin	communicate ideas and listen	Work effectively with a partner and a small	agreeing on a team strategy.	Pool ideas within a group, selecting and	including running, jumping, throwing and catching, as
	Work co- operatively with a		to work in a small group.	to others. Work with a	group. Identify key symbols on	Orientate and map.	applying the best method to solve a problem.	well as developing balance, agility and
	partner. Communicate		Share my ideas and help to solve	partner and a small group.	a map and use a key to help navigate around a	Navigate around a course using a map.	Orientate and map	coordination, and begin to apply these in a range of
	simple instructions.		tasks.	Plan and	grid.	Reflect on when and	efficiently to navigate around a course.	activities.
	Show fair play.		Listen to others.	attempt to apply strategies to solve problems.	Reflect on when and why I was successful at solving challenges.	how I was successful at solving challenges, and alter my methods in	Build communication and trust whilst	<u><b>KS2</b></u> Take part in outdoor
	Suggest ideas to solve tasks.		Reflect on when they were successful at	Reflect on when	Identify key symbols on	order to improve.	showing an awareness of safety.	and adventurous activity challenges both individually and
	LUSRS.		solving challenges.	and why I was successful at solving	a map and use a key to help navigate around a grid.	Use critical thinking to approach a task.	Cooperate and teamwork skills.	within a Team.
			Show honesty and fair play.	challenges.	Plan and apply	Be inclusive of others and can share job roles.	Use critical thinking to	Compare their performances with
			Co-operate and communicate in a	Developing map reading skills.	strategies to solve problems.	Develop tactical planning and problem	form ideas. Pool ideas within a	previous ones and demonstrate improvement to
			small group to solve challenges.	Encourage and involve all team members in an	Encourage and involve all team members in an activity and work	solving.	group, selecting and applying the best method to solve a	achieve their personal best.
			Plan with a group to solve the	activity and work towards a	towards a collective goal.	Listen to others and follow instructions	problem.	
			challenges.	collective goal.	Develop trust and		Reflect on when and how I successful at	
			Communicate effectively and develop trust.	Develop trust and accept support.	accept support.		solving challenges, and alter my methods in order to improve.	
			·					
				<u> </u>	<u> </u>		I	I

End Outcomes <u>OAA</u>	<u>Year 3 and 4</u> Work in a group to orientate themselves round a map and design a route for others to navigate and use.
	<mark>Year 5 and 6</mark> Create plans and strategies to solve problems by deciding on roles in a team to collaboratively navigate around a course.





$\sim$		1			ŕ	r	r	$\sim$
<u>Multi Skills</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
		Follow instructions.	Follow instructions.		Accurately follow and give instructions.	Use the skills they prefer with increasing	Use a wider range of skills in game	<u>KS1</u> Master basic
		Listen to others.	Work with a partner and begin to work in a		Work effectively with a	consistency.	situations.	movements including running,
		Work co-operatively with a partner.	small group.		partner and a small group.	Understand the need for tactics and have begun to choose and use some	Select the appropriate action for the situation.	jumping, throwing and catching, as well as developing
		Communicate simple	Share my ideas and help to solve tasks.		Choose and use simple tactics for different	tactics effectively.	Use the rules of the game consistently.	balance, agility and coordination, and
		instructions.	Listen to others.		situations.	Understand the rules of the game and I can use them to play fairly.	Lead a small group through a short	begin to apply these in a range of activities.
		Show fair play. Suggest ideas to solve	Reflect on when they were successful at		Understand the rules of the game and I can use them often.	Understand there are	warmup routine.	KS2
		tasks.	solving challenges.		Understand the rules of	different skills for different situations and I am beginning to use	Understand and can use tactics in the game	Play competitive games, modified
			Show honesty and fair play.		the game and I can use them often.	this.	Work collaboratively with others to score	where appropriate [for example, badminton,
			Co-operate and communicate in a small		Identify when I was successful and what I	Lead a partner through short warm-up routines.	Identify my own and others' strengths and	basketball, cricket, football, hockey,
			group to solve challenges.		need to do to improve	Understand the need for tactics and have begun	areas for development and can suggest ways	netball, rounders and tennis], and apply basic principles
			Plan with a group to solve the challenges.			to choose and use some tactics effectively.	to improve	suitable for attacking and defending
			Communicate			Recognise my own and others strengths and areas for development		dejending
			effectively and develop trust.			and can suggest ways to improve.		

End Outcomes Multi Skills	Year 1 and 2 Play one against one, one against two, and one against three and use the rules, skills and simple tactics in these game scenarios. Children to keep score and try and beat their personal best.					
	Year <u>4</u> Pupils have to think about how they use skills, strategies and tactics and apply these skills learnt to competitive games. Children to be able to beat personal best score.					
	Year 5 and 6 To use a variety of different skills, techniques and tactics to apply these to games that the children design themselves. Children to become leaders and communicators. Children to be able to adapt and evaluate their own games to improve them.					