



PE progression of skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GYMNASTICS</p> <p>Acquiring and Developing skills</p>	<p>Goes up steps and stairs, or climbs up apparatus, using alternate feet.</p> <p>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Is able to combine different movements with ease and fluency</p> <p>Is revising and refining the fundamental movement</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall,</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p>

	<p>Skips, hops, stands on one leg and can hold a pose for a game like musical statues.</p>	<p>skills he/she has already acquired; climbing</p> <p>Creates collaboratively sharing ideas, resources and skills</p> <p>Is developing overall body-strength, balance, co-ordination and agility</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other</p>	<p>narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p>	<p>parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
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		<p>physical disciplines including gymnastics</p> <p>Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)</p>	<p>Begin to move with control and care.</p>			<p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances .</p>	<p>Combine equipment with movement to create sequences.</p>	
<p>GYMNASTICS</p> <p>Rolls</p>		<p>Is revising and refining the fundamental movement skills he/she has already acquired; rolling</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>

				Crouched forward roll			Backward roll to straddle	Backward roll to standing pike Pike backward roll
GYMNASTICS	Jump two feet to two feet on the spots.	Is revising and refining the fundamental movement skills he/she has already acquired; jumping	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Jumps			Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
			Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack
			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	Pike jump	Pike jump	Pike jump	Pike jump
					Straight jump halfturn	Straight jump halfturn	Stag jump	Stag jump
					Cat leap	Straight jump halfturn	Straight jump halfturn	Straight jump half-turn
						Straight jump fullturn	Straight jump fullturn	Straight jump fullturn
						Cat leap	Cat leap	Cat leap
						Cat leap half-turn	Cat leap half-turn	Cat leap half-turn
							Split leap	Cat leap full-turn

								Split leap
								Stag leap
GYMNASTICS			Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table				Straight jump off springboard	Squat on vault	Squat on vault	Squat on vault	Squat on vault
				Tuck jump off springboard.	Star jump off	Straddle on vault	Straddle on vault	Straddle on vault
					Tuck jump off	Star jump off	Star jump off	Star jump off
					Straddle jump off	Tuck jump off	Tuck jump off	Tuck jump off
					Pike jump off	Straddle jump off	Straddle jump off	Straddle jump off
						Pike jump off	Pike jump off	Pike jump off
							Squat through vault	Squat through vault
							Squat through vault	Straddle over vault
GYMNASTICS			Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel
Handstands, Cartwheels and Round-offs			Front support wheelbarrow with partner	Front support wheelbarro	Lunge into handstand Cartwheel	Lunge into cartwheel	Lunge into cartwheel	Lunge into roundoff
							Lunge into round-	Hurdle step

		has already acquired; crawling						
		Is revising and refining the fundamental movement skills he/she has already acquired; walking						
GYMNASTICS	Is continuing to develop his/her movement; balancing		Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight,	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes	1, 2, 3 and 4-point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4-point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4-point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes

				straddle shapes	Front and back support			Front and back support
GYMNASTICS Compete/Perform		Moves energetically, such as jumping, hopping, skipping and climbing (ELG) Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these
DANCE Dance Skills	Is increasingly able to use and remember	Listens attentively, moves to and talks about	Copy and repeat actions.	Copy, remember	Begin to improvise with a partner to	Identify and repeat the movement patterns and	Identify and repeat the movement patterns and	Identify and repeat the movement patterns and

	<p>sequences and patterns of movements which are related to music and rhythm.</p> <p>Copy adults to move in a variety of ways.</p> <p>Copy most aspects of body actions</p> <p>Copy some body actions linked to rhymes.</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>music, expressing his/her feelings and responses</p> <p>Watches and talks about dance and performance art, expressing his/her feelings and responses</p> <p>Explores and engages in music making and dance, performing solo or in groups</p> <p>Explores, uses and refines a variety of artistic effects to express</p>	<p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in</p>	<p>actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p>	<p>actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility,</p>
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		<p>his/her ideas and feelings</p> <p>Is progressing towards a more fluent style of moving, with developing control and grace</p> <p>Is able to combine different movements with ease and fluency</p> <p>Creates collaboratively sharing ideas, resources and skills</p> <p>Is developing overall body-strength, balance, co-ordination and agility</p>				<p>response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p>
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		Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance						<p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
DANCE Compete/Perform		Performs songs, rhymes, poems and stories with others, and - when	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 learnt skills and	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.

		appropriate - tries to move in time with music (ELG)	Begin to perform learnt skills with some control.	Perform learnt skills with increasing control. Compete against self and others.	techniques with control and confidence. Compete against self and others in a controlled manner.	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. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
DANCE Evaluate	Responds to what he/she has heard, expressing his/her thoughts and feelings.	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
GAMES Striking and Hitting a Ball			Use hitting skills in a game.	Strike or hit a ball with	Demonstrate	Use a bat, racquet or stick (hockey) to hit a ball or	Use different techniques to hit a ball.	Hit a bowled ball over longer distances.

			<p>Practise basic striking, sending and receiving.</p>	<p>increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>	<p>Use good handeye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
<p>GAMES</p> <p>Throwing and Catching a Ball</p>			<p>Throw underarm and overarm.</p>	<p>Throw different types of equipment in different ways, for</p>	<p>Throw and catch with greater control and accuracy.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>

			<p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>		<p>each is appropriate in a game.</p>	
<p>GAMES</p> <p>Travelling with a Ball</p>	<p>Kick, roll, chase and collect a ball.</p>		<p>Travel with a ball in</p>	<p>Bounce and kick a</p>	<p>Move with the ball in a variety</p>	<p>Move with the ball using a range of techniques</p>	<p>Use a variety of ways to dribble in a</p>	<p>Show confidence in using ball skills in various ways in a game</p>

			different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	of ways with some control. Use two different ways of moving with a ball in a game.	showing control and fluency.	game with success. Use ball skills in various ways, and begin to link together.	situation, and link these together effectively.
GAMES Passing a Ball			Pass the ball to another player in a game. Use kicking skills 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 fluency, e.g. passing and receiving the ball on the move.
GAMES Possession					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.

<p>GAMES</p> <p>Using Space</p>		<p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG)</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>
<p>GAMES</p> <p>Attacking and Defending</p>			<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p>

			defending a space. Use simple attacking skills such as dodging to get past a defender.	defend to play a game successfully.		prevent a player from scoring.	team to prevent the opposition from scoring.	Work as a team to develop fielding strategies to prevent the opposition from scoring.
GAMES Tactics and Rules		Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
GAMES	Is starting to take part in	Is developing confidence,	Perform using a range	Perform sequences of	Develop the quality of the	Perform and apply skills	Consistently perform and	Perform and apply a variety

<p>Compete/Perform</p>	<p>some group activities which he/she makes up for himself/herself, or in teams.</p> <p>Is continuing to develop his/her movement; ball skills</p>	<p>competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other</p>	<p>of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
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		<p>physical disciplines including sport</p> <p>Moves energetically, such as running, jumping hopping and skipping (ELG)</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p>						
<p>GAMES</p> <p>Evaluate</p>		<p>Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them</p>	<p>Watch and describe performances</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

				Talk about the differences between their work and that of others.		Modify their use of skills or techniques to achieve a better result.	techniques, and the effect they have had on their performance.	
ATHLETICS Running	Run at speed in an outdoor space. Run at speed and negotiate spaces and obstacles.	Is revising and refining the fundamental movement skills he/she has already acquired; running Moves energetically, such as running (ELG)	Vary their pace and speed when running. Run with a basic technique over different distances. Maintain control as they change direction when jogging or sprinting. Show good posture and balance.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors.

			<p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p>	<p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>		<p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
<p>ATHLETICS</p> <p>Jumping</p>			<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages</p>

			<p>one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover</p>	<p>the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping</p>
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				<p>different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>				<p>activities including measuring the jumps with confidence and accuracy</p>
<p>ATHLETICS</p> <p>Throwing</p>			<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to</p>

				greater distance.				throw for accuracy.
ATHLETICS			Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
ATHLETICS		Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

				between their work and that of others.		to achieve a better result.	they have had on their performance.	
OAA Trails					Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
OAA Problem solving					Identify and use effective communication to begin to	Communicate clearly with other people in a team,	Use clear communication to effectively	Use clear communication to effectively complete a

					<p>work as a team. Identify symbols used in a key.</p>	<p>and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>compete a particular role in a team.</p> <p>Compete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
<p>OAA</p> <p>Preparation and Organisation</p>					<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately</p>

						<p>use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accuracy navigate an orienteering course.</p>	<p>navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
<p>OAA</p> <p>Communication</p>					<p>Communicate with others</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills where necessary.</p> <p>Successfully use a map to complete an</p>

							Begin to use a compass for navigation.	<p>orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
OAA					<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performance and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Compete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an</p>

								orienteeing course from it.
OAA					<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances , giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Chose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques and the effect they have had on their performances.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>