

PE Progression

	Year 1	Year 2
P1. Can warm up safely prior to exercise and can sustain performance over periods of time	Joins in warm ups enthusiastically and can sustain energy levels	Joins in warm ups enthusiastically and can work hard without needing to take a break
	<i>Knowledge - Knows how we prepare our bodies physically</i>	<i>Knows why we prepare our bodies physically</i>
P2. Able to work safely within a defined space.	Is able to find a space and move away when people invade their space	Is able to travel around and change direction frequently without colliding with others
	<i>Knowledge- understands that working too closely to someone else can be dangerous</i>	<i>Knowledge- that when travelling and turning they need to be aware of others and to keep their head up</i>
P3. Demonstrates agility, balance and coordination.	Is able to change direction and can perform a range of basic fundamental skills accurately and consistently	Is able to change direction without prompting and can perform a wide range of fundamental movement skills accurately and consistently.
	<i>Knowledge- know a range of simple techniques associated with FMS</i>	<i>Knowledge – Understands that regular practice will bring about improvement</i>
P4. Can follow simple movement patterns at different levels, speeds and through a variety of pathways.	Can perform movements at different levels when prompted	Can work creatively to show different dynamics without prompting.
	<i>Knowledge- understands what different levels are in gym and dance</i>	<i>Knowledge- can say what some different pathways are</i>
P5. Understands some principles of attacking and defending	Can use evading skills to avoid being caught	Times runs to avoid being caught
	<i>Knowledge- knows that you need to move to space to receive a pass.</i>	<i>Knowledge- knows that a team cannot have all players playing in attack nor defence</i>
P6. Has started to link skills to perform actions and sequences of movement.	Can move from one action to another seamlessly	Can link 3 or more movements
	<i>Knowledge- Knows for example why we take a run up when taking a penalty kick</i>	<i>Knowledge- knows that linked movements create aesthetically pleasing sequences</i>

Personal and Social	Year 1	Year 2
PS1. Communicates effectively and works well with others.	Listens to others and can express an opinion	Engages with others and contributes to the group
	Knowledge- knows the importance of taking turns when speaking and with equipment	Knowledge- knows it is important to listen to others' points of view
PS2. Manages feelings and behaviour well.	Keeps control of their emotions whilst participating	Is considerate to others and their ability level.
	Knowledge – that following instructions and rules is for everybody's benefit	Knowledge- knows that others will be affected by poor individual choices
PS3. Self-motivated and displays self – confidence.	Approaches the majority of tasks with confidence	Is keen and performs without inhibition
	Knowledge – that we can learn from our teachers and each other	Knowledge – that effort is important in order to progress
PS4. Knows what success looks like - self and others.	Can articulate what they need to do to accomplish a simple task	Can articulate two or more parts of a success criteria for a skill.
	<ul style="list-style-type: none"> • Knowledge- knows what they need to do to do simple skills better 	Knowledge- That skills are made up of different facets
PS5. Can comment on the work of others using some technical language.	<ul style="list-style-type: none"> • Can say what they liked about somebody's work and use some technical language 	Talks purposefully about others' work explaining in simple terms why they like their work and what they could do even better.
	Knowledge – can say what they like about somebody's work and say why	Knowledge – can say what they liked about somebody's work and use some technical language
PS6. Demonstrates leadership skills.	Is able to direct others to achieve a common goal	Is able to show clear direction and a sense of purpose.
	Knowledge- knows how to motivate others	Knowledge- understands when to be decisive

Applying skills	Year 1	Year 2
C1. Applies basic skills competently in a range of physical activities.	Demonstrates an ability to move fluidly across a range of disciplines	<ul style="list-style-type: none"> • Demonstrates mastery of the overwhelming majority of the FMS
	Knowledge- how to move, stabilise and manipulate objects consistently well	Knowledge- how to move, stabilise and manipulate objects consistently well
C2. Applies attacking and defending skills within activities which require them.	Can sense danger and move to intercept a ball	Moves to space without prompting to receive a ball
	Knowledge- that all the team need to defend to be successful in stopping the other team attacking.	Knowledge- knows to get the ball out wide where the space is.
C3. Is physically confident and makes a purposeful contribution.	Needs little encouragement to join in and works determinedly	Needs no encouragement to join in and works determinedly
	Knowledge- knows how to get involved	Knowledge- knows how to get into position to receive the ball and signals for it.
C4. Shows awareness of boundaries and rules.	Can conduct him/herself and accepts decisions	Plays fairly and shows respect for opponents and decisions made
	Knowledge – understands what good behaviour looks like and understands most basic rules.	Knowledge-knows that their behaviour positively or negatively will impact on their team.
C5. Demonstrates understanding and interpretation of rules and accepts decisions given.	Can play fairly without looking to gain an unfair advantage	Can refocus quickly after a disappointment
	Knowledge- knows how to accept an official's decision showing respect	Knowledge- understands that sometimes officials make the wrong decision
C6. Demonstrates sporting values.	Can enjoy sport and allows others enjoy it too	Plays with consideration for others
	Knowledge- knows that the school games has values and can articulate at least 2	Knowledge- knows that the school games has values and can explain what some mean

Performing	Year Groups			
Desired Outcomes	3	4	5	6
Warms up prior to exercise and is able to sustain performance over periods of time.	<ul style="list-style-type: none"> Joins in warm ups enthusiastically and shares ideas with others. Can sustain intensity during physical activity. 	<ul style="list-style-type: none"> Can lead a warm up with a partner and explain the importance of warming up. Can sustain intensity during more exacting physical activity. 	<ul style="list-style-type: none"> Leads warm ups with a partner confidently using a range of movements Can explain why it's important to warm up.. Can sustain demanding physical activity. 	<ul style="list-style-type: none"> Leads warm ups to a large group confidently showing a wide range of appropriate movements and can explain why it's important to warm up Demonstrates good stamina and intensity throughout demanding physical activity.
	<i>Knowledge - that humans need the right types and amount of nutrition and that humans get nutrition from what they eat.</i>		<i>Knowledge- knows that we warm up to prepare ourselves physically and mentally and the effects of exercise on different parts of the body.</i>	
Has a sense of anticipation; can find space and is aware of others.	<ul style="list-style-type: none"> Is usually in a position of readiness and focused Doesn't crowd around the ball. Is able to find space to receive passes. 	<ul style="list-style-type: none"> Is often in a position of readiness. Uses the width of the pitch. 	<ul style="list-style-type: none"> Always has weight on balls of feet and is focused. Knows where opponents and teammates are. Adjusts own movements according to the game situation 	<ul style="list-style-type: none"> Always has weight on balls of feet and is focused. Knows where opponents and teammates are and adjusts own movements accordingly. Makes good decisions and takes up dangerous spaces
	<i>Knowledge – what a position of readiness or position of 'Triple threat' is.</i>	<i>Knowledge – knows that if marked they need to move elsewhere</i>		<i>Knowledge- knows how to create space for others</i>
Demonstrates agility, balance, coordination and precision.	<ul style="list-style-type: none"> Is able to change direction off either foot and can perform a range of skills accurately and consistently. 	<ul style="list-style-type: none"> Is able to change direction off either foot. Performs a wide range of skills accurately and consistently 	<ul style="list-style-type: none"> Is able to change direction off either foot responding to different game situations. Performs a range of skills accurately and consistently 	<ul style="list-style-type: none"> Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently.
	<i>Knowledge - humans have skeletons and muscles for support, protection and movement.</i>		<i>Knowledge- understands what constitutes good technique.</i>	<i>Knowledge-understands a range of ways to outwit an opponent/s across a variety of disciplines</i>

Desired Outcomes	3	4	5	6
Performs with control and poise.	Takes time when in possession and when executing skills	• Can carry out skills efficiently without rushing	• Is composed and focused and able to affect performance of others by making good decisions.	Is composed, confident and focused and able to affect performance of others by making good decisions.
	Knowledge – that taking care and time can often result in better outcomes.		Knowledge – those decisions are influenced by external live factors.	
Understands how to work alongside and against others when attacking and defending	Moves forward to support at appropriate times and works hard to get behind the ball when defending.	Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence.	Supports others both in attack and defence. Understands the importance of width when attacking and when to press and drop off when defending.	Supports others in attack by overlapping and underlapping, understanding the importance of width and support when attacking and when to press and when to drop off when defending.
	Knowledge- that best defence involves all team members and players supporting when in attack.		Knowledge- that players will not always stay rigidly in one position and that fluidity within teams is important	
Links skills to perform actions and sequences of movement.	Can perform at least 2 skills in tandem.	Moves safely in response to others whilst performing a number of skills.	Moves and responds accordingly to the stimuli that is happening around them	Able to combine a number of skills efficiently whilst responding to a changing environment
		Knowledge- how to link movements to create a sequence of fluid movement		

Personal and Emotional	Year Groups			
Desired Outcomes	3	4	5	6
Communicates effectively and listens to others.	<ul style="list-style-type: none"> Listens to the opinions of others and can communicate verbally and non- verbally to show what they want. 	<p>Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want.</p> <p>Knowledge- recognises when they need help and to develop the skills to ask for help.</p>	Able to listen to others and understand their point of view. Able to articulate a way forward for a group.	<p>Demonstrates good body language whilst actively listening to others. Puts own relevant opinions across succinctly.</p> <p>Knowledge- that communication with others can be verbal and non-verbal and when it is best to use both.</p>
Thinks creatively to find solutions to challenges.	Can solve a problem independently to a solution given time to think.	<p>Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group</p> <p>Knowledge – that trial and error can be a starting point for reaching a solution.</p>	Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a solution which they can communicate to others.	Prepared to take risks when adapting to different ‘live situations’ and can find a solution and implement it.
Works well with others in a range of contexts.	<p>Works well with both sexes and shows support for children less able.</p> <p>Knowledge- that their actions affect themselves and others</p>	<p>Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team.</p> <p>Knowledge - recognises and challenge stereotypes</p>	<p>Shows a desire to improve individually and is able to get the best out of others by considering the needs of the team before themselves</p> <p>Knowledge- can work collaboratively towards shared goals</p>	<p>Intrinsically motivated they thrive on personal challenge and accept responsibility as a member of the team when things are not going to plan</p> <p>Knowledge - listens and responds respectfully, feels confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view</p>

Desired Outcomes	3	4	5	6
Reflective and able to recognise success in self and others.	Knows how they have performed	Able to identify Most Valuable Player based on the school games Values.	Able to analyse own and others' performance against a success criteria	Able to identify highest attaining players and those making most progress from their starting points.
		<i>Knowledge – understands the school games values</i>		<i>Knowledge – can give rich and constructive feedback and support to benefit others as well as themselves</i>
Evaluates the work of others using correct technical language.	Can explain what others have done well using some technical vocabulary.	Can say what is good and needs improving using reasoning.	<ul style="list-style-type: none"> • Able to analyse and evaluate own strengths and areas for development and can articulate to peers what success looks like. 	Can use technical language appropriately across all 6 areas of PE national curriculum and can articulate to others how to improve in a mature and supportive manner.
	<i>Knowledge- some technical vocabulary across different areas of physical education</i>			
Demonstrates leadership skills.	Is competitive and able to motivate others to perform to the best of their ability	Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.	Is willing to listen to and share ideas and act decisively.	Takes the initiative.
			<i>Knowledge - knows that they have responsibilities in school and to continue to develop the skills to exercise these responsibilities</i>	<i>Knowledge- can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</i>

Applying Desired outcomes	Year Groups			
	3	4	5	6
competing and challenging him/herself to improve.	Is a good listener and possesses a desire to improve	Is excited by new opportunities and demonstrates a good work ethic <i>Knowledge- knows where to get information about how to improve</i>	Thrives on competition. Wants to achieve his/ her best and acts upon advice in order to achieve their goals.	Works determinedly and tenaciously to achieve the best for themselves and their team. Answers and asks questions and implements advice.
Applies skills effectively in different situations and within a range of physical activities	• Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum	Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum	Is creative and able to adapt fluently from one task to another	• Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application <i>Knowledge- can differentiate between the terms, 'risk', 'danger' and 'hazard'</i>
			<i>Knowledge – can recognise, predict and assess risks in different situations and decide how to manage them.</i>	
Is self-motivated and physically confident and actively engages in competitive situations.	• Is a team player who shows a desire to do well personally and for the team. Enjoys the challenge of competition.	Highly self- motivated he/she is confident and enjoys competition	Is a team player who shows a desire to do well personally and for the team. Can influence teammates positively through their strength of personality.	• Intrinsically motivated he/she exudes confidence and performs well under pressure thriving on competition.
		<i>Knowledge - recognises that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i>		

Desired Outcomes	3	4	5	6
Demonstrates specific tactical/performance awareness.	<ul style="list-style-type: none"> Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum 	Is an astute thinker and organiser who maximises their team or group's performance by communicating and taking quick and decisive action	<p>Understands what good performance looks like and is always alert to opportunities to gain an advantage through quick thinking.</p> <p><i>Knowledge- knows functions of different parts of a team</i></p>	<ul style="list-style-type: none"> Understands what constitutes good performance across different domains. Is always alert and adapting to changing circumstances.
Demonstrates understanding and interpretation of rules and accepts decisions given.	Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time.	Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.	Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.	Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official. Can reason with others about why a decision is fair/unfair.
				<i>Knowledge - develops strategies to resolve disputes and conflict through negotiation and appropriate compromise</i>
Demonstrates sporting values.	<ul style="list-style-type: none"> Works fairly and to the best of their own ability whilst being supportive of others. 	<ul style="list-style-type: none"> Sets an example insisting that all try their best and play fairly. 	Takes part with consideration for others and is empathetic to the limitations of others	Invariably demonstrates self-belief, respect, honesty, teamwork and determinations. Demonstrates good sportsmanship
		<i>Knows what the majority of the school games values are and can articulate what they mean</i>		

Dance

Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Choreographing	Can create a simple dance phrase	Knows how to create a series of dance phrases	Creates a series of phrases to be performed in a range of formations.	Can create different phrases to be performed in formations with transition from one formation to another
	<i>Knowledge –How to communicate meaning through simple steps to a count</i>	<i>Knowledge –Knows actions and dynamics</i>	<i>Knowledge – How to use space and relationships between dancers</i>	<i>Knowledge – knows transition movements that can take you from one phrase to another</i>
Dancing and refining. Performing to an audience	<ul style="list-style-type: none"> • Can train and develop their movement memory. 	Enjoys dance and is engaged and motivated while dancing. and develop their m	Has the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.	Shows a desire to improve in dance by constantly looking to improve elements of the work.
	<i>Knowledge –How to move to a fixed count and work with others.</i>	<i>Knowledge- How to improve dance through timing and dynamics</i>	<i>Knowledge – knows how to refine and clarify movements, through movement phrases and genres.</i>	<i>Knowledge – How to dance with expression, understanding, sensitivity, feeling, focus and projection.</i>
Analysing and evaluating	Watches others' work respectfully	Gives positive feedback to others about their work	Can analyse where a dance needs to improve	<ul style="list-style-type: none"> • Can watch performances and pick out strengths and say how it needs to improve
	<ul style="list-style-type: none"> • <i>Knowledge- Can comment on the work of others and say what they like about others' work</i> 	<i>Knowledge- knows how to give constructive feedback to a partner</i>	<i>Knowledge – knows how to comment constructively on group work and suggest areas for development</i>	<i>Knowledge- knows how to think critically about dance and communicate effectively about their own and others' work</i>

Strike and Field games

Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Batting	Hitting off tees. Running between marked points,	Striking off tee perched on a stump. Straight drive off tee then from bounce. Calling and running between wickets/ bases touching bat over and sliding on final run	Striking to the off side. Different calls when running.	Using feet to get to pitch of the ball and drive (cricket) Turning when running between the wickets.
	<i>Knowledge – how to grip a bat and to run after hitting the ball.</i>	<i>Knowledge – batting stance and how to call for a run.</i>	<i>Knowledge – Who calls when running between the wicket/ bases</i>	<i>Knowledge – how to transfer hands so as not to turn blind to the fielder.</i>
Ground fielding	<ul style="list-style-type: none"> Catching- ready position, W shape and cushioning Two handed pick up and overarm throw 	Catching on the move One handed swoop, pick up and underarm throw	Catching high ball. Long barrier and overarm return with backing up.	Catching balls over head involving different type of footwork. Chase and retrieve with backing up.
	<i>Knowledge – ready position, how to make a W shape</i>	<i>Knowledge -getting in line with the ball and taking in line with the nose. Knowledge- Walking in and being in a position of readiness</i>	<i>Knowledge - Calling name- taking responsibility Knowledge – where to position self to back up effectively.</i>	<i>Knowledge – when to return on the bounce and when to return on the full.</i>
Bowling	Bowling after rocking back into action (cricket) Underarm bowling (rounders)	Bound and coil(cricket)	Bowling for pace	Different ways of gripping a ball to make it move in different ways.
	<i>Knowledge- Grip, sideways stance.</i>	<i>Knowledge – which foot to take off from and with foot on or behind the crease line</i>	<i>Knowledge – bowl from close in to the stumps and follow through</i>	<i>Knowledge – bowl using different grips</i>
Wicket keeping/ Backstop	Stance behind stump/base	Receiving ball without moving backwards. Rising as ball hits the ground (cricket)	Taking ball on off or leg side (cricket)	Releasing ball with powerful overarm throw to first base (rounders)
	<i>Knowledge – stance and hand positioning</i>	<i>Knowledge- when to rise and how to cushion the impact</i>	<i>Knowledge-how to step across to leg or off side without stepping backwards to take the ball</i>	<i>Knowledge – knows best feet position dependent upon which base you want to throw to</i>

Invasion games

Area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Sending	Send over short distances.	Pass and move; one-twos	Pass over medium distances and move away from opponents	Pass first time and for receiver to run onto a pass.
	<i>Knowledge- which technique to use to send over short distances</i>	<i>Knowledge- to move into space to receive from a teammate</i>	<i>Knowledge- how to lose an opponent</i>	<i>Knowledge- when to take a touch before sending and when to send first time</i>
Receiving	Trapping/ receiving the ball.	Cushioning.	Moving into space	Move away from opposition and receive on the half turn.
	<i>Knowledge – how to take up a position of readiness to receive</i>	<i>Knowledge -Moving in line with the ball and absorbing the impact</i>	<i>Knowledge – how to signal when want to receive</i>	<i>Knowledge – how to receive a ball in different ways and retain possession</i>
Attacking	Dodging off both feet. Dribbling taking lots of touches. Stop and turn. Shooting for power	Dribbling. • Change direction on command. • Shooting for accuracy	Shielding a ball from an opponent.	Using extra player e.g. 4 v 3 Using deception to trick opponents
	<i>Knowledge – how to send powerfully</i>	<i>Knowledge – how to turn in different ways</i>	<i>• Knowledge – how to position body between and opponent and the ball to retain possession</i>	<i>Knowledge – how to use width and support</i>
Defending	Closing space and making interceptions	How to jockey and slow an attack down	Tracking an opponent. Defending as a team	Coping with fewer players e.g. 4 v 3
	<i>Knowledge- how to close space and ready self</i>	<i>Knowledge –how to jockey and not over committing</i>	<i>Knowing how to position your body to be aware of where the ball is and where opponents are.</i>	<i>Knowledge – positioning of other teammates</i>

Net/wall games

	Area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Net/wall games	Moving around court	Ready position. Moving sideways to strike.	Ready position with rackets Moving forward, backwards, sideways	Ready position singles. Moves into the net and behind baseline.	Ready position singles and doubles. Moves in response to partner.
		<i>Knowledge- knows to have weight on balls of feet when moving around the court</i>	<i>Knowledge- knows the importance quickly of getting into the right position to hit the ball back</i>	<i>Knowledge- knows to move back into the centre of the court</i>	<i>Knowledge- knows how to work alongside a partner</i>
	Racket control	Grip with dominant hand. Move ball around forehand and backhand	Can keep ball balanced on racket and keep the ball under control	Bounce ball continuously on forehand and backhand	• Different grips forehand and backhand
		<i>Knowledge – knows which is dominant hand and to move ball around using forehand and backhand</i>	<i>Knowledge- knows what height to strike the ball at.</i>	• <i>Knowledge- to cushion the impact and to develop a soft feel for the ball</i>	<i>Knowledge that forehand and backhand grips alter and that backhand can be two handed</i>
	Range of shots	Hit a ball from a tee.	Strike forehand and backhand from self- feed	Can strike from own feed on forehand and backhand and sometimes from a partner's feed	Can maintain a rally with a range of strokes including overarm serve, Volley forehand and backhand
		<i>Knowledge – to get into a sideways position and strike from a high backlift.</i>	<i>Knowledge- can strike from own feed on forehand.</i>	<i>Knowledge- How to get into the best position to return a ball successfully.</i>	<i>Knowledge- Knows names of different types of shots</i>
	Game play	Throw and catch after one bounce	• One on one hand tennis passive rallies	Singles rallies.	Doubles. Moving into net. Calling name when ball between 2.
		<i>Knowledge to track a ball with eyes and to can move laterally in line to receive</i>	• <i>Knowledge – to move forwards or backwards depending on the depth of the ball</i>	<i>Knowledge- knows when to attack and when to defend</i>	<i>Knowledge- knows when to execute certain shots.</i>

Athletics

	Area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Athletics	SAQ	Step over and through cones.	Simple foot drills in ladders.	More complex foot drills in ladders.	Plyometric jumping
			<i>Knowledge – knows how to cushion impact on knees</i>	<i>Knowledge that SAQ can bring improvements in coordination</i>	<i>Knowledge- that plyometric training develops power</i>
	Jumps	Leap, bounce and jump in different ways Run and jump over low hurdles	Standing Long Jump (Broad Jump) Run and jump low hurdles	High Jump. Take off foot, scissor leap Hurdle keeping same lead leg each time and using arms to sprint between hurdles.	Triple Jump- same, different, both Hurdle with same leg bringing opposite arm forward to balance lead leg
		<i>Knowledge – understands that a run with a jump is from one foot and a stationery jump is from 2 feet.</i>	<i>Knowledge - Knows to use arms to drive forward</i>	<i>Knowledge - Knows which is take off foot</i>	<i>Knowledge – knows various jumping techniques and can articulate</i>
	Running	Short distances Relay passing baton over short distances.	Longer sprints- 60m, how to start and dipping at finish. Relay – transfer baton over short distances and dip at finish	Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish. Relay- transfer baton on move.	Longer distances, pacing, running bends. Relay- transfer baton in alternate hands, receiving facing forwards. Run over greater distance.
		<i>Knowledge- knows to start with one foot in front of the other</i>	<i>Knowledge- knows how to start and how to dip at the finish</i>	<i>Knowledge – to transfer relay batons whilst in motion</i>	<i>Knowledge – different takeover techniques</i>
	Throwing	Standing overarm throw at targets	Standing overarm throw for distance	Bound and coil. Throw from short run up	Throw with run up and follow through
		<i>Knowledge – knows how to get into sideways position.</i>	<i>Knowledge – knows importance of non- throwing arm in achieving elevation in trajectory</i>	<i>Knows why a run up can add momentum to a throw</i>	<i>Knows how to throw leaving sufficient space to follow through</i>

Gymnastics

	Area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Gymnastics	Conditioning And warming up	Can follow a warm up and carry out exercises enthusiastically	Can warm up a partner	Can warm up a small group of other effectively	Can warm up a large group
		<i>Knowledge- Why it is important to warm up the body.</i>	<i>Knowledge-Knows a variety of exercises which target different areas of the body.</i>	<i>Knowledge- knows suitable body preparation activities and how to lead a group</i>	<i>Knowledge- How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</i>
	Floor work	Can create sequences linking ideas	Can use a range of gymnastic techniques with control and good technique	Can perform more complex sequences with smooth transitions	Can perform more complex sequences with smooth transitions whilst working with and alongside others
		<i>Knowledge – importance of moving from one move gracefully to another</i>	<i>Knowledge – can articulate the technical process involved in executing movements</i>	<i>Knowledge- how work at different levels provides aesthetic variety.</i>	<i>Knowledge – understands different ways of working with others – unison, matching, mirroring etc</i>
	Apparatus	Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel	Can change direction, work at different levels and use the floor space imaginatively	Can perform sequences that flow, displaying multiple skills and a range of dynamics	Can show a wide range of well executed movements using a range of dynamics and with and alongside others
		<i>Knowledge – how to transport apparatus safely and how to use apparatus safely</i>	<i>Knowledge – how to work safely alongside others whilst travelling in different directions</i>	<i>• Knowledge –knows how to use various dynamic effects to create aesthetically pleasing movement</i>	<i>Knowledge – knows how to execute a wide range of the main gymnastic skills</i>

Outdoor and Adventurous

	Area	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Physical Activity and map reading		Simple map reading and finding clues	Basic orienteering and running activities matching symbols	Different types of orienteering and more complex symbols to match
			<i>Knowledge- how to read a simple map and work as a team to find clues</i>	<i>Knowledge- Know ordnance survey symbols and to exert self to achieve goals</i>	<i>Knowledge- know how to read a map and use the strengths of the group to bring about the best outcome</i>
	Team challenges		Solving problems by working together.	Activities when blindfolded and using apparatus	Solving problems involving non-verbal communication
			<i>Know how to listen to others and to communicate clearly</i>	<i>Knowledge- know how to give very clear instructions to keep a partner safe.</i>	<i>Knowledge- know how to use a variety of non- verbal communication.</i>
	Problem Solving		Solve simple problems by planning, performing and evaluating	Solve problems through discussion, doing and evaluating	Solve complex problems through discussion, doing and evaluating
			<i>Knowledge- how to look internally for ideas and then to other groups if none are forthcoming</i>	<i>Knowledge – how to listen to all ideas and plan an activity before undertaking it</i>	<i>Knowledge – how to solve difficult challenges, how to discuss first and then evaluate at end</i>