Annesley Primary & Nursery School Progression Map

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Physical Education

At Annesley Primary and Nursery School, we believe that a high-quality Physical Education (PE) curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities and gives every child the opportunity to become physically confident in a way that supports their health and fitness. Our curriculum is designed so that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities, and lead healthy, active lives. We aim to build character and embed values such as fairness, respect and resilience through every lesson.

Throughout their time in school, pupils learn to apply a broader range of skills in different ways, link them to make actions and sequences of movement, and use basic principles for attacking and defending. Pupils learn to play competitive games, modified where appropriate, and to take on roles such as team members, officials and leaders. They are taught to evaluate their own and others' performances, to compare them with previous ones and to work to achieve their personal best, so that they understand how to improve in different physical activities. Precise PE vocabulary is taught explicitly in every unit.

By the end of Year 6, pupils leave Annesley Primary and Nursery School as physically confident, skilful and resilient young people who can perform a wide range of physical activities with control and technique, apply tactics in games, perform dances and gymnastic sequences, swim competently and safely, take part in outdoor challenges, and understand how to lead a healthy, active life. They enjoy communicating, collaborating and competing with each other, and are well prepared for the PE curriculum at Key Stage 3 and beyond.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to PE at Annesley Primary & Nursery School:

A	Pupils follow a well-sequenced programme in which skills are introduced, practised and revisited, moving from simple movements towards more complex techniques and tactics as they progress through school. Children are encouraged to aim high, to strive to improve their personal best and to aspire to reach the highest standard they can in a range of activities. By experiencing a wide variety of sports and physical activities, including opportunities beyond the classroom, pupils discover new interests and talents and understand how physical activity contributes to a healthy, active lifestyle. This ambitious approach ensures that every child is inspired to reach beyond their current abilities and develop as a skilled, motivated and active individual.
R	Children come to understand that 'having a go' and making mistakes are integral to success within PE. Pupils learn that errors are a natural and valuable part of developing a new skill, and that trying again, adapting their approach and learning from what went wrong leads to improvement. They also understand that losing is an important aspect of long-term success, as it provides opportunities to reflect, to respond positively and to grow stronger as a result. Through regular practice and participation in competitive and cooperative activities, children learn that 'never giving up' is an important life skill. This resilient mindset helps pupils to persevere when activities are challenging, to cope with disappointment constructively and to keep working towards their goals, both in PE and beyond.
C	Pupils are willing to embrace new sports and activities with positivity and always give things a go. As children see their physical skills developing through practice and guided instruction, this tangible progress builds genuine self-belief in their abilities. They learn to work effectively as part of a team, sometimes with unfamiliar children, understanding that different strengths contribute to overall success within a team. This builds the confidence to communicate, cooperate and take on different roles, whether leading, supporting or following. Through consistent opportunities to participate, perform and share their achievements, children develop the self-assurance to approach new challenges without fear of failure and to see themselves as capable and valued members of any team.
H	Fairness and honesty are integral parts of good sportsmanship, which is in itself a key life skill. Our PE curriculum provides opportunities throughout the year groups for children to demonstrate honesty and fairness, such as playing by the rules, accepting decisions graciously, acknowledging when they have made an error and celebrating the success of others. Pupils also learn to reflect truthfully on their own performance, recognising both what they have done well and what they need to improve. By fostering a culture of integrity and fair play, we help children understand how honesty contributes effectively to the whole school value of Equality, ensuring that every participant is treated with respect and that success is achieved with integrity.
I	Our PE curriculum is taught in a positive and respectful environment, which ensures that children feel supported to explore and learn independently. Pupils are actively encouraged and supported to participate in a wide variety of PE activities, which helps them to develop self-confidence and the ability to manage their own learning. Children are given opportunities to make their own choices, to set personal targets, to evaluate their own performance and to decide how they might improve. They learn to take responsibility for themselves and their equipment, and to apply their skills and tactics in different situations without relying solely on adult guidance. This growing independence empowers children to become self-motivated learners who understand how to look after their own health and wellbeing and can continue to enjoy physical activity beyond the classroom.
E	Our curriculum creates an environment that promotes equal access for all our children within PE. Activities are carefully chosen to ensure that all our children, regardless of background, can access a supportive and appropriate PE curriculum. Through adaptive teaching, every pupil is supported to participate fully and successfully, regardless of their starting point, physical ability or additional needs. We ensure equal access to high-quality resources, equipment and experiences, removing any barriers that might prevent participation. By promoting teamwork, respect and fair play, we help every child to see themselves as a capable and valued participant in PE and to appreciate that success in sport comes in many forms.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Fundamental Movement Skills	**Knowledge**	• Running: use big steps to run and small steps to stop; moving into space away from others keeps me safe. • Balancing: holding my arms out helps me to balance. • Jumping and hopping: bending my knees helps me to land safely; I use one foot to hop. • Skipping: if I hop then step, it helps me to skip. **Key vocabulary:** run, stop, balance, jump, hop, skip, land, space, safe	• Running: bending my knees helps me to change direction; swinging my arms helps me to run faster. • Balancing: looking ahead and landing on my feet helps me to balance. • Jumping and hopping: landing on the balls of my feet helps me to land with control; I should hop with a soft, bent knee. • Skipping: I should use the opposite arm to leg; jumping on the balls of my feet helps me to keep a consistent rhythm. **Key vocabulary:** direction, dodge, speed, control, balance, landing, rhythm, rope	• Running: putting my weight into the front of my feet helps me to stop in a balanced position; running on the balls of my feet, with big steps and bent elbows, helps me to run faster. • Balancing: squeezing my muscles helps me to balance. • Jumping and hopping: swinging my arms forwards helps me to jump further; looking straight ahead stops me falling over when I land. • Skipping: I should swing the opposite arm to leg to balance when skipping without a rope. **Key vocabulary:** balanced, muscles, distance, height, bounce, opposite arm, leg	• Running: leaning slightly forwards helps me to speed up (acceleration); leaning in the opposite direction to travel helps me to slow down (deceleration). • Balancing: balance helps us with everyday tasks. • Jumping and hopping: if I jump and land in quick succession, momentum helps me to jump further. • Skipping: I should turn the rope from my wrists with wide hands to create a gap to step through. **Key vocabulary:** acceleration, deceleration, momentum, link, wrists, turn	• Running: a change of direction and speed can help me to get past, or away from, an opponent. • Balancing: I need to squeeze different muscles to stay balanced in different activities. • Jumping and hopping: swinging my non-hopping foot helps to create momentum. • Skipping: keeping my chest up helps me to stay balanced. **Key vocabulary:** accelerate, decelerate, opponent, pressure, momentum, core, muscle	• Running: to change direction I push off my outside foot and turn my hips. • Balancing: balance is a skill used in many different activities and everyday life. • Jumping and hopping: there are different techniques for different situations. • Skipping: people have varying levels of skipping ability and I can get better with practice. **Key vocabulary:** posture, technique, coordination, outside foot, hips, practice, improve	• Running: running develops stamina and speed, and both can be improved by training over time. • Balancing: balance underpins many skills in PE and everyday life, and it feels different in different situations. • Jumping and hopping: I should jump for height or for distance depending on the activity. • Skipping: skipping helps to develop coordination, stamina and balance. **Key vocabulary:** stamina, training, coordination, power, height, distance, endurance
	Skills	• Explore running and stopping, and changing direction safely. • Explore balancing, while stationary and on the move. • Begin to explore take off and landing safely, hopping on	• Explore changing direction and dodging, and how the body moves at different speeds. • Move with some control and balance, and explore stability	• Demonstrate balance when changing direction, and clearly show different speeds when running. • Demonstrate balance when	• Change direction, and show an increase and decrease in speed. • Demonstrate balance when performing other fundamental skills. • Link jumping and hopping actions.	• Change direction quickly under pressure, and demonstrate when and how to accelerate and decelerate. • Demonstrate good balance and control when	• Demonstrate improved body posture and balance when changing direction, and accelerate and decelerate appropriately for the situation.	• Apply running, balancing, jumping, hopping and skipping with control and fluency in a range of activities. • Use training to improve their own

		both feet and skipping as a travelling action.	and landing safely. • Demonstrate control in take off and landing, and begin to explore hopping in different directions. • Show coordination when turning a rope and use rhythm to jump continuously in a French rope.	performing movements. • Demonstrate jumping and hopping for distance, height and in different directions. • Explore single and double bounce when jumping in a rope.	• Jump and turn a skipping rope.	performing other fundamental skills. • Link hopping and jumping actions with other fundamental skills. • Consistently skip in a rope.	• Consistently demonstrate good balance when performing other fundamental skills. • Demonstrate good technique and coordination when linking jumps. • Show a range of skills when skipping in a rope.	stamina and speed over time. • Choose when to jump for height or distance and carry out the technique needed. • Use balance, coordination and stamina in combination, e.g. when skipping.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Gymnastics	**Knowledge**	• Shapes: I can make different shapes with my body. • Balances: I should be still when holding a balance. • Rolls: I can change my body shape to help me to roll. • Jumps: bending my knees will help me to land safely. • Strategy: if I hold a shape and count to five, people will see it clearly.	• Shapes: I can improve my shapes by extending parts of my body. • Balances: balances should be held for five seconds. • Rolls: I can use different shapes to roll. • Jumps: landing on the balls of my feet helps me to land with control. • Strategy: a starting and finishing position shows when my sequence has begun and ended.	• Shapes: some shapes link well together. • Balances: squeezing my muscles helps me to balance. • Rolls: there are different teaching points for different rolls. • Jumps: looking forward helps me to land with control. • Strategy: shapes that link well together help my sequence to flow.	• Shapes: body tension makes my shapes look better. • Balances: using different levels makes my balances look interesting. • Rolls: there are safety considerations when performing more difficult rolls. • Jumps: I can change the take-off and shape of my jumps to make them look interesting. • Strategy: using different levels helps to make my sequence interesting.	• Shapes: shapes can be used to improve my sequence. • Inverted movements: hips go above my head. • Balances: I know how to keep myself and others safe when performing partner balances. • Rolls: body tension keeps the shape of my roll. • Jumps: I can control my landing by landing toes first, looking forwards and bending my knees. • Strategy: using different directions makes my sequence interesting.	• Shapes: shapes underpin all other skills. • Inverted movements: sometimes I need to move slowly to gain control and at other times quickly to build momentum. • Balances: contrasting balances make sequences interesting; I need to work within my own capabilities, which may be different to others'. • Jumps: jumps can link actions, and changing their shape makes my sequence interesting. • Strategy: using different pathways makes my sequence interesting.	• Shapes: I know which shapes to use for each skill. • Inverted movements: spreading my weight across a base of support helps me to balance. • Balances: I know where and when to apply force to maintain control and balance (counter balance, counter tension). • Rolls: I can use momentum to help me to roll and know where it comes from. • Jumps: taking off from two feet gives me more height and more time in the air. • Strategy: changes in formation make my sequence interesting.

		Key vocabulary: shape, wide, narrow, straight, curved, balance, roll, jump, still	**Key vocabulary:** tuck, straddle, pike, straight, tense, stretched, curled, barrel roll, forward roll	**Key vocabulary:** link, combination, sequence, flow, teaching point, take-off, landing	**Key vocabulary:** body tension, point balance, patch balance, level, transition, matching, contrasting	**Key vocabulary:** inverted, bridge, shoulder stand, partner balance, straddle roll, rotation jump, direction	**Key vocabulary:** cartwheel, symmetrical, asymmetrical, momentum, pathway, backward roll, capability	**Key vocabulary:** counter balance, counter tension, base of support, headstand, force, formation, fluency
	Skills	• Show contrast with the body, including wide and narrow, straight and curved. • Explore shapes in stillness using different parts of the body. • Explore rocking and rolling, and jumping safely.	• Explore basic shapes: straight, tuck, straddle and pike. • Perform balances, making the body tense, stretched and curled. • Explore barrel, straight and forward roll progressions. • Explore shape jumps, including jumping off low apparatus.	• Explore using shapes in different gymnastic balances. • Remember, repeat and link combinations of gymnastic balances. • Explore barrel, straight and forward rolls and put them into sequence work. • Explore shape jumps and take-off combinations.	• Explore matching and contrasting shapes. • Explore point and patch balances and transition smoothly into and out of them. • Develop the straight, barrel and forward roll. • Develop stepping into shape jumps with control.	• Develop the range of shapes used in sequences. • Develop strength in bridge and shoulder stand, and control and fluency in individual and partner balances. • Develop the straight, barrel, forward and straddle roll with increased control. • Develop control in performing and landing rotation jumps.	• Perform shapes consistently and fluently, linked with other gymnastic actions. • Explore progressions of a cartwheel, and symmetrical and asymmetrical balances. • Develop control in the straight, barrel, forward, straddle and backward roll. • Select a range of jumps to include in sequence work.	• Combine and perform gymnastic shapes more fluently and effectively. • Develop control in progressions of a cartwheel and a headstand, and explore counter balance and counter tension. • Develop fluency and consistency in the straddle, forward and backward roll. • Combine and perform a range of gymnastic jumps more fluently and effectively.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Dance	**Knowledge**	• Actions: I can move my body in different ways to create interesting actions, and change my action to show an idea. • Space: moving into space helps to keep me and others safe. • Performance: when watching others I sit quietly and clap at the end.	• Actions: actions can be sequenced to create a dance. • Dynamics: I can create fast and slow actions to show an idea. • Space and relationships: there are different directions and pathways within space; when dancing with a	• Actions: sequencing actions in a particular order helps to tell the story of my dance. • Dynamics and space: I can change the way I perform actions to show an idea, and use different directions, pathways and levels.	• Actions: sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions. • Dynamics and space: all actions can be performed differently to show effect; I can use space to help my dance flow.	• Actions: some actions, dynamics, spaces and relationships are better suited to a certain character, mood or idea than others. • Relationships: action and reaction can represent an idea. • Performance: being aware of other	• Actions: different dance styles use selected actions, dynamics and relationships to express mood. • Space: space relates to where my body moves, both on the floor and in the air. • Performance: I know what makes a performance effective and how to	• Actions: actions can be improved by thinking about extension, shape and recognising intent. • Dynamics: selecting a variety of dynamics can take the audience on a journey through my dance idea. • Space and relationships: combining space and relationships with a

		• Strategy: if I use lots of space it helps to make my dance look interesting. **Key vocabulary:** move, action, music, space, pathway, copy, perform, audience, clap	partner it is important to be aware of each other and keep in time. • Performance: standing still at the start and end of a dance lets the audience know when I have started and finished. • Strategy: exaggerated actions help the audience to see them clearly. **Key vocabulary:** sequence, fast, slow, direction, pathway, partner, theme, exaggerated	• Relationships: using counts of eight helps me to stay in time with my partner and the music. • Performance: facial expressions show the mood of my dance; practising improves performance. **Key vocabulary:** dynamics, level, count of eight, unison, matching, mirroring, facial expression, mood	• Relationships: 'formation' means the same in dance as in football, rugby and gymnastics. • Performance: I can use timing techniques such as canon and unison to create effect; being sensitive to the music makes a performance look more complete. **Key vocabulary:** stimulus, formation, canon, unison, timing, collaborate, transition, phrase	performers in my group helps us to move in time. • Strategy: I can select from a range of dance techniques to translate my idea. **Key vocabulary:** character, narrative, mood, action and reaction, level, direction, technique, express	apply this to my own and others' work. • Strategy: using dance principles helps me to express an atmosphere or mood. **Key vocabulary:** style, patterning, choreograph, dance principle, expressive, accuracy, fluency, atmosphere	prop can help me to express my dance idea. • Performance: a leader can ensure our dance group performs together; keeping in character helps to express an atmosphere or mood. **Key vocabulary:** compositional principle, improvise, extension, intent, prop, leader, journey, character
	<u>Skills</u>	• Explore how the body moves, and copy basic body actions and rhythms. • Explore actions in response to music and an idea. • Begin to explore pathways and the space around them and in relation to others. • Perform short phrases of movement in front of others.	• Copy, remember and repeat actions to represent a theme, and create their own actions. • Explore varying speeds to represent an idea, and pathways within a performance. • Begin to explore actions and pathways with a partner. • Perform on their own and with others to an audience.	• Accurately remember, repeat and link actions to express an idea. • Develop an understanding of dynamics, and the use of pathways and travelling actions to include levels. • Explore working with a partner using unison, matching and mirroring. • Develop the use of facial expressions in their performance.	• Create actions in response to a stimulus, individually and in groups. • Use dynamics effectively to express an idea, and direction to transition between formations. • Develop an understanding of formations. • Perform short, self-choreographed phrases showing an awareness of timing.	• Respond imaginatively to a range of stimuli related to character and narrative. • Change dynamics confidently within a performance to express changes in character, and use changes in level, direction and pathway. • Use action and reaction to represent an idea. • Perform complex dances that communicate narrative and character well, clearly and fluently.	• Choreograph dances by using, adapting and developing actions and steps from different dance styles. • Confidently use dynamics, direction and patterning to express different dance styles. • Confidently use formations, canon and unison to express a dance idea. • Perform dances expressively, using a range of performance skills, showing accuracy and fluency.	• Show controlled movements which express emotion and feeling. • Explore, improvise and combine dynamics to express ideas fluently, on their own, with a partner or in a small group. • Use a variety of compositional principles for space and relationships when creating their own dances. • Demonstrate a clear understanding of timing in relation to the music and other dancers throughout a performance.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Athletics: Running, Jumping and Throwing	**Knowledge**	• Running: use big steps to run and small steps to stop; moving into space away from others helps to keep me safe. • Jumping: bending my knees helps me to land safely. • Throwing: bigger targets are easier to hit. • Rules: rules help us to stay safe. **Key vocabulary:** run, stop, jump, hop, throw, target, space, rules, safe	• Running: swinging my arms helps me to run faster. • Jumping: landing on the balls of my feet helps me to land with control; bending my knees helps me to jump further. • Throwing: stepping forward with my opposite foot to my throwing hand helps me to throw further. • Rules: rules help us to play fairly. **Key vocabulary:** speed, distance, accuracy, leap, balls of feet, opposite foot, fair	• Running: running on the balls of my feet, taking big steps and having bent elbows helps me to run faster. • Jumping: swinging my arms forwards helps me to jump further. • Throwing: I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. • Rules: I know how to follow simple rules when working with others. **Key vocabulary:** sprint, overarm, release, target, height, skipping, rules	• Running: leaning slightly forwards helps to increase speed; leaning in the opposite direction to travel helps me to slow down. • Jumping: if I jump and land in quick succession, momentum helps me to jump further. • Throwing: the speed of the movement helps to create power. • Rules: I know the rules of the event and begin to apply them. **Key vocabulary:** relay, take-off, approach, momentum, pull throw, power, baton	• Running: I need to pace myself when running further or for a long period of time; a high knee drive, pumping my arms and running on the balls of my feet give me power. • Jumping and throwing: transferring my weight helps me to jump and throw further. • Rules: I know and understand the rules to manage our own events. **Key vocabulary:** pace, knee drive, transfer weight, heave throw, distance, endurance, officiate	• Running: taking big, consistent strides creates a rhythm that allows me to run faster; a steady breath helps when running longer distances. • Jumping: driving my knees high and fast builds power and distance in my jumps. • Throwing: I know how to transfer my weight in different throws to increase the distance. • Rules: I understand and apply rules in a variety of events using official equipment. **Key vocabulary:** rhythm, stride, triple jump, javelin, shot put, changeover, official equipment	• Running: I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: a run-up builds speed and power and enables me to jump further. • Throwing: I need to prepare my body for throwing and know the muscle groups I will need to use. • Rules: I understand and apply rules in events that pose an increased risk. **Key vocabulary:** warm-up, muscle group, run-up, discus, shot put, triple jump, risk, power
	Skills	• Explore running and stopping safely. • Explore jumping and hopping safely. • Explore throwing to a target.	• Explore running at different speeds. • Develop balance whilst jumping and landing, and explore hopping, jumping and leaping for distance. • Explore throwing for distance and accuracy.	• Develop the sprinting action. • Develop jumping, hopping and skipping actions, and explore safely jumping for distance and height. • Develop overarm throwing for distance.	• Develop the sprinting technique and apply it to relay events. • Develop technique when jumping for distance in a range of approaches and take-off positions. • Explore the technique for a pull throw.	• Develop an understanding of speed and pace in relation to distance, and develop power and speed in the sprinting technique. • Develop technique when jumping for distance. • Explore power and technique when throwing for	• Apply fluency and coordination when running for speed in relay changeovers, and apply speeds appropriate for the event. • Explore technique and rhythm in the triple jump. • Develop technique and power in javelin and shot put.	• Demonstrate a clear understanding of pace and use it to develop their own and others' sprinting technique. • Develop power, control and technique in the triple jump. • Develop power, control and technique when throwing discus and shot put.

						distance in a pull and heave throw.		

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Outdoor and Adventurous Activity	**Knowledge**	• Outdoor spaces are different from indoor spaces and we need to stay safe in them. • We can follow a trail or a simple set of directions. • Working with others helps to solve a challenge. **Key vocabulary:** outdoors, trail, follow, climb, balance, team, safe	• A map or picture can show where things are. • Following a route means going the way shown, e.g. a trail in the school grounds. • Working together helps to solve problems. **Key vocabulary:** map, route, trail, clue, team, together, find	• Maps use symbols to show places and features. • Basic directions, e.g. left, right, forwards and backwards, help us to follow a route. • Good teamwork means listening to each other and sharing ideas. **Key vocabulary:** symbol, direction, route, plan, listen, share, problem	• Orienteering is finding control points using a map. • A map needs to be turned so that it matches the area around you (orientated). • Teams solve problems best by communicating and trusting each other. **Key vocabulary:** orienteering, control point, map, key, orientate, communicate, trust	• Maps have a scale and a key, and compass points (N, E, S, W) show direction. • A route can be planned before it is followed, and plans can be improved. • Safe use of equipment and outdoor spaces is important. **Key vocabulary:** scale, compass, north, plan, route, challenge, equipment	• A map and compass can be used together to navigate. • Different team roles, e.g. leader and navigator, help a team to work effectively. • Risks can be identified and managed in outdoor activities. **Key vocabulary:** navigate, compass bearing, leader, role, risk, strategy, evaluate	• Navigation strategies, e.g. choosing the best route, help to complete a course quickly and safely. • Risks should be identified and managed so that everyone stays safe. • Perseverance and resilience are needed in challenges. **Key vocabulary:** strategy, navigate, risk assessment, resilience, perseverance, teamwork, course
	Skills	• Take part in simple outdoor challenges, e.g. climbing, balancing and following a trail. • Follow simple instructions with an adult. • Work with others to solve a simple challenge.	• Follow a simple trail or map in the school grounds. • Work with a partner to find clues. • Talk about how they solved a challenge.	• Follow a map of the school grounds to find objects. • Work in a group to solve a challenge, listening to others. • Describe what helped the group to succeed.	• Orientate a map and use it to find control points in the school grounds. • Solve problems in a team, communicating ideas clearly. • Talk about what went well and what could be improved.	• Plan a route with a partner using a map and compass points. • Complete an orienteering course safely individually and in a team. • Use equipment safely and suggest improvements to a plan.	• Navigate an orienteering course using a map and compass. • Take on different roles in a team, including leading. • Identify risks and say how to manage them. • Evaluate how well the team worked.	• Navigate an unfamiliar course, individually and as part of a team, under time pressure. • Plan and improve strategies to complete a course. • Lead and support others, persevering when challenged. • Evaluate their own and the team's performance against previous ones.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Swimming and Water Safety	**Knowledge**	• Water can be fun but is dangerous without an adult. • We should only go near water with a trusted adult. **Key vocabulary:** water, safe, adult, splash, float	• Water is safe to play in with an adult, and we should never go near deep water alone. • Rules at swimming pools and at the beach help to keep us safe. **Key vocabulary:** pool, water safety, rules, lifeguard, float	• There are dangers in and near water, e.g. rivers, ponds and the sea, and we should know how to stay safe near them. • We should always ask a trusted adult before swimming, and stay with a grown-up. **Key vocabulary:** danger, open water, safety rules, adult, swim	• A stroke is a way of moving through the water; front crawl and backstroke use alternating arms and a leg kick. • Breathing rhythmically and floating help us to swim further and stay safe. • To swim 25 metres, I need to link breathing, arm and leg actions. **Key vocabulary:** stroke, front crawl, backstroke, kick, breathe, float, glide, length	• Breaststroke uses a simultaneous arm pull and a leg kick, and is performed in a different rhythm from front crawl and backstroke. • A range of strokes can be used efficiently over different distances. • Safe self-rescue means being able to float, tread water and get to safety in different water-based situations. **Key vocabulary:** breaststroke, self-rescue, tread water, float, distance, stroke, efficient, safety	• Different strokes suit different situations and distances. • In an emergency, I should float to stay safe, call for help and not try to rescue others in the water. • Swimming regularly improves fitness and confidence. **Key vocabulary:** self-rescue, emergency, float, call for help, endurance, technique, confident	• Swimming competently, confidently and proficiently over at least 25 metres is a National Curriculum expectation, and a life skill. • Safe self-rescue skills, e.g. floating, treading water and getting to safety, can save lives. • Different water environments, such as pools, rivers and the sea, carry different dangers. **Key vocabulary:** proficient, competent, self-rescue, open water, cold water shock, rip current, life skill
	Skills	• Enjoy water play safely with an adult. • Follow simple water safety rules. • Talk about how to stay safe near water.	• Take part in water play and activities with an adult, if provided. • Follow pool and beach rules. • Say who they should ask before going near water.	• Describe dangers near water and how to stay safe. • Follow safety rules in and around water. • Take part in water confidence activities, if provided.	• Enter and move in the water with confidence, floating and gliding. • Swim using front crawl and backstroke technique with increasing control, working towards 25 metres. • Link breathing with arm and leg actions.	• Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations.	• Consolidate and improve technique in a range of strokes over longer distances. • Perform safe self-rescue in different water-based situations. • Evaluate their own performance and set targets to improve.	• Swim at least 25 metres competently and proficiently using a range of strokes (for pupils who have not yet met this standard, this is taught as a priority). • Demonstrate safe self-rescue in different water-based situations. • Explain how to stay safe in different water environments.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Invasion Games	**Knowledge**	• Sending and receiving: look at the target when sending a ball and watch the ball to receive it. • Dribbling: keeping the ball close helps with control. • Space: being in a space gives me room to play. • Attacking and defending: there are different roles in games; I can make simple decisions in response to a task; rules help us to stay safe. **Key vocabulary:** throw, catch, kick, roll, dribble, space, team, tag, rules	• Sending and receiving: look at my partner before sending the ball. • Dribbling: moving with a ball is called dribbling. • Space and attacking: being in a good space helps us to pass the ball; moving away from a partner helps my team to pass me the ball. • Defending: staying with a partner makes it more difficult for them to receive the ball. • Tactics and rules: tactics can help us when playing games; rules help us to play fairly. **Key vocabulary:** pass, receive, dribble, attacker, defender, partner, space, tactic	• Sending and receiving: control the ball before sending it. • Dribbling: keeping my head up helps me to know where defenders are. • Space: moving into space away from defenders helps me to pass and receive a ball. • Attacking and defending: when my team has the ball I am an attacker and we can score; when we do not, I am a defender and we try to get the ball; standing between the ball and the attacker helps to stop them getting it. • Tactics and rules: I understand and apply simple tactics; I know how to score points and follow simple rules. **Key vocabulary:** possession, attack, defend, control, head up, goal, point, mark	• Sending and receiving: pointing my hand, foot or stick at my target on release helps me to send a ball accurately. • Dribbling: dribbling is an attacking skill which helps us to move towards a goal or away from defenders. • Space: spreading out as a team moves defenders away from each other. • Attacking and defending: I know my role as an attacker and defender. • Tactics and rules: simple tactics help my team, e.g. we will each mark a player; I know the rules of the game and begin to apply them. **Key vocabulary:** accurate, shoot, tracking, marking, formation, role, rules, opponent	• Sending and receiving: cushioning a ball helps me to control it when receiving it. • Dribbling: protecting the ball as I dribble helps me to maintain possession. • Space and attacking: moving into space helps my team to keep possession and score goals; I can recognise when to pass and when to shoot. • Defending and tactics: I know when to mark and when to try to win the ball; attacking tactics help to maintain possession and score; defending tactics deny space, gain possession and stop goals. • Rules: I know and understand the rules to manage our own game. **Key vocabulary:** cushion, intercept, mark, shoot, possession, deny space, tactic, rules	• Sending and receiving: not having a defender between me and the ball carrier helps me to send and receive with better control. • Dribbling: dribbling in different directions helps to lose a defender. • Space: moving into space, even if I am not receiving the ball, creates space for a teammate. • Tactics: I understand the need for tactics and identify when to use them in different situations. • Rules: I understand and apply rules in a variety of invasion games while playing and officiating. **Key vocabulary:** create space, dummy, lose a defender, marking, tracking, officiate, tactic	• Sending and receiving: I understand how to make quick decisions about when, how and who to pass to. • Dribbling: I choose the appropriate skill for the situation under pressure, e.g. a V dribble in basketball to keep the ball away from a defender. • Space: transitioning quickly between attack and defence helps my team to maintain or gain possession. • Tactics: I know how to create and apply a tactic for a specific situation or outcome. • Rules: I understand, apply and use rules consistently in a variety of invasion games while playing and officiating. **Key vocabulary:** transition, jockeying, interception, tactic, V dribble, decision-making, officiate

	Skills	• Explore sending and receiving with hands and feet using a variety of equipment. • Explore dropping and catching a ball with two hands, and moving a ball with their feet. • Recognise their own space. • Explore changing direction and tagging games.	• Explore sending and receiving with hands and feet to a partner, and dribbling with hands and feet. • Recognise good space when playing games. • Attacking: explore changing direction to move away from a partner. • Defending: explore tracking and moving to stay with a partner.	• Develop sending and receiving with increased control, and dribbling with hands and feet on the move. • Explore moving into space away from others. • Attacking: develop moving into space away from defenders. • Defending: explore staying close to other players to try and stop them getting the ball.	• Explore sending and receiving, and dribbling, while abiding by the rules of the game and under some pressure. • Develop using space as a team. • Attacking: develop movement skills to lose a defender, and explore shooting actions. • Defending: develop tracking opponents to limit scoring opportunities.	• Develop passing techniques appropriate to the game, catching with one and two hands, and receiving with feet or an object, with increasing success. • Link dribbling with other actions and change direction while dribbling with some control. • Attacking: move into space to help their team, and change direction to lose an opponent with some success. • Defending: develop defending one on one and begin to intercept.	• Develop control when sending, receiving and dribbling under pressure. • Explore moving to create space for themselves and others. • Attacking: use a variety of techniques to lose an opponent, e.g. a change of direction or speed. • Defending: develop tracking and marking with increased success, and explore intercepting with one and two hands.	• Send, receive and dribble consistently using a range of techniques with increasing control under pressure. • Move to the correct space when transitioning between attack and defence, and create and use space for themselves and others. • Attacking: confidently change direction to lose an opponent. • Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Net and Wall Games	**Knowledge**	• Hitting: point my hand or object at my target when hitting a ball. • Feeding and rallying: look at the target when sending a ball and watch the ball to receive it. • Footwork: use big steps to run and small steps to stop. • Tactics and rules: make simple decisions in response to a task; rules help us to stay safe.	• Hitting: use the centre of the racket for control. • Feeding and rallying: use an underarm throw to feed to a partner; throwing or hitting with not too much power helps my partner to return the ball. • Footwork: a ready position helps me to move in any direction.	• Hitting: watching the ball as it comes towards me helps me to prepare to hit it. • Feeding and rallying: I place enough power on a ball to let it bounce once, but not so much that my partner cannot return it; sending the ball towards my partner helps to keep a rally going.	• Shots: pointing the racket face (or my hand) where I want the ball to go and turning my body helps me to hit accurately. • Rallying: hitting towards my partner helps them to return the ball and keeps the rally going. • Footwork: moving to the middle of my court enables me to cover the most space.	• Shots: I know when to play a forehand and a backhand and why. • Rallying and footwork: moving my feet to the ball helps me to hit in a more balanced position; getting my feet in the right position helps me to balance before playing a shot. • Tactics: attacking tactics help me to	• Shots: I know which skill to choose for the situation, e.g. a volley if the ball is close to the net. • Serving: serving is how to start a game or rally and uses the rules for the activity. • Rallying: playing the appropriate shot helps to keep the rally going; control is more	• Shots: I understand the appropriate skill for the situation under pressure, e.g. playing the ball short over the net after moving my opponent to the back of the court. • Serving: I begin to apply tactics when serving, e.g. aiming to serve short on the first point and long on the second. • Rallying: I play different shots

			• Tactics and rules: tactics can help us to be successful when playing games; rules help us to play fairly. **Key vocabulary:** racket, net, feed, rally, ready position, underarm, centre of the racket, court	• Footwork: using a ready position helps me to react quickly and return or catch a ball. • Tactics and rules: applying simple tactics makes it difficult for my opponent; I know how to score points and follow simple rules. **Key vocabulary:** bounce, rally, partner, ready position, tactic, opponent, score, rules	• Tactics and rules: simple tactics help to achieve an outcome, e.g. spreading out covers more space; I know the rules and begin to apply them. **Key vocabulary:** forehand, backhand, racket face, ready position, rally, space, tactic, court	score points and create space; defending tactics help me to deny space, return a ball and limit points. • Rules: I know and understand the rules to manage our own game. **Key vocabulary:** forehand, backhand, balanced, footwork, attack, defend, deny space, serve	important than power. • Footwork: small, quick steps allow me to adjust my stance to play a shot. • Tactics and rules: I understand the need for tactics; I understand and apply rules while playing and officiating. **Key vocabulary:** volley, serve, rally, control, footwork pattern, stance, tactic, officiate	depending on whether a rally is co-operative or competitive. • Footwork: the appropriate footwork helps me to react to a ball quickly and gives me time to prepare to play a shot. • Tactics and rules: I know when to apply tactics for attacking and/or defending; I use rules consistently while playing and officiating. **Key vocabulary:** tactic, serve, short, long, co-operative, competitive, footwork, officiate, pressure
	Skills	• Explore hitting a ball with hands and pushing with a racket. • Explore sending and tracking a ball with a partner. • Explore changing direction, running and stopping.	• Explore hitting a dropped ball with a racket. • Feeding: throw a ball over a net to land in the court area. • Rallying: explore sending a ball with hands and a racket. • Footwork: use the ready position to move towards a ball.	• Develop hitting a dropped ball over a net. • Feeding: accurately throw underarm over a net to a partner. • Rallying: explore underarm rallying with a partner catching after one bounce. • Footwork: consistently use the ready position to move towards a ball.	• Explore returning a ball using shots such as the forehand and backhand, and rallying using a forehand. • Footwork: consistently use and return to the ready position between shots.	• Demonstrate technique when using shots, playing cooperatively and beginning to execute this competitively. • Develop rallying using both forehand and backhand with increased technique. • Footwork: begin to use appropriate footwork patterns to move around the court.	• Develop the range of shots, and the range of serving techniques, appropriate to the game. • Use a variety of shots to keep a continuous rally. • Footwork: demonstrate effective footwork patterns to move around the court.	• Demonstrate increased success and technique in a variety of shots, and serve accurately and consistently. • Successfully apply a variety of shots to keep a continuous rally. • Footwork: demonstrate a variety of footwork patterns relevant to the game.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Striking and Fielding Games	**Knowledge**	• Striking: point my hand at my target when striking a ball. • Fielding: scoop a ball with two hands. • Throwing and catching: point my hand at my target when throwing, and have my hands out ready to catch. • Tactics and rules: make simple decisions in response to a task; rules help us to stay safe. **Key vocabulary:** strike, roll, throw, catch, scoop, hands ready, target, rules	• Striking: the harder I strike, the further the ball will travel. • Fielding: throwing the ball back is quicker than running with it. • Throwing and catching: I know which throw to use for longer distances; I watch the ball as it comes towards me. • Tactics and rules: tactics can help us when playing games; rules help us to play fairly. **Key vocabulary:** bat, strike, field, retrieve, throw, catch, overarm, underarm, distance	• Striking: I understand the role of a batter; striking quickly increases power. • Fielding: there are different roles within a fielding team; moving towards the ball to collect it limits a batter's points. • Throwing and catching: stepping with my opposite foot to my throwing arm helps me to balance; wide fingers and pulling the ball in to my chest helps me to catch securely. • Tactics and rules: I understand and apply simple tactics for batting and fielding; I know how to score points and follow simple rules. **Key vocabulary:** batter, fielder, roles, retrieve, balance, wide fingers, tactic, score	• Striking: striking to space away from fielders helps me to score. • Fielding: I look at where a batter is before deciding what to do, and communicate with teammates before throwing a ball. • Throwing and catching: overarm throwing is used for long distances and underarm for shorter distances; I move my feet to the ball. • Tactics and rules: simple tactics help my team, e.g. spreading out to deny space; I know the rules of the game and begin to apply them. **Key vocabulary:** bowl, bowler, batter, fielder, space, communicate, two-handed pick up, overarm	• Striking: using the centre of the bat gives the most control and accuracy. • Fielding: it is easier to field a ball that is coming towards me than away, so I set up accordingly. • Throwing and catching: being balanced before throwing improves accuracy; tracking the ball as it is thrown improves the consistency of catching. • Tactics: attacking tactics help to score points and avoid getting out; defending tactics deny space, get opponents out and limit points. • Rules: I know and understand the rules to manage our own game. **Key vocabulary:** bat, centre of the bat, bowling, wicket, balanced, track, attack, defend, tactic	• Striking: stance is important to allow me to be balanced as I hit. • Fielding: backing up a fielder as a ball is being thrown increases the chance of fielding successfully; I know long and short barrier and the two-handed pick up. • Throwing and catching: I understand where to throw the ball in relation to where a batter is; I know when to use a close catch or a deep catch. • Tactics and rules: I understand the need for tactics; I understand and apply rules while playing and officiating. **Key vocabulary:** stance, drive, defensive, directional batting, barrier, back up, close catch, deep catch	• Striking: momentum and power for striking a ball come from my legs as well as my arms. • Fielding: I know which fielding action to apply for the situation. • Throwing and catching: accuracy, speed and consistency of throwing and catching limit a batter's score; I make good decisions on who to throw to and when, in order to get batters out. • Tactics and rules: I apply tactics as a batter, bowler and fielder; I use rules consistently while playing and officiating. **Key vocabulary:** momentum, power, fielding action, run out, wicket-keeping, tactic, decision, officiate
	Skills	• Explore sending a ball to a partner. • Fielding: explore tracking and	• Explore striking a ball with their hand and equipment.	• Develop striking a ball with their hand and equipment with some consistency.	• Begin to strike a bowled ball after a bounce with different equipment.	• Develop batting technique with a range of equipment.	• Explore defensive and driving hitting techniques and directional batting.	• Strike a bowled ball with increasing accuracy and consistency.

		stopping a rolling ball. • Explore rolling, throwing and catching using a variety of equipment.	• Fielding: develop tracking and retrieving a ball. • Explore technique when throwing over and underarm. • Develop coordination and technique when catching.	• Fielding: develop tracking a ball and decision making with the ball. • Develop coordination and technique when throwing over and underarm. • Catch with two hands with some coordination and technique.	• Fielding: explore bowling to a target and fielding skills, including a two-handed pick up. • Use overarm and underarm throwing in game situations. • Catch with some consistency in game situations.	• Fielding: develop bowling with some consistency, abiding by the rules of the game. • Use overarm and underarm throwing with increased consistency in game situations. • Begin to catch with one and two hands with some consistency in game situations.	• Fielding: develop over and underarm bowling technique, long and short barrier and two-handed pick up. • Demonstrate good technique when using a variety of throws under pressure. • Explore catching skills (close, deep and wicket keeping) and apply these with some consistency in game situations.	• Fielding: use a wider range of fielding skills with increasing control under pressure. • Consistently demonstrate good technique in throwing and catching skills under pressure.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Target Games	**Knowledge**	• Throwing: point my hand at my target when throwing. • Catching: have my hands out ready to catch. • Tactics and rules: make simple decisions in response to a task; rules help us to stay safe.	• Throwing: I know which type of throw to use for distance and accuracy; my body position affects the accuracy of my throw. • Tactics and rules: tactics can help us when playing games; rules help us to play fairly.	• Throwing: stepping with my opposite foot to my throwing arm helps me to balance; moving my arm quicker gives me more power. • Striking: I finish with my object, hand or foot pointing at my target. • Tactics and rules: I understand and apply simple tactics; I know how to score points and follow simple rules.	• Throwing: I throw slightly ahead of a moving target. • Catching (dodgeball): beginning in a ready position helps me to react to the ball. • Striking: a bigger swing gives me more power. • Tactics and rules: simple tactics help my team, e.g. spreading out so we are harder to aim for; I know the rules and begin to apply them.	• Throwing: one-handed throws are used for speed and accuracy; keeping my elbow high and stepping with my opposite foot helps to increase power. • Catching (dodgeball): moving my feet to a ball and pulling it in to my chest helps me to catch more consistently. • Striking: using a smooth action helps to increase accuracy. • Tactics and rules: attacking tactics help me to score points and get opponents out;	• Throwing: aiming low makes it difficult for an opponent to catch. • Catching (dodgeball): staying towards the back of the court area gives me more time to catch. • Striking: aligning my body and equipment before striking helps me to be balanced. • Tactics and rules: I understand the need for tactics and identify when to use them in different situations; I understand and apply rules while playing and officiating.	• Throwing: I know who to throw at, and when, in order to get opponents out. • Catching (dodgeball): I need to make quick decisions on whether to catch or to dodge the ball. • Striking: I know which skill to select for the situation. • Tactics and rules: I know how to create and apply a tactic for a specific situation or outcome; I use rules consistently in a variety of target games while playing and officiating.

		Key vocabulary: throw, catch, target, aim, roll, hands ready, rules	**Key vocabulary:** overarm, underarm, target, accuracy, distance, body position, tactic	**Key vocabulary:** balance, power, strike, finish, target, tactic, score, rules	**Key vocabulary:** moving target, ready position, swing, dodge, tactic, rules, accuracy	defending tactics help me to stay in the game; I know the rules to manage our own game. **Key vocabulary:** one-handed throw, elbow, smooth action, consistency, attack, defend, tactic	**Key vocabulary:** align, balanced, aim low, catch, technique, tactic, pressure, officiate	**Key vocabulary:** decision, dodge, tactic, technique, pressure, officiate, strategy
	Skills	• Explore throwing using a variety of equipment. • Explore catching using a variety of equipment.	• Explore technique when throwing overarm towards a target. • Explore technique when throwing underarm towards a target.	• Develop coordination and technique when throwing overarm and underarm towards a target. • Develop striking a ball with equipment with some consistency.	• Explore throwing at a moving target. • Begin to catch whilst on the move (dodgeball). • Begin to strike a ball with accuracy and balance.	• Throw with increasing accuracy at a target. • Catch with increasing consistency (dodgeball). • Strike a ball with increasing consistency.	• Demonstrate clear technique and accuracy when throwing at a target. • Demonstrate good technique and consistency in catching skills (dodgeball). • Develop a wider range of striking techniques and begin to use them under pressure.	• Throw with increasing control under pressure. • Catch with increasing control under pressure (dodgeball). • Use a variety of striking techniques with control and under pressure.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Healthy Participation, Fitness and Personal Best	**Knowledge**	• Exercise helps my body to be healthy; my heart beats faster and I feel warm. • Rest, drinking water and sleep help my body. • Taking turns, sharing and joining in help us to play together.	• Exercise keeps my body healthy and strong, and my heart beats faster when I exercise. • Rules and fair play mean we follow the rules and are kind to others when we win or lose. • We should drink water and take care in the sun when we are active.	• A warm-up prepares my body for exercise. • Exercise makes my heart and muscles stronger. • Fair play means following rules and respecting others in co-operative and competitive activities.	• A warm-up and a cool-down have different purposes, and physical activity helps my fitness (heart, lungs and muscles). • My personal best means improving on my own previous performance. • Respect for teammates, opponents and officials is part of fair play.	• Fitness includes stamina, strength and flexibility, and different activities develop different parts of fitness. • Improvement can be measured, e.g. by timing, counting or comparing with a previous score. • Effort and resilience help me to improve; success criteria show what to aim for.	• Heart rate and breathing rate increase during exercise, and recover afterwards. • Different activities develop different parts of fitness. • Sporting values, such as fairness, respect and teamwork, matter when we compete.	• Regular physical activity contributes to a healthy lifestyle now and for life. • Training over time improves performance, e.g. stamina and speed. • Good sportsmanship includes handling both success and failure.

		Key vocabulary: exercise, heart, healthy, rest, water, turn, share, join in	**Key vocabulary:** exercise, healthy, heart, breathing, fair play, winner, try hard	**Key vocabulary:** warm-up, muscle, heart, fair play, respect, team, compete	**Key vocabulary:** cool-down, fitness, personal best, improve, respect, official, effort	**Key vocabulary:** stamina, strength, flexibility, measure, success criteria, resilience, personal best	**Key vocabulary:** heart rate, recovery, fitness, teamwork, fairness, respect, target, officiate	**Key vocabulary:** healthy lifestyle, training, stamina, sportsmanship, resilience, personal best, leadership
	Skills	• Join in a range of physical activities and try new things. • Take turns and share equipment. • Talk about how their body feels after exercise.	• Take part in physical activities and try hard. • Follow rules and take turns with a partner. • Recognise how their body feels after exercise.	• Take part in co-operative and competitive activities, and follow the rules. • Talk about what they did well and what could be better. • Praise others and join in a warm-up.	• Compare their performance with a previous one and set a simple target. • Work in a team and take on simple roles, e.g. an official. • Reflect on their success and what they need to practise.	• Use success criteria to evaluate their own and others' performance. • Monitor their improvement against their personal best. • Lead part of a warm-up with support.	• Plan and lead a warm-up. • Analyse performance and set targets to improve. • Officiate and manage their own games fairly.	• Evaluate and recognise their own success, and set challenging personal targets. • Give feedback that helps others to improve. • Lead and organise games and activities. • Persevere in challenging situations and show good sportsmanship.