

# Progression of Skills and Content

## Key stage 1

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

Pupils should be taught to:

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

## Key stage 2

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum Objective	Team Games	Dance	Gymnastics	OAA	Athletics	Striking & Fielding
Become increasingly confident and competent	X	X	X		X	X
Compete Against themselves	X	X	X		X	X
Compete against others	X	X	X		X	X
<b>Master Basic movements:</b>						
Running	X	X			X	X
Jumping	X	X	X		X	X
Throwing	X				X	X
Catching	X				X	X
<b>Develop:</b>						
Agility	X	X	X		X	X
Balance	X	X	X		X	X
Coordination	X	X	X		X	X
Participate in Team Games	X				X	X
Develop simple tactics for attacking and defending.	X					
Perform Dances		X	X			
Learn simple dance patterns		X	X			
<b>National Curriculum Objective</b>	<b>Team Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>OAA</b>	<b>Athletics</b>	<b>Striking &amp; Fielding</b>
Communicate, collaborate and Compete against others	X	X	X	X	X	X

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<b>Pupils should be taught to use in combination and isolation:</b>						
Running	X		X	X	X	X
Jumping	X	X	X	X	X	X
Throwing	X				X	X
Catching	X				X	X
Participate in competitive games such as:						
Basketball, Cricket, Football, Hockey, Netball, Rounders and Tennis	X				X	X
Apply Basic Techniques for Attacking and Defending	X					
Develop Flexibility, Strength, Control and Balance	X	X	X	X	X	X
Perform Dances Using a Range of Movement Patterns	X	X	X	X	X	X
<b>Take Part in Outdoor and Adventurous Activity Challenges:</b>						
Individually				X		
As Part of a Team				X		
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X	X	X

		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>TEAM GAMES</b>	<b>Sport Specific Skill Example</b>	Can stop a ball using the instep of either foot.	Can kick a ball with either foot using the instep to a static target	Maintain possession of a ball whilst travelling demonstrating control (using feet).	Maintain possession of a ball whilst travelling demonstrating control (pivoting).	Maintain possession of a ball whilst travelling demonstrating control (carrying a ball)	Maintain possession of a ball whilst travelling demonstrating control (bouncing).	Maintain possession of a ball while travelling demonstrating control (using a stick).
		Can throw a ball up to themselves and catch it	Catch a large ball using bucket and lid action from a static position	Can catch a large ball using bucket and lid action whilst moving	Can catch a ball in two hands using wide hand grip	Can catch a ball in two hands using wide hand grip whilst moving	Can catch a ball in two hands using wide hand grip at different heights	Can stop a hockey ball using stick
		Bounce a ball with 2 hands	Can pass a large ball using a double under hand throw/bounce pass to a static target	Can pass a large ball using a double under hand throw/bounce pass to a moving target	Can pass a ball whilst static using a range of throws (underarm,	Can throw a ball backwards and sideways	Can pass a ball whilst moving using a range of throws (underarm, bounce pass,	Can pass a hockey ball using stick

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Cuti on					bounce pass, chest pass, overhead 1/2 handed)		chest pass, overhead 1/2 handed)	
<b>Att acki ng vs Def end ing</b>	Can move in a chosen direction	Can use space in a game	Can pass to someone in space	Can select the right pass	Can attack in a 2vs1 situation	Can attack in a 2vs2 situation	Can create a strategy to attack as a team and evaluate this.	
	Can co-ordinate my body to stay still in a space	Can stay in a zone during game	Can understand the roles of attackers and defenders	Can mark a player when not in possession	Can put pressure on an opposition player to intercept possession	Can mark in front and behind a player	Can channel an attacker	
<b>Com peti ng &amp; Perf orm ing</b>		Can follow simple rules and instructions in games	Can understand invasion games with 3 or more basic rules.	Can identify and follow rules to team games		Can correctly apply rules to officiate games		
	Can stop and go when instructed	Design a simple game	Children are beginning to demonstrate: fairness, consideration, respect, motivation skills.	Children demonstrate: fairness, consideration, respect, motivation skills when participating in team games.		Can understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates		
<b>Eva luat ion</b>	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	

Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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TEA M GA MES	<b>Sport Specific Skill Execution</b>	Can stop a ball using the instep of either foot.	Can kick a ball with either foot using the instep to a static target	Maintain possession of a ball whilst travelling demonstrating control (using feet).	Maintain possession of a ball whilst travelling demonstrating control (pivoting).	Maintain possession of a ball whilst travelling demonstrating control (carrying a ball)	Maintain possession of a ball whilst travelling demonstrating control (bouncing).	Maintain possession of a ball whilst travelling demonstrating control (using a stick).
		Can throw a ball up to themselves and catch it	Catch a large ball using bucket and lid action from a static position	Can catch a large ball using bucket and lid action whilst moving	Can catch a ball in two hands using wide hand grip	Can catch a ball in two hands using wide hand grip whilst moving	Can catch a ball in two hands using wide hand grip at different heights	Can stop a hockey ball using stick
		Bounce a ball with 2 hands	Can pass a large ball using a double under hand throw/ bounce pass to a static target	Can pass a large ball using a double under hand throw/ bounce pass to a moving target	Can pass a ball whilst static using a range of throws (underarm, bounce pass, <b>chest pass, overhead 1/2 handed</b> )	Can throw a ball backwards and sideways	Can pass a ball whilst moving using a range of throws (underarm, bounce pass, <b>chest pass, overhead 1/2 handed</b> )	Can pass a hockey ball using stick
	<b>Attacking vs Defending</b>	Can move in a chosen direction	Can use space in a game	Can pass to someone in space	Can select the right pass	Can attack in a 2vs1 situation	Can attack in a 2vs2 situation	Can create a strategy to attack as a team and evaluate this.
		Can co-ordinate my body to stay still in a space	Can stay in a zone during game	Can understand the roles of attackers and defenders	Can mark a player when not in possession	Can put pressure on an opposition player to intercept possession	Can mark in front and behind a player	Can channel an attacker
	<b>Competing &amp; Performing</b>		Can follow simple rules and instructions in games	Can understand invasion games with 3 or more basic rules.	Can identify and follow rules to team games		Can correctly apply rules to officiate games	
		Can stop and go when instructed	Design a simple game	Children are beginning to demonstrate: fairness, consideration, respect, motivation skills.	Children demonstrate: fairness, consideration, respect, motivation skills when participating in team games.		Can understand and allocate individual roles and responsibilities fairly and demonstrate sportsmanship to help team mates	
	<b>Evaluation</b>	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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D a n c e	Ti mi ng, Dy na mi cs & Rh yth m	Can move arms and legs spontaneously to music	Move spontaneously to music showing some control and co-ordination	Control actions to move in time with familiar music	<b>Dynamics</b> - can explore using different speeds	<b>Dynamics</b> - Begin to show expression and energy in movement to convey the style of music	<b>Dynamics</b> - can use different speeds, energy and force of actions to match the music.		
		Can count a beat of 8	Choose and hold 2 shapes to perform in a count of 8	Can perform a movement on every 2 <sup>nd</sup> beat in a count of 8	Control actions to move in time with a variety of pieces of music	Perform an action on every beat	Can match specific dance moves to the rhythm of a piece of music		
	Us e of Sp ace	Can stay in a space when performing	Aware of other groups performing in the same space	Can move around the stage without being a hindrance to other groups	Can move around the whole stage during a performance	Can move around the whole stage during a performance	Can use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.		
		Can find space without colliding with another child	Can add a change of direction to a dance	Can explore performing actions at different heights	Can travel around the stage in different directions	Can vary height of actions in a performance	Can alter the height, direction and body shape to enhance the story telling of the dance		
	Gr ou p Wo rk	Can dance/ improvise <i>solo</i>	Begin to interact as a <b>duo</b> (e.g. holding hands, swapping places, meeting and parting)	Begin to interact as a solo/duo/whole group/ <b>mirroring</b>	Interact as a solo/duo /whole group/mirroring/ <b>unison</b>	Interact as a solo/duo /whole group/mirroring/ <b>unison/ canon</b>	Interact as a solo/duo/ <b>trio</b> /whole group/mirroring/ <b>unison/canon/ contrast</b>	Can Interact as a solo/duo/ <b>trio</b> /whole group/mirroring/ <b>unison/canon/ contrast within a whole class performance</b>	
		<i>Can join together different movements</i>	Create a routine of at least 5 actions	Create a routine of at least 10 actions	Create a routine lasting up to 1 minute	Create a routine lasting up to 2 minutes	Create a routine lasting the length of a piece of music		
	Da nce Ro uti nes & Ac tio ns	<i>Can copy a movement shown by an adult</i>	Can think of own actions to perform in a dance routine	Can think of a starting and ending pose to frame a dance sequence	Can interpret the emotion of a piece of music	Can portray the emotion of the music by changing body shape/size of actions	Can create a dance routine that tells a story to the audience, using flexibility, strength, control, and balance		
		<i>Travel rhythmically on feet e.g. skipping or hopping</i>	Begin to perform basic movements: <b>turns, travel</b> (forwards, backwards, side to side)	Use <b>twists, jumps, turns, jumps, travel</b> (forwards, backwards, side to side)	Can use <b>stretches</b> twists, turns, jumps, travel	Can use <b>stillness</b> , stretches twists, turns, jumps, travel	Can use <b>slides</b> , stillness, stretches twists, turns, jumps and travel	Can use slides, stillness, stretches twists, turns, jumps, travel and <b>gestures</b>	
	Eva lua tio n	Can talk about what they have done	Can begin to say how they can improve	Appreciate watching a partner's dance and suggest how to improve it	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	

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Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Timing, Dynamics &amp; Rhythm</b>	Hold a position for a count of 8	Choose and hold 2 shapes to perform in a count of 8	Can perform a movement on every 2 <sup>nd</sup> beat in a count of 8	<b>Dynamics</b> - can explore different speeds	<b>Dynamics</b> - Begin to show expression and energy in movement to convey the style of music	<b>Dynamics</b> - can use different speeds, energy and force of actions to match the music.	
<b>Use of Space</b>	Can find space without colliding with another child	Can add a change of direction to a dance	Can explore performing actions at different heights	Can travel around the stage in different directions	Can vary height of actions in a performance	Can use the stage space effectively as both an individual and as a group to enhance the story telling of the dance.	
						Can alter the height, direction and body shape to enhance the story telling of the dance	
<b>Group Work</b>	Can dance <i>solo</i>	Begin to interact as a <i>duo</i> (e.g. holding hands, swapping places, meeting and parting)	Begin to interact as a solo/duo/whole group/ <i>mirroring</i>	Interact as in <i>unison</i>	Interact in <i>canon</i>	Interact as a <i>contrast</i>	Can Interact as a solo/duo/ <i>trio</i> /whole group/ <i>mirroring</i> /unison/ <i>canon</i> / <i>contrast within a whole class performance</i>
<b>Dance Routines &amp; Actions</b>	Can copy a movement shown by an adult	Begin to perform basic movements: <b>turns, travel</b> (forwards, backwards, side to side)	Use <b>twists, turns, jumps, travel</b> (forwards, backwards, side to side)	Can portray the emotion of the music by changing body shape/size of actions	Can portray the emotion of the music by changing body shape/size of actions	Can use <b>slides</b> , stillness, stretches twists, turns, jumps and travel	
				Can use <b>stretches</b> twists, turns, jumps, travel	Can use <b>stillness</b> , stretches twists, turns, jumps, travel		
<b>Evaluation</b>	Can talk about what they have done	Can begin to say how they can improve	Appreciate watching a partner's dance and suggest how to improve it	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

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		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Shapes and Balances	Balancing in a static position	Kneeling balances Can do 5 basic shapes: straight, pike, tuck, star, straddle	Balances on apparatus Balances with a partner Front and back supports	Matching and contrasting partner balances	1,2,3 and 4 point balances Balances with and against a partner	Partner Body weight balances 1,2,3 and 4 point balances	Develop technique, control and complexity of part-weight partner balances Group formations
	Travel and Linking Actions	Bunny Hop Tip Toe Jump Hop	Hopscotch Skipping Galloping Front support wheelbarrow with partner	T-lever Scissor kick Straight Jump Half Turn	Handstand Cartwheel Chassis Steps	Lunge into handstand Lunge into cartwheel	Lunge into round off Hurdle Step	Hurdle step into cartwheel Hurdle Step into round off
	Rolls	Egg Roll Pencil Roll	Teddy Bear Roll	Crouched Forward Roll	Forward roll from standing Tucked backward roll	Straddle forward roll Backward roll to straddle	Pike forward roll Tucked backward roll	Dive forward roll Backward roll to standing pike Pike backward roll
	Jumps	Straight Jump Tuck Jump Jumping Jack Half Turn Jump	Cat spring	Cat spring to straddle	Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump full-turn Cat leap half-turn	Stag jump Split leap	Split leap Stag leap Cat leap full-turn
	Combination & Sequences	The child can combine 2 or more basic movements and balances together.	Create sequences of 5 actions, including: rolls, basic shapes or balances, in time with each other.		In groups, the child can create and perform multiple sequences together that involve a variety of jumps, movements, shapes, balances and turns.		Individually, the child can create a movement, balance and shape sequence, showing control, form and fluidity.  <b>High achievers show a high level of timing and synchronisation when combinations and sequences are completed in groups.</b>	
		Can talk about what they have seen	Can say which action they liked the most in a sequence and why	Can say which action they liked the most in a sequence and why	Compare and comment on their own and other's work -strengths and areas for improvement	Compare and comment on their own and other's work -strengths and areas for improvement	Can comment on and evaluate a gymnastics routine used correct vocabulary, justifying why the composer has created the routine in a particular way	
	Spatial Awareness	Can perform actions without bumping into other children	The child can create combinations and sequences that maximise the space available as well as showing awareness and coordination when working in smaller groups.		Individually, the child can create combinations and sequences that use height and levels when performing.		In a group, the child can maximise the use of height, levels and space to increase the effectiveness of their performance and their gymnastic skills.  <b>High achievers can work closely together understanding each other's movements. They have</b>	

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the ability to perform in groups and use the dimensions of the area to portray emotions.

Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shapes and Balances</b>	Balancing in a static position	Kneeling balances Can do 5 basic shapes: straight, pike, tuck, star, straddle	Balances on apparatus Balances with a partner Front and back supports	Matching and contrasting partner balances	1,2,3 and 4 point balances Balances with and against a partner	Partner Body weight balances 1,2,3 and 4 point balances	Develop technique, control and complexity of part- weight partner balances Group formations
<b>Travel and Linking Actions</b>	Bunny Hop Tip Toe Jump Hop	Hopscotch Skipping Gallop Front support wheelbarrow with partner	T-lever Scissor kick Straight Jump Half Turn	Handstand Cartwheel Chassis Steps	Lunge into handstand Lunge into cartwheel	Lunge into round off Hurdle Step	Hurdle step into cartwheel Hurdle Step into round off
<b>Rolls</b>	Egg Roll Pencil Roll	Teddy Bear Roll	Crouched Forward Roll	Forward roll from standing Tucked backward roll	Straddle forward roll Backward roll to straddle	Pike forward roll Tucked backward roll	Dive forward roll Backward roll to standing pike Pike backward roll
<b>Jumps</b>	Straight Jump Tuck Jump Jumping Jack Half Turn Jump	Cat spring	Cat spring to straddle	Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump full-turn Cat leap half-turn	Stag jump Split leap	Split leap Stag leap Cat leap full-turn
<b>Combination &amp; Sequences</b>							

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<b>Spatial Awareness</b>							
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O u t d o o r & A d v e n t u r e		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<b>Technical Skills</b>					Can Identify Symbols used on a key	Knows the roles within a team	Can use a compass and a map	Understands survival planning
						Knows which way to hold a map	Match the symbols on a key to the environment	Can give and understand clear instructions	Uses precise language
						Knows what an orienteering tag looks like		Understands 'the most efficient path'	Can apply 'the most efficient path'
	<b>Orienteering</b>					Can orientate themselves around a short trail	Can orientate themselves around a short trail within a set time	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way	Can orientate themselves and others around a trail with increasing accuracy in the most efficient way when under time pressure
							Can recognise similarities between courses.	Can begin to plan ahead with a group to achieve a target	Can prepare 2 possible paths. Choose and select the most viable efficient path.
	<b>Teamwork</b>					Can suggest which direction to go within a small team.	Can assign roles within a team	Can use clear, precise communication to quickly relay information to a team	Can use clear, precise communication to suggest ideas and reply to others.
							Uses clear instructions to help guide others		Can demonstrate leadership qualities within a team – organising roles, equipment and planning
	<b>Equipment</b>					Can identify equipment that is appropriate for an activity	Can select the most useful equipment to a task	Choose the best equipment needed to match with the variable environment and weather conditions.	Can quickly select required equipment that may be needed considering unforeseen potential hazards.

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<b>and Plan ning</b>				Can keep equipment safe during a task	Can look after the equipment required by a specific role	Understands the importance of equipment and is accountable for it	
	<b>Eval uati on</b>			Can describe what worked well and what could be better next time	Describes the effectiveness of the roles within a team	Can explain how they could have improved the time they completed a course in, discussing 'the most efficient path'	Can evaluate their success of a course, how they could have worked better as a team, most efficient path and likely survival in extreme circumstances.
			Can explain their success using clear language and vocabulary		Can explain how equipment improved the success of their trail.		

Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Tec hnic al Skill s</b>				Can Identify Symbols used on a key	Knows the roles within a team	Understands 'the most efficient path'	Understands survival planning
				Knows what an orienteering tag looks like	Match the symbols on a key to the environment		
<b>Orie ntee ring</b>				Can orientate themselves around a short trail		Can orientate themselves and others around a trail with increasing accuracy in the most efficient way	Can prepare 2 possible paths. Choose and select the most viable efficient path.
<b>Tea mw ork</b>					Can assign roles within a team		
					Uses clear instructions to help guide others		
<b>Equi pme nt &amp; Plan ning</b>							Can quickly select required equipment that may be needed considering unforeseen potential hazards
					Describes the effectiveness of the roles within a team	Can explain how they could have improved the time	

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<b>Evaluation</b>						Can explain their success using clear language and vocabulary	they completed a course in, discussing 'the most efficient path'	
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		FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A t h l e t i c s	Run ning	Can stay significantly active for up to 2 minutes	Can run for up to 4 minutes without stopping	Can maintain and control running for up to 6 minutes	Can maintain and control running for up to 8 minutes	Can maintain and control running for up to 10 minutes	Can maintain and control running for up to 12 minutes	Can maintain and control running for up to 15 minutes
		Can change their speed to meet their environment	Show difference in speed between sprinting and jogging	Select the best pace for a variety of distances	Can use arm and leg extensions to improve sprinting technique	Can perform a relay hand over	Can perform all 4 roles as part of a relay team	Can perform a hurdle relay race
		Can run in different pathways	Can jog/ sprint in a straight line in a straight line	Run with basic technique following a curved line	Can combine running with jumping over hurdles	Utilise an effective sprint finish 'dip'	Can run a 400m race	Can run a 800m race
	Jum ping	Jump with 2 feet off the floor and land safely	Perform 4 basic jumps (2-2,2-1,1-1,1-2)	Can combine different jumps together	Can perform 1 footed and 2 footed take offs when running	Begin to perform a 'hop, step and jump' standing triple jump	Perform standing triple jump with correct flight and landing technique	Can combine a sprint and 'hop, step and jump' take off to perform a triple jump
			Controlled take-off and landing	Can perform a standing long	Can perform the correct flight technique during a standing long jump	Can perform a standing long jump with safe landing without falling backwards	Can combine a sprint and take off of a long jump	Can perform an effective long jump for distance
			Jump as high as possible and as far as possible	Knows leg muscles are the prime force	Perform a safe standing long jump landing on 2 feet	Can measure the distance jumped	Can perform the correct flight technique during a long jump	Can perform a standing high jump using scissor kick action
	Thro wing	Roll equipment along the floor	Can throw an object underarm at a static target	Can throw an object over arm to a static target	Show increasing accuracy and power when throwing underarm and overarm	Perform a pull throw i.e. javelin	Perform a pull throw with side on technique	Perform an effective pull throw and follow through for distance
		Knows the arm is used to throw objects	Explore using power to reach static targets at different lengths	Throw with accuracy at targets at different heights and distances	Perform a push throw i.e. chest pass	Perform an over arm throw for distance by twisting core and side on stance	Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight)	Perform an over arm throw for distance by using wrist extension technique

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<b>Evaluation</b>	Describe how they feel when they are exercising	Can describe how the body feels before and after exercise	Recognise and describe how the body feels after different types of exercise	Recognise and describe the effects of nutrition on the body during exercise	Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.	Carry out warm-ups and cool-downs safely and effectively.
	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Running</b>	Can change their speed to meet their environment	Show difference in speed between sprinting and jogging	Select the best pace for a variety of distances	Can combine running with jumping over hurdles	Can perform a relay hand over	Can perform a 400m race	Can perform a hurdle relay race
<b>Jumping</b>	Jump with 2 feet off the floor and land safely	Perform 4 basic jumps (2-2,2-1,1-1,1-2)	Can perform a standing long	Can perform the correct flight technique during a standing long jump	Begin to perform a 'hop, step and jump' standing long jump	Can combine a sprint and take off of a long jump  Perform the correct flight and landing technique when jumping	Can perform a standing high jump using scissor kick action  Can combine a sprint and 'hop, step and jump' take off to perform a triple jump
<b>Throwing</b>	Roll equipment along the floor	Can throw an object underarm at a static target	Can throw an object over arm to a static target	Perform a push throw i.e. chest pass	Perform a pull throw i.e. javelin	Perform a pull throw with side on technique	Perform an effective pull throw and follow through for distance

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<b>Evaluati on</b>	Describe how they feel when they are exercising	Can describe how the body feels before and after exercise	Recognise and describe how the body feels after different types of exercise	Recognise and describe the effects of exercise on the body.	Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.	Carry out warm-ups and cool-downs safely and effectively.
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St ri ki n g & Fi		FS2		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Thr owi ng</b>	Roll equipment along the floor		Explore using power to reach static targets at different lengths	Throw with accuracy at targets at different heights and distances	Show increasing accuracy and power when throwing underarm and overarm	Perform an over arm throw for distance by twisting core and using a side on stance	Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight)	Perform an over arm throw for distance by using a wrist extension technique
		Understand the arm is used to throw objects		Can throw an object underarm at a static target	Can throw an object over arm to a static target	Can throw underarm and over arm to a moving target	Can select the most appropriate throw to get a ball to a target	Can bowl underarm at a static target	Can bowl underarm with accuracy and speed
<b>Batt ing</b>	Can balance a ball on a tennis racquet		Can bounce a ball on a tennis racquet	Can use a forehand tennis swing	Can use a blocking technique to block a moving ball using a bat	Can use a forehand swing hit using a bat	Can move the body around a ball to hit it where there is space	Can use a 2 handed batting action	

## Progression of Skills and Content

e l d i n g	Fiel din g	Can follow the path of a rolling ball		Can track a ball by running next to it and bring it back	Can track and stop a moving ball by using hands only	Can track a rolling ball, create a long barrier base to stop the ball	Can track a rolling ball by anticipating trajectory and create a long barrier base	Can track a rolling ball by anticipating trajectory, creating a long barrier base and throw the ball accurately to a team mate	Can track a rolling ball by anticipating trajectory, create a long barrier base then throw the ball accurately to a team mate who is most likely to get a player out.
		Can throw a ball up to themselves and catch it		Can catch a small ball using a cupped hand grip	Can position the body so a ball is always travelling directly to them when performing catches	Can catch a ball travelling above the head	Can use a low stance to increase agility when catching	Can catch using a single cupped hand technique	Can use hands independently to catch on either side of the body
	Ga me und erst and ing	Can use and share equipment safely around others		Understands the importance of throwing accurately and with correct power to a partner	Understands that an underarm throw is used for distance and under arm for accuracy	Can understand the roles of the postmen, batter, bowler and the fielder	Can understand how to score and deny points in the 4 roles	Understands the role of the backstop	Understands all roles and responsibilities in striking and fielding games.
								Knows when it is best to run and when to stay when scoring points	They understand how fielding positions can affect the success rate of the batters.
	Eval uati on	Talk about what they did well		Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Most useful and appropriate knowledge to be passed onto the next year group

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thr ow ing	Roll equipment along the floor	Can throw an object underarm at a static target	Can throw an object over arm to a static target	Can throw underarm and over arm to a moving target	Perform an over arm throw for distance by twisting core and using a side on stance	Can use correct footwork to increase power and accuracy of throwing (point front foot forward and transferring weight)	Perform an over arm throw for distance by using a wrist extension technique

## Progression of Skills and Content

<b>Batting</b>	Can balance a ball on a tennis racquet	Can bounce a ball on a tennis racquet	Can use a forehand tennis swing	Can use a blocking technique to block a moving ball using a bat	Can use a forehand swing hit using a bat	Can move the body around a ball to hit it where there is space	Can use a 2 handed batting action
<b>Fielding</b>	Can follow the path of a rolling ball	Can catch a small ball using a webbed hand grip	Can track and stop a moving ball by using hands only	Can catch a ball travelling above the head	Can track a rolling ball by anticipating trajectory and create a long barrier base	Can hands bilaterally to catch on either side of the body	Can track a rolling ball by anticipating trajectory, creating a long barrier base and throw the ball accurately to a team mate who is most likely to get a player out.
		Can track a ball by running next to it and bring it back		Can track a rolling ball, create a long barrier base to stop the ball	Can use a low stance to increase agility when catching		Can anticipate trajectory of a ball to correctly set their low stance and bilateral co-ordination
<b>Game understanding</b>	Can use and share equipment safely around others	Understands the importance of throwing accurately and with correct power to a partner	Understands that an underarm throw is used for distance and under arm for accuracy	Can understand the roles of the postmen, batter, bowler and the fielder	Can understand how to score and deny points in the 4 roles	Understands the role of the backstop	Understands all roles and responsibilities in multiple striking and fielding games. They understand how fielding positions can affect the success rate of the batters.
						Knows when it is best to run and when to stay when scoring points	
<b>Evaluation</b>	Talk about what they did well	Begin to say how they could improve	Can suggest how a partner could improve	Can describe how their performance has improved	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.