

**Suggested curriculum/assessment alignment**

KS1 Progression of skills

	<b>Year 1</b>	<b>Year 2</b>
P1. Can warm up safely prior to exercise and can sustain performance over periods of time.	<ul style="list-style-type: none"> <li>Joins in warm ups enthusiastically and can sustain energy levels.</li> </ul>	<ul style="list-style-type: none"> <li>Joins in warm ups enthusiastically and can work hard without needing to take a break</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge - Knows how we prepare our bodies physically</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knows why we prepare our bodies physically</b></li> </ul>
P2. Able to work safely within a defined space.	<ul style="list-style-type: none"> <li>Is able to find a space and move away when people invade their space</li> </ul>	<ul style="list-style-type: none"> <li>Is able to travel around and change direction frequently without colliding with others</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge- understands that working too closely to someone else can be dangerous</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- that when travelling and turning they need to be aware of others and to keep their head up.</b></li> </ul>
P3. Demonstrates agility, balance and coordination.	<ul style="list-style-type: none"> <li>Is able to change direction and can perform a range of basic fundamental skills accurately and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to change direction without prompting and can perform a wide range of fundamental movement skills accurately and consistently.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge- know a range of simple techniques associated with FMS</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – Understands that regular practice will bring about improvement</b></li> </ul>
P4. Can follow simple movement patterns at different levels, speeds and through a variety of pathways.	<ul style="list-style-type: none"> <li>Can perform movements at different levels when prompted</li> </ul>	<ul style="list-style-type: none"> <li>Can work creatively to show different dynamics without prompting.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge- understands what different levels are in gym and dance</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- can say what some different pathways are</b></li> </ul>
P5. Understands some principles of attacking and defending	<ul style="list-style-type: none"> <li>Can use evading skills to avoid being caught</li> </ul>	<ul style="list-style-type: none"> <li>Times runs to avoid being caught</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge- knows that you need to move to space to receive a pass.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows that a team cannot have all players playing in attack nor defence</b></li> </ul>
P6. Has started to link skills to perform actions and sequences of movement.	<ul style="list-style-type: none"> <li>Can move from one action to another seamlessly</li> </ul>	<ul style="list-style-type: none"> <li>Can link 3 or more movements.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Knowledge- Knows for example why we take a run up when taking a penalty kick</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows that linked movements create aesthetically pleasing sequences</b></li> </ul>

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

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

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

Desired outcomes	3	4	5	6
<b>Performs with control and poise.</b>	<ul style="list-style-type: none"> <li>Takes time when in possession and when executing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Can carry out skills efficiently without rushing.</li> </ul>	<ul style="list-style-type: none"> <li>Is composed and focused and able to affect performance of others by making good decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Is composed, confident and focused and able to affect performance of others by making good decisions.</li> </ul>
		<ul style="list-style-type: none"> <li><i>Knowledge – that taking care and time can often result in better outcomes.</i></li> </ul>		
<b>Understands how to work alongside and against others when attacking and defending</b>	<ul style="list-style-type: none"> <li>Moves forward to support at appropriate times and works hard to get behind the ball when defending.</li> </ul>	<ul style="list-style-type: none"> <li>Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence.</li> </ul>	<ul style="list-style-type: none"> <li>Supports others both in attack and defence. Understands the importance of width when attacking and when to press and drop off when defending.</li> </ul>	<ul style="list-style-type: none"> <li>Supports others in attack by overlapping and underlapping, understanding the importance of width and support when attacking and when to press and when to drop off when defending.</li> </ul>
	<ul style="list-style-type: none"> <li><i>Knowledge- that best defence involves all team members and players supporting when in attack.</i></li> </ul>			
<b>Links skills to perform actions and sequences of movement.</b>	<ul style="list-style-type: none"> <li>Can perform at least 2 skills in tandem.</li> </ul>	<ul style="list-style-type: none"> <li>Moves safely in response to others whilst performing a number of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Moves and responds accordingly to the stimuli that is happening around them</li> </ul>	<ul style="list-style-type: none"> <li>Able to combine a number of skills efficiently whilst responding to a changing environment.</li> </ul>
		<ul style="list-style-type: none"> <li><i>Knowledge- how to link movements to create a sequence of fluid movement</i></li> </ul>		

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

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

Applying		Year groups			
Desired outcomes	3	4	5	6	
<b>Enjoys competing and challenging him/herself to improve.</b>	<ul style="list-style-type: none"> <li>Is a good listener and possesses a desire to improve</li> </ul>	<ul style="list-style-type: none"> <li>Is excited by new opportunities and demonstrates a good work ethic</li> </ul>	<ul style="list-style-type: none"> <li>Thrives on competition. Wants to achieve his/ her best and acts upon advice in order to achieve their goals.</li> </ul>	<ul style="list-style-type: none"> <li>Works determinedly and tenaciously to achieve the best for themselves and their team. Answers and asks questions and implements advice.</li> </ul>	
		<ul style="list-style-type: none"> <li><b>Knowledge- knows where to get information about how to improve</b></li> </ul>			
<b>Applies skills effectively in different situations and within a range of physical activities</b>	<ul style="list-style-type: none"> <li>Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Is creative and able to adapt fluently from one task to another</li> </ul>	<ul style="list-style-type: none"> <li>Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application</li> </ul>	
			<ul style="list-style-type: none"> <li><b>Knowledge – can recognise, predict and assess risks in different situations and decide how to manage them.</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Knowledge- can differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</b></li> </ul>
<b>Is self-motivated and physically confident and actively engages in competitive situations.</b>	<ul style="list-style-type: none"> <li>Is a team player who shows a desire to do well personally and for the team. Enjoys the challenge of competition.</li> </ul>	<ul style="list-style-type: none"> <li>Highly self- motivated he/she is confident and enjoys competition</li> </ul>	<ul style="list-style-type: none"> <li>Is a team player who shows a desire to do well personally and for the team. Can influence teammates positively through their strength of personality.</li> </ul>	<ul style="list-style-type: none"> <li>Intrinsically motivated he/she exudes confidence and performs well under pressure thriving on competition.</li> </ul>	
		<ul style="list-style-type: none"> <li><b>Knowledge - recognises that they may experience conflicting emotions and when they might need to listen to, or overcome these.</b></li> </ul>			

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

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

# Strike and Field games

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

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Invasion games	<b>Sending</b>	<ul style="list-style-type: none"> <li>Send over short distances.</li> </ul>	<ul style="list-style-type: none"> <li>Pass and move; one-twos</li> </ul>	<ul style="list-style-type: none"> <li>Pass over medium distances and move away from opponents</li> </ul>	<ul style="list-style-type: none"> <li>Pass first time and for receiver to run onto a pass.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge- which technique to use to send over short distances</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- to move into space to receive from a teammate</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- how to lose an opponent</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- when to take a touch before sending and when to send first time</b></li> </ul>
	<b>Receiving</b>	<ul style="list-style-type: none"> <li>Trapping/ receiving the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Cushioning.</li> </ul>	<ul style="list-style-type: none"> <li>Moving into space</li> </ul>	<ul style="list-style-type: none"> <li>Move away from opposition and receive on the half turn.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – how to take up a position of readiness to receive</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge -Moving in line with the ball and absorbing the impact</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to signal when want to receive</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to receive a ball in different ways and retain possession</b></li> </ul>
	<b>Attacking</b>	<ul style="list-style-type: none"> <li>Dodging off both feet.</li> <li>Dribbling taking lots of touches. Stop and turn.</li> <li>Shooting for power</li> </ul>	<ul style="list-style-type: none"> <li>Dribbling.</li> <li>Change direction on command.</li> <li>Shooting for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Shielding a ball from an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Using extra player e.g. 4 v 3</li> <li>Using deception to trick opponents</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – how to send powerfully</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to turn in different ways</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to position body between and opponent and the ball to retain possession</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to use width and support</b></li> </ul>
	<b>Defending</b>	<ul style="list-style-type: none"> <li>Closing space and making interceptions</li> </ul>	<ul style="list-style-type: none"> <li>How to jockey and slow an attack down</li> </ul>	<ul style="list-style-type: none"> <li>Tracking an opponent.</li> <li>Defending as a team</li> </ul>	<ul style="list-style-type: none"> <li>Coping with fewer players e.g. 4 v 3</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge- how to close space and ready self</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge –how to jockey and not over committing</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowing how to position your body to be aware of where the ball is and where opponents are.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – positioning of other teammates</b></li> </ul>

	<b>Area</b>	<b>EYFS</b>	<b>Y1 and 2</b>	<b>Y3 and 4</b>	<b>Y 5 and 6</b>
<b>Net/Wall games</b>	<b>Moving around court</b>	<ul style="list-style-type: none"> <li>Ready position. Moving sideways to strike.</li> </ul>	<ul style="list-style-type: none"> <li>Ready position with rackets Moving forward, backwards, sideways</li> </ul>	<ul style="list-style-type: none"> <li>Ready position singles. Moves into the net and behind baseline.</li> </ul>	<ul style="list-style-type: none"> <li>Ready position singles and doubles. Moves in response to partner.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge- knows to have weight on balls of feet when moving around the court</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows the importance quickly of getting into the right position to hit the ball back</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows to move back into the centre of the court</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows how to work alongside a partner</b></li> </ul>
	<b>Racket control</b>	<ul style="list-style-type: none"> <li>Grip with dominant hand. Move ball around forehand and backhand.</li> </ul>	<ul style="list-style-type: none"> <li>Can keep ball balanced on racket and keep the ball under control.</li> </ul>	<ul style="list-style-type: none"> <li>Bounce ball continuously on forehand and backhand</li> </ul>	<ul style="list-style-type: none"> <li>Different grips forehand and backhand</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – knows which is dominant hand and to move ball around using forehand and backhand</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows what height to strike the ball at.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- to cushion the impact and to develop a soft feel for the ball</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge that forehand and backhand grips alter and that backhand can be two handed</b></li> </ul>
	<b>Range of shots</b>	<ul style="list-style-type: none"> <li>Hit a ball from a tee.</li> </ul>	<ul style="list-style-type: none"> <li>Strike forehand and backhand from self- feed</li> </ul>	<ul style="list-style-type: none"> <li>Can strike from own feed on forehand and backhand and sometimes from a partner's feed.</li> </ul>	<ul style="list-style-type: none"> <li>Can maintain a rally with a range of strokes including overarm serve, Volley forehand and backhand.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – to get into a sideways position and strike from a high backlift.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- can strike from own feed on forehand.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- How to get into the best position to return a ball successfully.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- Knows names of different types of shots</b></li> </ul>
	<b>Game play</b>	<ul style="list-style-type: none"> <li>Throw and catch after one bounce</li> </ul>	<ul style="list-style-type: none"> <li>One on one hand tennis passive rallies.</li> </ul>	<ul style="list-style-type: none"> <li>Singles rallies.</li> </ul>	<ul style="list-style-type: none"> <li>Doubles. Moving into net.</li> <li>Calling name when ball between 2.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge to track a ball with eyes and to can move laterally in line to receive</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – to move forwards or backwards depending on the depth of the ball</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows when to attack and when to defend</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows when to execute certain shots.</b></li> </ul>

# Athletics

	<b>Area</b>	<b>EYFS</b>	<b>Y1 and 2</b>	<b>Y3 and 4</b>	<b>Y 5 and 6</b>
	SAQ	<ul style="list-style-type: none"> <li>Step over and through cones.</li> </ul>	<ul style="list-style-type: none"> <li>Simple foot drills in ladders.</li> </ul>	<ul style="list-style-type: none"> <li>More complex foot drills in ladders.</li> </ul>	<ul style="list-style-type: none"> <li>Plyometric jumping.</li> </ul>
			<ul style="list-style-type: none"> <li><b>Knowledge – knows how to cushion impact on knees</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge that SAQ can bring improvements in coordination</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- that plyometric training develops power</b></li> </ul>
	Jumps	<ul style="list-style-type: none"> <li>Leap, bounce and jump in different ways</li> <li>Run and jump over low hurdles</li> </ul>	<ul style="list-style-type: none"> <li>Standing Long Jump (Broad Jump)</li> <li>Run and jump low hurdles</li> </ul>	<ul style="list-style-type: none"> <li>High Jump. Take off foot, scissor leap</li> <li>Hurdle keeping same lead leg each time and using arms to sprint between hurdles.</li> </ul>	<ul style="list-style-type: none"> <li>Triple Jump- same, different, both</li> <li>Hurdle with same leg bringing opposite arm forward to balance lead leg</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – understands that a run with a jump is from one foot and a stationery jump is from 2 feet.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge - Knows to use arms to drive forward</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge - Knows which is take off foot</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – knows various jumping techniques and can articulate</b></li> </ul>
	Running	<ul style="list-style-type: none"> <li>Short distances</li> <li>Relay passing baton over short distances.</li> </ul>	<ul style="list-style-type: none"> <li>Longer sprints- 60m, how to start and dipping at finish.</li> <li>Relay – transfer baton over short distances and dip at finish</li> </ul>	<ul style="list-style-type: none"> <li>Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish.</li> <li>Relay- transfer baton on move.</li> </ul>	<ul style="list-style-type: none"> <li>Longer distances, pacing, running bends.</li> <li>Relay- transfer baton in alternate hands, receiving facing forwards. Run over greater distance.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge- knows to start with one foot in front of the other</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows how to start and how to dip at the finish</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – to transfer relay batons whilst in motion</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – different takeover techniques</b></li> </ul>
	Throwing	<ul style="list-style-type: none"> <li>Standing overarm throw at targets</li> </ul>	<ul style="list-style-type: none"> <li>Standing overarm throw for distance</li> </ul>	<ul style="list-style-type: none"> <li>Bound and coil. Throw from short run up</li> </ul>	<ul style="list-style-type: none"> <li>Throw with run up and follow through</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – knows how to get into sideways position.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – knows importance of non- throwing arm in achieving elevation in trajectory</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knows why a run up can add momentum to a throw</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knows how to throw leaving sufficient space to follow through</b></li> </ul>

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Gymnastics	Conditioning And warming up	<ul style="list-style-type: none"> <li>Can follow a warm up and carry out exercises enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>Can warm up a partner</li> </ul>	<ul style="list-style-type: none"> <li>Can warm up a small group of other effectively</li> </ul>	<ul style="list-style-type: none"> <li>Can warm up a large group</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge- Why it is important to warm up the body.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge-Knows a variety of exercises which target different areas of the body.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- knows suitable body preparation activities and how to lead a group</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</b></li> </ul>
	Floor work	<ul style="list-style-type: none"> <li>Can create sequences linking ideas</li> </ul>	<ul style="list-style-type: none"> <li>Can use a range of gymnastic techniques with control and good technique</li> </ul>	<ul style="list-style-type: none"> <li>Can perform more complex sequences with smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>Can perform more complex sequences with smooth transitions whilst working with and alongside others.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – importance of moving from one move gracefully to another</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – can articulate the technical process involved in executing movements</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- how work at different levels provides aesthetic variety.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – understands different ways of working with others – unison, matching, mirroring etc.</b></li> </ul>
	Apparatus	<ul style="list-style-type: none"> <li>Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</li> </ul>	<ul style="list-style-type: none"> <li>Can change direction, work at different levels and use the floor space imaginatively.</li> </ul>	<ul style="list-style-type: none"> <li>Can perform sequences that flow, displaying multiple skills and a range of dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Can show a wide range of well executed movements using a range of dynamics and with and alongside others.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Knowledge – how to transport apparatus safely and how to use apparatus safely</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to work safely alongside others whilst travelling in different directions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge –knows how to use various dynamic effects to create aesthetically pleasing movement</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – knows how to execute a wide range of the main gymnastic skills.</b></li> </ul>

	<b>Area</b>	<b>EYFS</b>	<b>Y1 and 2</b>	<b>Y3 and 4</b>	<b>Y 5 and 6</b>
<b>Outdoor and Adventurous</b>	<i>Physical Activity and map reading</i>		<ul style="list-style-type: none"> <li>Simple map reading and finding clues</li> </ul>	<ul style="list-style-type: none"> <li>Basic orienteering and running activities matching symbols</li> </ul>	<ul style="list-style-type: none"> <li>Different types of orienteering and more complex symbols to match</li> </ul>
			<ul style="list-style-type: none"> <li><b>Knowledge- how to read a simple map and work as a team to find clues</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- Know ordnance survey symbols and to exert self to achieve goals</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- know how to read a map and use the strengths of the group to bring about the best outcome</b></li> </ul>
	<i>Team challenges</i>		<ul style="list-style-type: none"> <li><i>Solving problems by working together.</i></li> </ul>	<ul style="list-style-type: none"> <li>Activities when blindfolded and using apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Solving problems involving non-verbal communication</li> </ul>
			<ul style="list-style-type: none"> <li><b>Know how to listen to others and to communicate clearly</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- know how to give very clear instructions to keep a partner safe.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge- know how to use a variety of non- verbal communication.</b></li> </ul>
	<i>Problem Solving</i>		<ul style="list-style-type: none"> <li>Solve simple problems by planning, performing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems through discussion, doing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>Solve complex problems through discussion, doing and evaluating</li> </ul>
			<ul style="list-style-type: none"> <li><b>Knowledge- how to look internally for ideas and then to other groups if none are forthcoming</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to listen to all ideas and plan an activity before undertaking it</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Knowledge – how to solve difficult challenges, how to discuss first and then evaluate at end.</b></li> </ul>