

PE PROGRESSION MAP

GAMES

GAMES							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • jumping • running • hopping • skipping <p>To start to work alongside other children.</p> <p>To concentrate on one task for a period of time.</p> <p>Recognise the importance of keeping healthy and those things which contribute to this.</p> <p>Recognise the changes that happen to their bodies when they are active.</p> <p>Use a range of small and large equipment.</p>	<p>Knows and can describe how the body feels before, during and after exercise.</p> <p>Understands the importance of stretching and staying hydrated.</p> <p>Knows the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these.</p> <p>They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this.</p> <p>They will know that they can use their hands or feet to pass a ball.</p> <p>They will know they will know that to throw/kick accurately they need to look at the target and aim.</p> <p>To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed.</p>	<p>Knows and can describe how the body feels before, during and after exercise.</p> <p>Understands the importance of stretching and staying hydrated.</p> <p>Knows the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these.</p> <p>They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this.</p> <p>They will know that they can use their hands or feet to pass a ball.</p> <p>They will know they will know that to throw/kick accurately they need to look at the target and aim.</p> <p>To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed.</p>	<p>-Children not to raise the sticks above waist height</p> <p>-After each goal children need to understand that there will be a restart (the ball must go backwards to begin the restart)</p> <p>-Children to play under the time restraint of 15 minutes per half</p> <p>-To know when centre passes are used and free passes are awarded,</p> <p>-To understand scoring and actions that will result in a penalty</p> <p>-Know how to keep and win back possession of the ball in a team game</p> <p>-Know how to dribble and pass with a Hockey stick</p> <p>-Know how to defend and shoot using a Hockey stick</p>	<p>Use a racquet to hit a ball or shuttlecock with accuracy and control.</p> <ul style="list-style-type: none"> • Accurately serve underarm. <p>Build a rally with a partner.</p> <ul style="list-style-type: none"> • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. <p>Pass the ball/shuttlecock with increasing speed, accuracy and success in a game situation.</p> <ul style="list-style-type: none"> • Make the best use of space to return the ball/shuttlecock <p>Tactics and Rules</p> <p>Vary the tactics used in a game</p> <p>Compete Perform</p> <ul style="list-style-type: none"> • Perform and apply skills and techniques with control and accuracy. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. <p>Develop resilience in the context of sport and demonstrate being a good competitor.</p>	<p>To know the basic rules of different ball games, through experiencing them as mini games/invasion games: hockey, netball, team tennis, rugby, basketball, volleyball.</p> <p>Know that it is against the rules to fist the ball in netball;</p> <p>To know that moving passes are appropriate with rugby balls (the ball is passed behind)</p> <p>Know the difference between types of passing used in volleyball and basketball; how to dribble; how to catch a ball when being closely marked (by finding space).</p> <p>Know how to gain possession by working a team</p> <p>Know when to choose a specific tactic for defending and attacking</p> <p>Know a number of techniques to pass, dribble and shoot</p> <p>Know when to pass and when to dribble in a game.</p>	<p>-Know how to hold a cricket bat correctly</p> <p>-Know how to lead and motivate others in a game situation when the need arises</p> <p>-To know, agree on, demonstrate and be able to explain the rules of cricket e.g. how is it played, how to take a wicket, leg before wicket</p>

<p style="text-align: center;">SKILLS</p>	<p>Maximise enjoyment Improving social skills Improving our ABC's Focusing on close control Improving agility Improving concentration Working on eye-Hand Coordination Learning and following rules Combining skills from other topics Developing teamwork Looking at our catching, throwing and rolling techniques Eye-Hand Coordination Combining accuracy and power Looking at the difference between acceleration and sprint speed Different techniques of throwing</p>	<p>Improving agility, balance and coordination, in a range of different activities and games Eye/Hand Coordination Combination of accuracy, control and power Knowing the importance of technique Looking at the difference between acceleration and sprint speed Different techniques of throwing Working on close control Focusing on spatial awareness Developing technique Exploring a range of different Sports</p>	<p>-Improving agility, balance and coordination, in a range of different activities and games -Eye/Hand Coordination Combination of accuracy, control and power -Knowing the importance of technique -Looking at the difference between acceleration and sprint speed -Different techniques of throwing -Working on close control -Focusing on spatial awareness -Developing technique -Exploring a range of different Sports</p>	<p>Understand the correct and range of techniques available for dribbling, shooting and passing Learn the three types of passing Learn how to pivot correctly Start to understand the positions used in Hi-5 Netball Dribble with close control, knowing the advantages of being spatially aware Learn the correct technique on how push pass and shoot Learn the correct technique for forearm backhand shots Learn how to serve correctly and consistently Start to combine shots Looking at the difference between acceleration and sprint speed Different techniques of throwing Demonstrate successful hitting and striking skills (moving and a stationary ball). Develop a range of skills in striking (and fielding where appropriate). Practice the correct striking technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in a game situation with some success. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game.</p>	<p>-Understand the correct and range of techniques available for dribbling, shooting and passing -Develop control when bouncing and dribbling -Explore techniques when passing and shooting -Learn how to bowl correctly, with good accuracy and increasing speed -Explore a range of batting techniques -Learn different ways to improve our fielding skills -Develop our passing technique -Ensure all rules are understood -Use our agility, acceleration and sprint speed skills in Tag Rugby games -Practice consistently hitting the ball when batting</p>	<p>Develop our dribbling, shooting and passing skills Put these skills into competitive games and matches Improve the three types of passing Learn how to pivot correctly Understand the positions used in Hi-5 Netball Dribble with close control, aiming to keep our head up Put the correct techniques into games and match like scenarios Perform the correct technique for forearm backhand shots Serve correctly and consistently Combine shots in rallies and matches Take part and learn rules and techniques in a range of different events Learn the shot put and javelin throwing techniques</p>	<p>Develop our dribbling, shooting and passing skills Put these skills into competitive games and matches Learn rules and scoring system for games and matches Put batting, bowling and fielding techniques and skills into games and matches Have a good range of control when bouncing and dribbling whilst being spatially aware Use a range of passing distances and techniques in matches Be able to bowl correctly, with good accuracy and increasing speed Explore a range of batting techniques Learn rules and scoring system for games and matches</p>
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Vocabulary	aim, backward, balance, bounce, catch, follow, forward, jump, listen, pass, push, safely, space, stop, tag, team throw	avoiding, tracking a ball, rolling, striking, overarm throw, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring	avoiding, tracking a ball, rolling, striking, overarm throw, bouncing, catching, free space, own space, opposite, team, rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring	keep possession, keep the ball, scoring goals, keeping score, making space, pass/send/receive, dribble, travel with a ball, back up, support partner, make use of space, points, goals, rules, tactics, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally	keep possession, keep the ball, scoring goals, keeping score, making space, pass/send/receive, dribble, travel with a ball, back up, support partner, make use of space, points, goals, rules, tactics, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally	keeping possession, passing, dribbling, shooting, shield, ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally	keeping possession, passing, dribbling, shooting, shield, ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally

DANCE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<p>-To follow simple instructions.</p> <p>-To be able to move around in a small space with coordination and control.</p> <p>-To develop control.</p> <p>-To know how to correct stretch muscles in the warm up.</p> <p>-To know basic gymnastics shapes.</p> <p>-To understand that it is important for us to warm up before we start gymnastics.</p>	<p>That -Exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.</p> <ul style="list-style-type: none"> • The importance of stretching and staying hydrated. • Focus and concentration is necessary when dancing. <p>Dance can be thought of as a narrative.</p> <p>Movements can be sequenced to create a dance.</p> <ul style="list-style-type: none"> • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. <p>When dancing with a partner it is important to be aware of each other and keep time.</p>	<p>That -Exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.</p> <ul style="list-style-type: none"> • The importance of stretching and staying hydrated. • Focus and concentration is necessary when dancing. <p>Dance can be thought of as a narrative.</p> <p>Movements can be sequenced to create a dance.</p> <ul style="list-style-type: none"> • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. <p>When dancing with a partner it is important to be aware of each other and keep time.</p>	<p>-Knows how to improvise freely and translate ideas from a stimulus into movement</p> <ul style="list-style-type: none"> • Share and create phrases with a partner or small group <p>Remember and repeat dance perform phrases</p> <p>-Know that they can coordinate different body parts at the same time to create a dance.</p> <p>-Can understand that they can create shapes at different levels to ensure a varied routine.</p> <p>-Can use everyday movements (running, jumping etc) to create dance moves.</p>	<p>Develop increased poise, balance and coordination while moving and stopping. Show sensitivity to music by keeping time to the beat when performing.</p> <p>Evaluate dance and group movement.</p> <p>Manage coordination of self and with others.</p> <p>Sequence movement.</p> <p>Dance shows clarity and accuracy.</p> <p>Create and perform a group dance showing unison of movement.</p> <ul style="list-style-type: none"> • Dance shows clarity, fluency, accuracy and consistency. • Move safely, in varied ways, in space with others. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Knows how to compose own dances in a creative way, individually, with a partner and within a small group.</p> <p>Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece.</p> <p>Dance shows clarity, fluency, accuracy and consistency of movement</p> <p>Develop sequences in a specific style of dance.</p> <p>Choose own music and style</p> <p>Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.</p> <p>Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.</p> <p>Knows that dance can communicate an idea, as well as feelings and narratives.</p> <p>Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work,

							suggesting thoughtful and appropriate improvements.
SKILLS	<p>-Following step by step demonstrations</p> <p>-Using expression and emotion</p> <p>-Enhancing creativity</p> <p>-Develop a range of balancing</p> <p>-Create sequences, both individually and in small groups</p>	<p>-To Explore the movements of different parts of the body.</p> <ul style="list-style-type: none"> - To explore different body shapes -To create and perform a simple dance and a partnered dance with teacher guidance. • To convey a short narrative through the medium of dance. -To move in space safely with others, with an awareness of the body and the space it moves in -To work with a partner, being aware of each other and keeping time. -To copy a partner's movements -To show sensitivity to music when moving 	<p>-To explore the movements of different parts of the body.</p> <ul style="list-style-type: none"> -To explore different body shapes -To create and perform a simple dance and a partnered dance with teacher guidance. • To convey a short narrative through the medium of dance. -To move in space safely with others, with an awareness of the body and the space it moves in -To work with a partner, being aware of each other and keeping time. -To copy a partner's movements -To show sensitivity to music when moving 	<p>-Sequences</p> <p>-Following step by step demonstrations and tutorials</p> <p>-Working individually and in a group</p> <p>-Encouraging creativity</p> <p>-Recognise a beat and time movements to it.</p> <p>-Keep count of a beat.</p> <p>Discuss and analyse ideas for a performance in a group.</p> <p>Move different body parts at the same time in coordination to a beat.</p> <p>Change rhythm, speed, level and direction in a planned dance routine.</p> <p>Make a sequence of choreographed movements that involve a variety of thought out plans.</p> <p>Express an atmosphere or mood that can be interpreted by an audience.</p> <p>Watch, describe and evaluate the effectiveness of a performance</p> <p>Describe how their performance has improved over time.</p>	<p>Knows how to compose own dances in a creative way</p> <p>Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music.</p> <p>Dance shows clarity, fluency, accuracy and consistency.</p> <p>Shows increasing knowledge of a varying number of styles of dance</p> <p>Chooses appropriate style of dance/movements/sequencing as appropriate to the music</p> <p>Knows the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence.</p> <p>Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.</p> <p>Knows that dance can communicate feelings and narratives.</p> <p>Knows and can state which aspects of own performance were particularly strong and which they could improve on.</p>	<p>Be able to use a stimulus in order to create a piece of work</p> <p>Working individually and in a group to choreograph their own dance</p>	<p>Develop our passing technique</p> <p>Ensure all rules are understood</p> <p>Use our agility, acceleration and sprint speed skills in Tag Rugby games and matches</p> <p>Knows how to develop sequences in a specific style</p>
VOCABULARY	around, backwards, copy, forwards, move, shape, sideways, space, travel	travel, stillness, direction, space, beginning, middle, end, feelings, body parts, levels, directions, pathways, speed, rhythm	travel, stillness, direction, space, beginning, middle, end, feelings, body parts, levels, directions, pathways, speed, rhythm	Space, repeat, dance, phrase, improvisation, character, gesture, repetition, action and reaction, myth, legend, costume, prop, pattern	Space, repeat, dance, phrase, improvisation, character, gesture, repetition, action and reaction, myth, legend, costume, prop, pattern	Dance style, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, motif, phrase, interpret, exploration	Dance style, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, motif, phrase, interpret, exploration

GYMNASTICS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<p>To know how to correct stretch muscles in the warm up.</p> <p>To know basic gymnastics shapes.</p> <p>To understand that it is important for us to warm up before we start gymnastics.</p>	<p>-To know how to correct stretch muscles in the warm up.</p> <p>-To have a basic understanding that conditioning builds muscle strength & endurance.</p> <p>-To know how to safely land and finish skills.</p> <p>-To know all basic gymnastics shapes.</p> <p>-To know how to safely forward roll.</p> <p>-To understand that it is important for us to warm up before we start gymnastics.</p> <p>-To know that we only jump once on a springboard</p> <p>know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.</p> <p>know how long balances are held for (3 seconds)</p>	<p>To know how to correct stretch muscles in the warm up.</p> <p>To have a basic understanding that conditioning builds muscle strength & endurance.</p> <p>To know how to safely land and finish skills.</p> <p>To know all basic gymnastics shapes.</p> <p>To know how to safely forward roll.</p> <p>To understand that it is important for us to warm up before we start gymnastics.</p> <p>To know that we only jump once on a springboard</p> <ul style="list-style-type: none"> • To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. <p>To know how long balances are held for (3 seconds)</p>	<p>To understand the importance of pulse raising and warm ups.</p> <ul style="list-style-type: none"> • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know the main parts of the body that need to be stretched prior to a gymnastics session. • To know basic conditioning exercises to increase strength. <p>To understand the importance of conditioning, stretching and endurance in gymnastics.</p> <p>To know how to safely move equipment.</p> <p>To know how to safely land and finish skills.</p> <ul style="list-style-type: none"> • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. <p>-To understand the differences between a leap and a jump.</p>	<p>-To understand the importance of pulse raising and warm ups.</p> <p>-To be able to identify when their pulse has been raised and their body is ready for stretches.</p> <p>-To know a variety of stretches that will prepare their bodies for a gymnastics session.</p> <p>-To know basic conditioning exercises to increase stretch and endurance.</p> <p>-To know what conditioning exercises will improve specific parts of the body.</p> <p>-To understand the importance of conditioning, stretch and endurance in gymnastics.</p> <p>-To know how to safely move equipment.</p> <p>-To know how to safely land and finish skills.</p> <p>-To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</p> <p>-To understand the differences between a leap and a jump.</p>	<p>To understand the importance of pulse raising and warm ups.</p> <p>To be able to identify when their pulse has been raised and their body is ready for stretches.</p> <p>To know a variety of stretches that will prepare their bodies for a gymnastics session.</p> <p>To know a variety of conditioning exercises to increase stretch and endurance.</p> <p>To understand the importance of conditioning, stretch and endurance in gymnastics.</p> <p>To know how to safely move equipment.</p> <p>To know the terms “progressions” and “preps” and why they are important in developing skills safely.</p> <p>To know a variety of preps for advance skills, such as walkovers and handsprings.</p> <p>To know how to safely land and finish skills.</p> <p>To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.</p> <p>To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</p> <p>To understand the differences between a leap and a jump.</p>	<p>Knows how to create their own complex sequences involving the full range of actions and movements</p> <ul style="list-style-type: none"> • Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Knows how to confidently use equipment to vault and incorporate this into sequences. • Knows how to apply skills and techniques consistently, showing precision and control. • Knows how to develop strength, technique and flexibility throughout performances.

<p style="text-align: center;">SKILLS</p>	<p>Develop a range of balancing Create sequences, both individually and in small groups</p>	<p>Develop a range of balancing, jumping and rolling moves Create sequences, both individually and in small groups Forward rolls. Backward roll using wedge. Teddy bear rolls Jump variations Introducing Cartwheels Squat and Straddle on box top with dismount jumps. Bunny Hops on long vault Individual balances Partner balances Jumps using trampette Jumps off the trestle table Jumps off the springboard</p>	<p>Develop a range of balancing, jumping and rolling moves Create sequences, both individually and in small groups Forward rolls. Backward roll using wedge. Teddy bear rolls Jump variations Introducing Cartwheels Squat and Straddle on box top with dismount jumps. Bunny Hops on long vault Individual balances Partner balances Jumps using trampette Jumps off the trestle table Jumps off the springboard</p>	<p>Forward roll variations including; forward roll to straddle stand. Backward roll variations including; to straddle stand. Teddy bear rolls Cartwheels including; one handed, side to side, front to back, cartwheels using equipment. Handstands including; handstand shaping. Leaps & Spins; leap variations, transitional movements, spin variations. Squat and Straddle ons with dismount jumps. Roll along vaults Bunny Hops on long vault Individual balances Partner balances Group balances Evaluate the effectiveness of own and other's performances,</p>	<p>Forward roll variations including; forward roll to straddle stand. Backward roll variations including; to straddle stand. Cartwheels including; one handed, side to side, front to back, introducing round off, linking cartwheels, cartwheels using equipment. Handstands including; handstand shaping, partner handstands. Leaps & Spins; leap variations, transitional movements, spin variations, linking leaps and spins. Vault: Squat and Straddle ons with dismount jumps. Roll along vaults Individual balances Partner balances Group balances Evaluate effectiveness of own and others performances and suggest improvements.</p>	<p>Forward roll variations including; forward roll to straddle stand, handstand forward roll. <ul style="list-style-type: none"> • Backward roll variations including; to straddle stand, to front support shape, to handstand. Cartwheels including; one handed, side to side, front to back, round off, linking cartwheels, cartwheels using equipment. • Handstands including; handstand shaping, partner handstands, handstand turns, handstands on the bench. • Leaps & Spins; leap variations, transitional movements, spin variations, advance leaps and spins, linking leaps and spins. Squat and Straddle ons with dismount jumps. Through vaults Roll along vaults Round off dismount Handspring dismount Individual balances Partner balances Group balances • Describe and identify particular skills or techniques and the effect they had on their own and others' performances. </p>	<p>Develop a range of balancing, jumping and rolling moves Create sequences, both individually and in small groups . Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support <ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, </p>
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							suggesting thoughtful and appropriate improvements.
VOCABULARY	Forwards, backwards, sideways, bench, mat, table, roll, long, slow, on, off, stretched, curled, tuck, body parts, tall, small, shape, hold, still, jump, hop, bounce, travel, copy	place, stretch, push, pull, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, down, forwards, high, low, elbows, bottom, back, around, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, over, hang, grip	in, front, speed, slow, fast wide, shape, narrow, long, land, over, jump, off, high, low, stretch, point, balance, twisted, curled, level, medium, backwards, sideways, forwards, zig zag, angular, under, through, behind, tension, copy, smooth, sequence, height	Flow, explosive, Symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, pathway, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under	90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	dynamics, combination, contrasting, control, mirroring, matching, accurately, refine, evaluate, display, asymmetry, performance, create, symmetry, refinements, assessment, suppleness, strength, cool down, warm up, muscles, joints, explore, rotation, spin, turn, shape, landing, take-off, flight	Co-operate, audience, assessment, elements, twist, obstacles, refine, aesthetically, criteria, extension, judgement, tension, inverted, judge, dynamics, combination, canon, counter-tension, counter-balance, criteria, performance, imaginative, parallel, creativity, flight, timing

ATHLETICS							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE				Knows how to run at fast, medium and slow speeds; changing speed and direction Can take part in a relay, remembering/knowing when to run and what to do Knows how to increase the distance that a thrown object travels through effective technique	Knows how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance Knows how to jump in different ways Knows how to throw in different ways and hit a target (at appropriate distance), when needed	Knows how to show control when taking off and landing Knows how to throw with increasing accuracy Knows how to combine running and jumping in the context of a triple jump.	Knows how demonstrate stamina and increase strength

<p>SKILLS</p>				<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Evaluate the effectiveness of own and other's performances.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Evaluation Evaluate effectiveness of own and others performances and suggest improvements.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Describe and identify particular skills or techniques and the effect they had on their own and others' performances.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p>
<p>VOCABULARY</p>				<p>Sling, pull, distance, sprint, steady pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, heartbeat, pulse</p>	<p>Sling, pull, distance, sprint, steady pace, accuracy, height, record, joints, rhythm, leading leg, measure, underarm, overarm, heartbeat, pulse</p>	<p>sprint, team, distance measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, release, performance, accuracy, take</p>	<p>sprint, team, distance measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, release,</p>

				rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay	rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay	off, distance, target, time, position, measure, control, height, run up, hurdles	performance, accuracy, take off, distance, target, time, position, measure, control, height, run up, hurdles
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