



## East Peckham Primary School PE progression (PE Hub)

[https://thepehub.co.uk/wp-content/uploads/2022/06/Skills-Progression-Doc\\_V4\\_June-22.pdf](https://thepehub.co.uk/wp-content/uploads/2022/06/Skills-Progression-Doc_V4_June-22.pdf)

Units	End of KS2 aim	Year 6	Year 5	Year 4	Year 3
<b>Football</b>	<ul style="list-style-type: none"> <li>● To be able to receive a pass with different parts of the body, turn and give a pass with different parts of the foot.</li> <li>● The passing must be accurate and purposeful with intentions to attack or defend.</li> <li>● Children will know how to manage the space around them to create room for themselves and their teammates.</li> <li>● When defending, children will know how to mark a person (goalside) and how to mark the space (zonal marking).</li> </ul>	<ul style="list-style-type: none"> <li>● Setting up other players to shoot</li> <li>● Deny space, restricted space</li> <li>● Attacking set play routines (penalty)</li> <li>● Attack and shoot in pairs learning a drill</li> <li>● Role of covering defender</li> <li>● Foot placement to receive and send the ball</li> </ul>	<ul style="list-style-type: none"> <li>● Turning with the ball</li> <li>● Running with the ball</li> <li>● Passing on the move</li> <li>● Interchange of position to maintain space</li> <li>● Regaining possession</li> <li>● Goal side</li> </ul>	<ul style="list-style-type: none"> <li>● Coming towards the ball to receive</li> <li>● Marking - move to stay with an attacking player (front marking)</li> <li>● Marking - goal side marking</li> <li>● Tackling using the side of your foot</li> <li>● Dribbling in different directions</li> <li>● Passing over distance</li> <li>● Evaluating skills</li> </ul>	<ul style="list-style-type: none"> <li>● Sending the ball using the inside of the foot (static)</li> <li>● Trapping a ball travelling along the ground</li> <li>● Passing over short distances and players moving to receive the ball</li> <li>● Finding space to receive the ball</li> <li>● Use outside of the foot to control the ball and dribble</li> <li>● Working as a team, show communication and signalling the space to receive the ball</li> </ul>
<b>Tennis</b>	<ul style="list-style-type: none"> <li>● Children will be able to use forehand, backhand, overhead and lob shots to partake in a rally.</li> <li>● Scoring and rules will be embedded in their learning.</li> <li>● Children will know how to move around the court to make their shots easier - come to the ball or move away depending on the bounce.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicating with each other in double games</li> <li>● Backhand shot</li> <li>● Lob</li> <li>● Rules and Scoring</li> <li>● Positioning in doubles play</li> <li>● tactics</li> </ul>	<ul style="list-style-type: none"> <li>● Putting skills into games</li> <li>● Volley Shot</li> <li>● Overhead shots</li> <li>● Doubles play</li> <li>● Approaching the ball before the second bounce</li> <li>● Recognising ways to improve</li> </ul>	<ul style="list-style-type: none"> <li>● Being in a position to return the ball from around the court</li> <li>● Forehand to targets</li> <li>● Introduction to backhand shots</li> <li>● Moving to return the serve</li> <li>● Working with a partner</li> <li>● Scoring points against opponents</li> </ul>	<ul style="list-style-type: none"> <li>● Tennis ready position</li> <li>● Types of hitting</li> <li>● Serve</li> <li>● Returning towards to return a moving ball</li> <li>● Sending balls to partner</li> <li>● Boundaries</li> </ul>
<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>● Children will be able to attack the space rather than take time to contemplate their options.</li> <li>● Passes will be off both hands in a variety of ways and backwards with accuracy.</li> <li>● Children will be able to transition quickly and effectively between attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>● Support player with ball</li> <li>● Sets plays for attacking</li> <li>● Takes the distance not the time</li> <li>● Spaces not faces principle</li> <li>● Transition from attack to defence</li> <li>● Observe and analyse</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Tagging opposition</li> <li>● Running and passing accurately</li> <li>● Principles of defence</li> <li>● Pop pass</li> <li>● The 'magic diamond'</li> <li>● Take the metres not the time</li> </ul>	<ul style="list-style-type: none"> <li>● Basic passing</li> <li>● Picking up and running with the ball</li> <li>● Keeping possession</li> <li>● Evading defenders</li> <li>● Running into space</li> <li>● Pacing runs throughout the game</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Run past defenders</li> <li>● Handling a rugby ball</li> <li>● Evading tags when attacking</li> <li>● Tag protocol</li> <li>● Closing down the attacker</li> <li>● Introducing simple back passing</li> <li>●</li> </ul>
<b>Rounders</b>	<ul style="list-style-type: none"> <li>● Children will be able to bowl at a variety of speeds with over arm and underarm techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Attacking bowling</li> <li>● Tracking and catching a high ball</li> <li>● Bowling at fast speed</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying how many zones can be run to based on the distance of the hit.</li> </ul>	<ul style="list-style-type: none"> <li>● Directing the hit</li> <li>● Running between the posts</li> <li>● Intercepting the ball with one hand</li> </ul>	<ul style="list-style-type: none"> <li>● Being ready to field a ball</li> <li>● Bowling action</li> <li>● One handed hitting</li> </ul>

	<ul style="list-style-type: none"> <li>Children will be able to coordinate and manage positions throughout a full game of rounders.</li> <li>Throwing will be accurate and in a variety of ways. The method in which they throw the ball will be chosen with reason.</li> <li>Children will be able to hit the ball inside the area of play and with some degree of accuracy with regards to direction.</li> </ul>	<ul style="list-style-type: none"> <li>Working as pairs to field a long ball</li> <li>Running around bases</li> <li>Positions during a full game</li> </ul>	<ul style="list-style-type: none"> <li>Throwing for accuracy over short distances</li> <li>Following the path of the ball</li> <li>Playing the backwards hit rule from batter and backstop perspective</li> <li>Attacking shot</li> <li>Setting a field.</li> </ul>	<ul style="list-style-type: none"> <li>Underarm bowling</li> <li>Backstop role and positions</li> <li>Scoring full and half rounders</li> </ul>	<ul style="list-style-type: none"> <li>Long barrier</li> <li>Long distance throwing</li> <li>Introducing a backstop</li> </ul>
<b>Netball</b>	<ul style="list-style-type: none"> <li>Children will be able to choose from a variety of passes to make accurate passes over a variety of distances.</li> <li>Marking and positioning will be organised and tactical.</li> <li>Children will be able to transition between defending and attacking as and when needed with the positions taken into account.</li> <li>Shooting will be accurate and with correct form.</li> </ul>	<ul style="list-style-type: none"> <li>Recap Throwing and Catching skills used in netball</li> <li>Marking the pass or shot</li> <li>Organisation around the D</li> <li>Rebounds</li> <li>Knocking the ball away defensively</li> <li>Basic skill selection</li> </ul>	<ul style="list-style-type: none"> <li>Bounce Pass in a game situation</li> <li>Finding space in play</li> <li>Dodging tactically</li> <li>Pivoting</li> <li>Two-handed shooting</li> <li>Implementing learnt skills into games</li> </ul>	<ul style="list-style-type: none"> <li>Protecting the ball</li> <li>Basic shooting technique</li> <li>Playing within thirds</li> <li>One to one marking</li> <li>Footwork</li> <li>Gameplay and positioning</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Chest pass for quick, accurate passing</li> <li>Dodging to get free</li> <li>Moving to create space in the attack</li> <li>Bounce pass to outwit defenders</li> <li>Shoulder pass, throwing for distance</li> <li>Keeping possession by working as a team to pass and move accurately</li> </ul>
<b>Handball</b>	<ul style="list-style-type: none"> <li>Children will be able to dribble whilst following the three rules of 3.</li> <li>Children's choices in attack and defence will be based on knowledge of the game and needs of the team.</li> <li>Basic rules and tactics will be seen in their game performances.</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned game with three 3's rules</li> <li>Screening</li> <li>Organisation around the D</li> <li>Dribbling in isolation</li> <li>Recognising space</li> <li>Make choices about appropriate passes</li> </ul>	<ul style="list-style-type: none"> <li>Jump Shot</li> <li>Closing angles as a goalkeeper</li> <li>Dribbling opposed</li> <li>Pivoting to make successful passes</li> <li>Set Plays</li> <li>Implementing skills into games</li> </ul>	<ul style="list-style-type: none"> <li>Protecting the ball</li> <li>Basic shooting technique</li> <li>3 man weave</li> <li>Turn on move</li> <li>7-metre throw</li> <li>Gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Catching – Ready position</li> <li>Passing - overarm and two handed bounce</li> <li>Moving with the ball and passing it to a teammate</li> <li>Intercepting</li> <li>Attacking in small sided games</li> <li>Passing to build an attack</li> </ul>
<b>Hockey</b>	<ul style="list-style-type: none"> <li>Children will be able to shoot from a range of distances with accuracy.</li> <li>A variety of passes will be embedded in children's play.</li> <li>Children will be able to dribble, change direction and stop with accuracy.</li> <li>Positioning and strategies for attack and defence will be evident in children's performances.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Shooting from close range</li> <li>Positioning and strategies for long corners</li> <li>Goal Side Marking</li> <li>Channelling</li> <li>Self Pass</li> <li>Indian Dribble</li> </ul>	<ul style="list-style-type: none"> <li>Block tackle</li> <li>Passing into the D</li> <li>Marking an opponent</li> <li>Sweep shot (open stick)</li> <li>Dragging the ball from RIGHT to LEFT</li> <li>One-handed dribble (open side)</li> </ul>	<ul style="list-style-type: none"> <li>Push Pass</li> <li>Straight Dribble</li> <li>Stopping the ball with the reverse stick</li> <li>Slap pass</li> <li>Turning with the ball</li> </ul>	
<b>Cricket</b>	<ul style="list-style-type: none"> <li>Children will be able to position themselves and their teammates for fielding, covering the whole pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Fielding positions for attacking</li> <li>Tracking &amp; catching a high ball</li> <li>Bowling short</li> <li>Working as pairs to field a long ball</li> </ul>	<ul style="list-style-type: none"> <li>Calling for runs as partners</li> <li>Throwing for accuracy over short distances</li> </ul>	<ul style="list-style-type: none"> <li>Directing the hit</li> <li>Running between the wickets</li> <li>Intercepting the ball with one hand</li> <li>Overarm bowling</li> </ul>	<ul style="list-style-type: none"> <li>Forward drive</li> <li>Underarm bowling</li> <li>Foot placement to strike the ball</li> <li>Long Barrier</li> </ul>

	<ul style="list-style-type: none"> <li>● Throwing will be accurate and in a variety of ways - overarm, underarm and bouncing.</li> <li>● When batting, children will be able to play defensive and attacking shots.</li> </ul>	<ul style="list-style-type: none"> <li>● On and Off drive</li> <li>● Rules of Inter Cricket</li> </ul>	<ul style="list-style-type: none"> <li>● Following the path of the ball, keeping wicket</li> <li>● Overarm bowling with a run-up</li> <li>● Forward defensive shot</li> <li>● Setting a field</li> </ul>	<ul style="list-style-type: none"> <li>● The pull shot</li> <li>● Stopping bouncing ground ball</li> </ul>	<ul style="list-style-type: none"> <li>● Overarm throw for distance</li> <li>● Introducing the role of the wicketkeeper</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>● Children will be able to run for a purpose such as long jump, sprinting or long distance.</li> <li>● Jumping will be from one foot and double footed with children knowing which to choose and why.</li> <li>● Children will be able to throw a variety of objects (putt, javelin and disc) with relative accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>● Sprint Start</li> <li>● Run up for the long jump</li> <li>● Recording data for different throws</li> <li>● STEP Principle</li> <li>● Work collaboratively to judge other and record data</li> <li>● Work collaboratively to judge other and record data</li> </ul>	<ul style="list-style-type: none"> <li>● Preparing to run individual leg</li> <li>● Developing the principle of pace</li> <li>● Jumping for distance</li> <li>● Push throw</li> <li>● Baton exchange within a restricted area</li> <li>● Teaching STEP principle</li> </ul>	<ul style="list-style-type: none"> <li>● Aiming at targets</li> <li>● Accelerating over short distances</li> <li>● Take off 1 foot when running</li> <li>● Sling Throw</li> <li>● Baton Exchange</li> <li>● Working to improve</li> </ul>	<ul style="list-style-type: none"> <li>● Take off Combination Jumps</li> <li>● Recognising the differences between fast, slow and medium pace</li> <li>● Approaching hurdles</li> <li>● Javelin throw</li> <li>● Skipping</li> <li>● Working as a group to record points</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Children will be able to move and support their bodies with powers and control.</li> <li>● They can balance, leap, lift and transition between the three with control.</li> <li>● Children will be able to create dance actions to communicate a theme along with working individually and as a group.</li> <li>● Children will be able to create a sequence of movements which incorporate flight, bold and subtle actions; floor and aerial actions.</li> </ul>	<ul style="list-style-type: none"> <li>● Stag Leap and rebound jump</li> <li>● Relationships—contact and simple lift</li> <li>● Copying movements</li> <li>● Dynamics</li> <li>● Freeze Frame</li> <li>● Top Rock &amp; Slide Step</li> <li>● Creating action</li> <li>● Group devices</li> <li>● Formations for tension &amp; relationships</li> <li>● Live aural setting</li> <li>● Attacking movements</li> <li>● Performance qualities</li> </ul>	<ul style="list-style-type: none"> <li>● Step touch and Bangra shoulders</li> <li>● Basic hip movement, 1, 2, 3 step and around the world</li> <li>● Group Patterns</li> <li>● 1, 2 and 4 wall patterns</li> <li>● combine 3 steps to make a short movement phrase</li> <li>● Slide, knee bends and pivot steps</li> <li>● Create dance actions which communicate the theme</li> <li>● Manipulating actions</li> <li>● Changing level of movement</li> <li>● Creating flight through jumps</li> <li>● Creating bold Actions</li> <li>● Improving quality</li> </ul>	<ul style="list-style-type: none"> <li>● Freeze frame</li> <li>● Slide and Roll</li> <li>● Short dance using formations</li> <li>● Perform in cannon lines</li> <li>● Sequencing movements</li> <li>● Start position/poses</li> <li>● Performing and developing action</li> <li>● Travelling movements</li> <li>● Introducing devices</li> <li>● Contact work</li> <li>● Preparing for performance</li> </ul>	<ul style="list-style-type: none"> <li>● Jazz Square</li> <li>● Perform as two contrasting characters</li> <li>● Develop movements using improvisation</li> <li>● Dance using a prop</li> <li>● including facial expression in our performance</li> <li>● Describe and evaluate features in a dance</li> <li>● Do side, heel dig gallop, split tuck jump.</li> <li>● Floor Patterns</li> <li>● Dynamics</li> <li>● Creating action</li> <li>● Creating action with a partner</li> <li>● Performance quality</li> </ul>
<b>Gym</b>	<ul style="list-style-type: none"> <li>● Children will be able to implement different shapes whilst keeping control over their balance individually and with their partner.</li> <li>● They will be able to show good posture and body tension, with legs and arms straight and fingers and toes pointing.</li> <li>● Travel and move with confidence in different directions at high and low heights with control.</li> <li>● To be able to perform a range of rolls with control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>● Flight onto high apparatus (preparation for vaulting)</li> <li>● Dismount from high apparatus</li> <li>● Perform a cannon sequences</li> <li>● Using equipment in sequences</li> <li>● Perform a sequence in unison</li> <li>● Perform a sequence to music</li> <li>● Working together to choose appropriate elements</li> <li>● Select appropriate actions from a criteria</li> <li>● Create patterns as a group</li> </ul>	<ul style="list-style-type: none"> <li>● “Round off” stationary or running</li> <li>● Explore symmetry in balance and travel</li> <li>● Over shoulder roll and asymmetry</li> <li>● Counter balance as part of a sequence</li> <li>● Move smoothly from one balance to another</li> <li>● Perform and evaluate</li> <li>● Create use of space along a pathway</li> <li>● Round off and symmetry</li> </ul>	<ul style="list-style-type: none"> <li>● Changes in speeds of actions eg roll</li> <li>● Use STEP model</li> <li>● Cartwheels</li> <li>● Developing four compositional ideas</li> <li>● Cooperation to achieve set goals</li> <li>● Judging system</li> <li>● Weighted bunny hop and travelling steps</li> <li>● Roll over the shoulder to knees</li> <li>● Engaging the core</li> <li>● Smooth transition from front to side</li> <li>● Shoulder stand and cartwheel</li> <li>● Showing flow in sequence</li> </ul>	<ul style="list-style-type: none"> <li>● Extended into a full range in balance/shape</li> <li>● Moving in and out of contrasting shapes with fluency</li> <li>● Body control and strength when rolling</li> <li>● Jumping for height and distance</li> <li>● Basic partner unison</li> <li>● Starting and finishing patterns as a group</li> <li>● Japana and control to transition smoothly</li> <li>● Bouncing and broad jump</li> </ul>

	<ul style="list-style-type: none"> <li>● Demonstrate gymnastic shapes, balances, movements with a partner using mirroring and in unison.</li> <li>● Execute a take-off with control, fluency and maintain good body tension throughout with a safe landing maintaining good body tension and posture.</li> <li>● Observe one another performing and describe what they see (evaluate each other's landing and take-off)</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate entrance to performance including the walk to and starting position</li> <li>● Timing to fit sequence into 1 minute</li> </ul>	<ul style="list-style-type: none"> <li>● Over shoulder roll into differentiated handstand into a half twist</li> <li>● Linking cartwheels</li> <li>● Getting into bridge/crab</li> <li>● Identify when extension is appropriate</li> </ul>		<ul style="list-style-type: none"> <li>● Introduce dish with leg raise and half lever</li> <li>● Body control to link movements fluently</li> <li>● Introduce box splits and variations right and left</li> <li>● Extension in actions</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>● Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns.</li> <li>● Have attempted personal survival techniques as an individual with success.</li> <li>● Link lengths together with turns and attempt a tumble turn in isolation and during stroke.</li> <li>● Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul>	<ul style="list-style-type: none"> <li>● Enter and exit the water in a variety of ways.</li> <li>● Work in collaboration to perform group challenges such as group floats.</li> <li>● Submerge, sink, roll and rotate underwater</li> </ul>	<ul style="list-style-type: none"> <li>● Swim over greater distances of 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action.</li> </ul>	<ul style="list-style-type: none"> <li>● Swim a short distance between 5 and 20 metres unaided using one consistent stroke.</li> <li>● Push and glide and transition from glide to stroke.</li> <li>● Move with more confidence in water including submerging themselves fully.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply basic arm and leg action to 'doggy paddle'.</li> <li>● Attempt skill of sculling and use it to propel themselves.</li> <li>● Propel themselves over longer distances using swimming aids.</li> <li>● Enter and exit the water independently.</li> <li>● Float and regain to standing confidently.</li> </ul>
<b>OAA Outdoor Adventure Activities</b>	<ul style="list-style-type: none"> <li>● To use information to problem solve effectively as an individual and as part of a team</li> <li>● To navigate using a compass and map</li> <li>● To lead a team in a problem solving activity successfully</li> </ul>	<ul style="list-style-type: none"> <li>● To use information given by others to complete tasks and work collaboratively</li> <li>● Undertake more complex tasks and problem solving</li> <li>● To take responsibility and leadership roles to complete a task</li> <li>● To use knowledge of PE and physical activities to suggest amendments and ideas to games</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to communicate effectively in range of ways in a range of activities</li> <li>● To navigate and solve problems from memory</li> <li>● To develop trust to complete the task and perform under pressure</li> </ul>	<ul style="list-style-type: none"> <li>● To work well in a group with defined and understood roles</li> <li>● Plan and refine strategies to solve problems</li> <li>● Identify the relevance of and use maps, compasses and symbols</li> <li>● To identify what they did well and suggest what they can improve on in their completion of tasks</li> </ul>	<ul style="list-style-type: none"> <li>● To work collaboratively with others to solve problems</li> <li>● To be able to describe their work and use different strategies to solve problems</li> <li>● To lead others and be led</li> <li>● To be able to differentiate between when a task is collaborative or when it is competitive</li> </ul>
<b>Evaluating performance</b>	<ul style="list-style-type: none"> <li>● Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve their own and others performance. Make</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve their own and others performance. Make suggestions on how to improve</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and describe performances. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work.</li> </ul>

	suggestions on how to improve their work, commenting on similarities and differences.	their work, commenting on similarities and differences.			
<b>Health and fitness</b>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body with physiological and anatomical vocabulary.. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body with physiological and anatomical vocabulary.. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body. Understand the need to warm up and cool down.</li> </ul>

Units	Year 2	Year 1	EYFS
<b>Attack, defend and shoot.</b>	<ul style="list-style-type: none"> <li>● Send the ball with feet by kicking - use inside of the foot.</li> <li>● Stopping the ball with the foot - use inside of the foot.</li> <li>● Pass and receive with control of the ball.</li> <li>● Move the ball independently by bouncing - basketball style.</li> <li>● Link bouncing and passing in a basketball style dribble.</li> <li>● Passing forward for the purpose of attacking.</li> <li>● Throwing with different equipment - balls, bags, batons etc.</li> <li>● To send and receive moving into space in a game situation.</li> <li>● Pass and move forwards for the purpose of attacking.</li> <li>● Goalkeeping positioning will show understanding of making relevant positional changes.</li> <li>● To know when and whether to intercept.</li> </ul>	<ul style="list-style-type: none"> <li>● Sending objects to targets with some form of control.</li> <li>● Catch a variety of beanbags and different sized balls.</li> <li>● Describe how they threw objects and how they defended their goal.</li> <li>● Participate in competitive games against an opponent using attacking and defending skills.</li> <li>● Recognise changes to the body during exercise.</li> <li>● Using sideways movement to be in a better position to defend goals.</li> <li>● Bounce the ball with some control to self.</li> <li>● Use forwards and sideways movement to get in positions to shoot.</li> <li>● Adapting play to the rules of the game.</li> <li>● Play in competitive games.</li> </ul>	
<b>Hit, catch and run.</b>	<ul style="list-style-type: none"> <li>● To use bats to hit instead of hands.</li> <li>● Running to score points - aiming the projectile with intention.</li> <li>● To bowl underarm with precision.</li> <li>● To bat towards targets.</li> <li>● Make simple decisions on where to throw - bases/wickets.</li> <li>● To manage and increase pace of run to make safe or avoid being out.</li> <li>● Use the inside and outside of the foot to kick the ball from a bowler.</li> <li>● Stop a travelling ball in the outfield.</li> <li>● Bowl for accuracy at stumps.</li> </ul>	<ul style="list-style-type: none"> <li>● Underarm/overarm throw to select space to throw into.</li> <li>● To be able track and return a ball.</li> <li>● Catch over a short distance.</li> <li>● Self-feed ball to hit.</li> <li>● Make decisions to make it difficult for hitters.</li> <li>● Show awareness of teammates when fielding.</li> <li>● Catching from short throws.</li> <li>● To decide where to hit and try to hit with power.</li> <li>● Apply different body positions to intercept the path of the ball.</li> <li>● Fielding balls to bases with accuracy.</li> <li>● Catching a ball from the air which has been hit.</li> <li>● To hit into space to score runs.</li> </ul>	
<b>Send and return.</b>	<ul style="list-style-type: none"> <li>● To show readiness to receive by being on toes and anticipating.</li> <li>● Be able to identify their strengths and weaknesses when throwing, hitting or catching.</li> <li>● To be able to push off from the feet to change direction in isolated space.</li> <li>● Self feed a tennis ball to hit a partner.</li> <li>● To be able to move the ball around a court to find space.</li> <li>● To serve underarm from the hand.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to Slide and receive a ball/beanbag.</li> <li>● Hit objects in a variety of ways.</li> <li>● Move position to get in line with a ball.</li> <li>● Work together with a partner to send and return.</li> <li>● Play in a rally with a partner.</li> <li>● Hit projectiles over benches.</li> <li>● Track movement of a ball to be able to return over the bench or net.</li> <li>● Chase, stop and control balls and objects.</li> <li>● Hit a moving ball from a sitting position.</li> <li>● Send objects from a variety of positions such as sitting, kneeling, and standing.</li> <li>● Identify tactics to outwit an opponent.</li> </ul>	

<b>Run, jump and throw.</b>	<ul style="list-style-type: none"> <li>● Be aware of others around when running.</li> <li>● Creating power with legs to turn in different actions such as running, jumping and hopping.</li> <li>● Choose appropriate throws for different games.</li> <li>● To recognise the difference between static and dynamic balances.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to Start and stop at speed.</li> <li>● Develop arm movement in running.</li> <li>● Take off on two feet.</li> <li>● Use the leading arm to direct the throw.</li> <li>● Work collaboratively to improve on skills learnt..</li> <li>● Agile moves (push off right and left leg to change direction).</li> <li>● Recognise when to start and stop the activity.</li> <li>● Negotiating obstacles.</li> <li>● Jumping and bounding.</li> <li>● Experience and reflect on different starting positions.</li> </ul>	<b>Speed, agility and travel</b> <ul style="list-style-type: none"> <li>● Move forwards, backwards and sideways at speed.</li> <li>● Recognise and follow instructions to participate in different running and chasing games.</li> <li>● Recognise fast and slow movements.</li> <li>● Move and stop appropriately on cue.</li> <li>● Send and receive a ball.</li> <li>● Move by inching, crawling and jumping.</li> <li>● Jump on, off and over with speed and control.</li> <li>● Recognise cues in lyrics to change actions.</li> <li>● Demonstrate agility in obstacle courses.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Explore the whole body actions to create linked shapes and balances.</li> <li>● Apply the idea of a theme to a dance.</li> <li>● Compose a dance phrase which responds to a visual stimulus.</li> <li>● Create a sequence of movements for performance with starting and finishing positions.</li> <li>● Create a short dance solo which demonstrates changes in direction and speed.</li> <li>● Use movement imaginatively, responding to music with some attempt at musicality.</li> <li>● Change the speed, level and direction of movements.</li> <li>● Perform dance phrases that express ideas and feelings.</li> <li>● Identify emotion and contrast in emotions.</li> <li>● Use a clock face to create dance moves.</li> <li>● Link phrases to create a longer dance piece.</li> </ul>	<ul style="list-style-type: none"> <li>● Show control, coordination and spatial awareness</li> <li>● Perform with an awareness of body shape with a partner</li> <li>● Compose a movement pattern to demonstrate unison</li> <li>● Compose a sequence demonstrating mirroring and following</li> <li>● Demonstrate an ability to create a dance with a clear start, middle and end</li> <li>● Marching in time and turning</li> <li>● Marching in line with others</li> <li>● Copy and repeat actions in time with others</li> </ul>	<ul style="list-style-type: none"> <li>● Choreograph a short sequence combining a range of actions.</li> <li>● Choreograph a short sequence combining a range levels and directions.</li> <li>● Choreograph a short sequence combining unison and canon.</li> <li>● Choreograph a short sequence with an awareness of expression.</li> <li>● Choreograph a short sequence combining a range of dynamics.</li> <li>● Using mirroring and 'follow my leader' to create a short group piece of work.</li> <li>● Follow a movement pattern with a partner in time with the music.</li> <li>● Recall, remember and repeat a phrase of dance.</li> <li>● Copy and repeat 4 actions.</li> <li>● Incorporate change of direction and pathway.</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>● Start and finish shapes in body movements.</li> <li>● Consider use of power in jumping - show ways to jump with power and control.</li> <li>● Linking movements - explore transitions between elements.</li> <li>● Choose, adapt and perform shapes at different levels.</li> <li>● Perform various travel movements at different speeds - appropriate speeds for movements.</li> <li>● Be able to relevé walk and front support.</li> <li>● Copy and repeat arch and dish shapes.</li> <li>● Be able to back support and complete crab actions.</li> <li>● Be able to Frog Jump and L-sit.</li> <li>● Perform with rhythm and control.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to refine shapes and jumps to improve coordination.</li> <li>● Demonstrate four different shapes using muscle tension to hold.</li> <li>● Take off and land with (some) control.</li> <li>● To manage body tension and control in travel.</li> <li>● To remember and perform movement patterns.</li> <li>● Moving on, off and over with control.</li> <li>● Link rock style into simple sequences with a start, balance, rock and jump.</li> <li>● Spin and turn off apparatus.</li> <li>● perform a simple jump, spin and rock movement pattern in unison.</li> <li>● Perform a simple jump, spin and rock movement pattern in canon.</li> </ul>	<ul style="list-style-type: none"> <li>● Children will be able to adapt instructions to physical actions.</li> <li>● Choose take-off and landing positions for jumping.</li> <li>● Transferring/moving equipment such as balls and beanbags between themselves and others.</li> <li>● Moving through and under apparatus safely and sensibly.</li> <li>● Copying and repeating actions.</li> <li>● Choose shapes and different ways of traveling.</li> <li>● Be able to complete an egg roll and log roll.</li> <li>● Recognising pathways and direction.</li> <li>● Linking movements such as balances and shapes together.</li> <li>● Start and finishing positions will be seen in their actions.</li> </ul>

<b>OAA Outdoor Adventure Activities</b>	<ul style="list-style-type: none"> <li>• To use searching skills to find given items from clues and pictures</li> <li>• Work in pairs to navigate space</li> <li>• To use and explore unusual equipment to develop coordination, problem-solving and motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• To use thinking skills to follow multi-step instructions</li> <li>• Solve more challenging problems as an individual</li> <li>• Comprehend that one things can represent another</li> <li>• Take part in activities with increasing challenge to build confidence</li> </ul>	
<b>Body management</b>			<ul style="list-style-type: none"> <li>• Change direction whilst balancing beanbags.</li> <li>• Move through hoops using a variety of movements.</li> <li>• Steps, strides, hops and bounces / Bridges and tunnels</li> <li>• Use a variety of ways of travel over apparatus.</li> <li>• Link more than one shape together.</li> <li>• Transition from roll, to crawl to slither.</li> <li>• Show control to hold body shape.</li> <li>• Jump accurately and with control.</li> <li>• Work as part of a team to perform.</li> </ul>
<b>Manipulation and coordination</b>			<ul style="list-style-type: none"> <li>• Coordinate limbs to carry out defined movements and actions</li> <li>• Rolling a ball with accuracy.</li> <li>• Reproduce movements with a ball bilaterally with feet.</li> <li>• Coordinate feet to practice hop, step and jump sequences.</li> <li>• Listen, respond and coordinate hands and feet to touch a target.</li> <li>• Perform actions with a variety of equipment</li> <li>• Use own baton to hit a variety of objects in different ways</li> <li>• Combine steering with other actions using bilateral movements</li> <li>• Roll, spin, rotate, throw and catch hoops</li> </ul>
<b>Cooperate and solve problems</b>			<ul style="list-style-type: none"> <li>• Identify relationships between self and others through group activity</li> <li>• Cooperate with a partner to move across defined areas</li> <li>• Replicate with some accuracy body shapes to represent numbers</li> <li>• Name and perform actions including jumps, rolls and travel</li> <li>• Work cooperatively to construct shapes and patterns on the floor</li> </ul>



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