## PE Progression: EYFS to KS3

FVFC	V 1	V 2	V 2	V /	V F	V /	V 7
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Table 1 and 1 different	Comment	<u> </u>	_	NCE	The effect of the end of	The effect of the end of	
Join a range of different movements	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple	Identify and repeat the movement patterns and	Identify and repeat the movement patterns and	Identify and repeat the movement patterns and	perform dances using advanced dance techniques
together.	Put a sequence of actions	actions.	dance.	actions of a chosen dance	actions of a chosen	actions of a chosen	within a range of dance
together.	together to create a motif.	Create a short motif	durice.	style.	dance style.	dance style.	styles and forms
Change the speed of their	together to create a motif.	inspired by a stimulus.	Create motifs from different	style.	durice style.	durice style.	styles and joints
actions.	Vary the speed of their	inspired by a stillatus.	stimuli.	Compose a dance that	Compose individual, partner	Compose individual, partner	
dettorts.	actions.	Change the speed and level	Stirtut.	reflects the chosen dance	and group dances that	and group dances that	
Change the style of their		of their actions.	Begin to compare and	style.	reflect the chosen dance	reflect the chosen dance	
movements.	Use simple choreographic	5,	adapt		style.	style.	
	devices such as unison,	Use simple choreographic	movements and motifs to	Confidently improvise with			
Create a short movement	canon and mirroring.	devices such as unison,	create a larger sequence.	a partner or on their own.	Show a change of pace and	Use dramatic expression in	
phrase which demonstrates		canon and mirroring.			timing in their movements.	dance movements and	
their own ideas.	Begin to improvise		Use simple dance	Compose longer dance		motifs.	
	independently to create a	Use different transitions	vocabulary to compare and	sequences in a small group.	Develop an awareness of		
	simple dance.	within a dance motif.	improve work.		their use of space.	Perform with confidence,	
				Demonstrate precision and		using a range of movement	
		Move in time to music.	Perform with some	some control in response to	Demonstrate imagination	patterns.	
			awareness of rhythm and	stimuli.	and creativity in the		
		Improve the timing of their	expression.		movements they devise in	Demonstrate strong and	
		actions.		Begin to vary dynamics and	response to stimuli.	controlled movements	
				develop actions and motifs		throughout a dance	
				in response to stimuli.	Use transitions to link	sequence.	
				Danie an atmost a whenther and	motifs	Cambina Hawibilian	
				Demonstrate rhythm and	smoothly together.	Combine flexibility,	
				spatial awareness.	Improvise with confidence,	techniques and movements to create a fluent sequence.	
				Change parts of a dance as	still demonstrating fluency	to create a fluent sequence.	
				a result of self-evaluation.	across the sequence.	Move appropriately and	
				a result of self evaluation.	der 033 the sequence.	with the required style in	
				Use simple dance	Ensure their actions fit the	relation to the stimulus, e.g.	
				vocabulary when comparing	rhythm of the music.	using various levels,	
				and improving work.		ways of travelling and	
					Modify parts of a sequence	motifs.	
					as a result of self and peer		
					evaluation.	Show a change of pace and	
						timing in their movements.	
					Use more complex dance	Move rhythmically and	
					vocabulary to compare and	accurately in dance	
					improve work.	sequences.	
						T	
						Improvise with confidence,	
						still demonstrating fluency	
						across their sequence.	
						Dance with fluency and	
						control, linking all	
						movements and ensuring	
						that transitions flow.	

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						Demonstrate consistent precision when performing dance sequences.  Modify some elements of a	
						sequence as a result of self and peer evaluation.	
						Use complex dance vocabulary to compare and	
			GYMN	ASTICS		improve work.	
Create a short sequence of	Create and perform a	Copy, explore and	Choose ideas to compose a	Create a sequence of	Select ideas to compose	Create their own complex	develop their technique and
movements.	movement sequence.	remember actions	movement sequence	actions that fit a theme.	specific sequences of	sequences	improve their performance
	,	and movements to create	independently		movements, shapes	involving the full range of	in other competitive sports
Roll in different ways with	Copy actions and	their own	and with others.	Use an increasing range of	and balances.	actions and movements:	[for example, athletics and
control.	movement sequences	sequence.		actions, directions and		travelling, balancing,	gymnastics]
	with a beginning, middle		Link combinations of	levels in their sequences.	Adapt their sequences to fit	holding shapes, jumping,	
Travel in different ways.	and end.	Link actions to make a sequence.	actions with increasing confidence, including	Move with clarity, fluency	new criteria or suggestions.	leaping, swinging, vaulting and stretching.	
Stretch in different ways.	Link two actions to make a	,	changes of direction, speed	and expression.	Perform jumps, shapes and		
	sequence.	Travel in a variety of ways,	or level.		balances fluently and with	Demonstrate precise and	
Jump in a range of ways		including		Show changes of direction,	control.	controlled placement of	
from one space to another	Recognise and copy	rolling.	Develop the quality of their	speed and level during a		body parts in their	
with control.	contrasting actions		actions, shapes and	performance.	Confidently develop the	actions, shapes and	
	(small/tall, narrow/wide).	Hold a still shape whilst	balances.		placement of their body	balances.	
Begin to balance with	Travel in different ways,	balancing on different		Travel in different ways,	parts in balances,		
control.	changing direction and	points of the body.	Move with coordination,	including using flight.	recognising the position of	Confidently use equipment	
	speed.		control and care.		their centre of gravity and	to vault	
Move around, under, over,		Jump in a variety of ways		Improve the placement and	where it should	and incorporate this into	
and through different	Hold still shapes and simple	and land with increasing	Use turns whilst travelling	alignment of body parts in	be in relation to the base of	sequences.	
objects and equipment.	balances.	control and balance.	in a variety of ways.	balances.	the balance.	Apply skills and techniques	
<u>Skills</u>	Carry out simple stretches.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Use equipment to vault in a variety of ways.	Confidently use equipment to vault in	consistently, showing precision and	
Curled side roll (egg roll)	Carry out a range of simple			Carry out balances,	a variety of ways.	control.	
Log roll (pencil roll) Teddy bear roll	jumps, landing safely.	Move with increasing control and care.	Begin to use equipment to vault.	recognising the position of their centre of gravity and	Apply skills and techniques	Develop strength, technique	
Straight jump	Move around, under, over,			how this affects the	consistently.	and flexibility throughout	
Tuck jump	and through different	<u>Skills</u>	Create interesting body	balance.	Develop strength, technique	performances.	
Jumping jack	objects and	Log roll (controlled)	shapes while holding		and		
Half turn jump	equipment.	Curled side roll (egg roll)	balances with control and	Begin to develop good	flexibility throughout	Skills	
Bunny hop	<b>D</b>	(controlled)	confidence.	technique when travelling,	performances.	Forward roll from standing	
Tiptoe, step, jump and hop	Begin to move with control	Teddy bear roll (controlled)	Dogin to all and flandidge.	balancing and using	Combine	Straddle forward roll	
Standing balances	and care.	Rocking forward roll Crouched forward roll	Begin to show flexibility in movements.	equipment.	Combine equipment with movement to create	Pike forward roll Dive forward roll	
	<u>Skills</u>	Straight jump		Develop strength, technique	sequences.	Tucked backward roll	
	Log roll (controlled)	Tuck jump	Skills	and flexibility throughout		Backward roll to straddle	
	Curled side roll (egg roll)	Jumping jack	Crouched forward roll	performances.		Backward roll to standing	
	(controlled)	Half turn jump	Forward roll from standing	CL:II.	CL:II.	pike	
	Teddy bear roll (controlled)	Cat spring	Tucked backward roll	Skills	Skills	Pike backward roll	
	Straight jump	Cat spring to straddle	Straight jump	Forward roll from standing	Forward roll from standing	Straight jump	
	Tuck jump	Hurdle step onto	Tuck jump	Straddle forward roll Tucked backward roll	Straddle forward roll	Tuck jump	
	Jumping jack	springboard	Jumping jack	Backward roll to straddle	Pike forward roll Tucked backward roll	Jumping jack Star jump	
	Half turn jump Cat spring	Straight jump off springboard	Star jump Straddle jump	Straight jump	Backward roll to straddle	Straddle jump	
	- ac spring	1 springoouru	1 on addic jump	1 or argine jump	Dackwara roll to struute	1 or addic Jump	1

Tipto Hops Skipp Galle Stan Knee Pike, strad	toe, step, jump and hop pscotch pping lloping unding balances eeling balances e, tuck, star, straight, addle shapes	with partner T-lever Scissor kick Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support		Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Lunge into handstand Lunge into cartwheel Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split 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 Lunge into handstand Lunge into cartwheel Lunge 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 Pivot 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	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 Straddle 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 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 Cat leap half turn Cat leap Cat leap half 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	
The a half with a fire	a latertine a shiftle to a	Cauth a an late of boll 191			Handifference scale 1	His a banded ball	una a una a conferencia
racquet.	actise basic striking,	Strike or hit a ball with increasing control.	Demonstrate successful hitting and striking skills.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy	Use different techniques to hit a ball.	Hit a bowled ball over longer distances.	use a range of tactics and strategies to overcome opponents in direct
Roll equipment in different ways.	row underarm and erarm.	Learn skills for playing striking and fielding games.  Position the body to strike a ball.	Develop a range of skills in striking (and fielding where appropriate).	and control.  Accurately serve underarm.	Identify and apply techniques for hitting a tennis ball.	Use good hand-eye coordination to be able to direct a ball when striking or hitting.	competition through team and individual games [for example, badminton, basketball, cricket, football,

	Catch and bounce a ball.		Practise the correct batting	Build a rally with a partner.	Explore when different shots	Understand how to serve in	hockey, netball, rounders,
T		Throw different types of	technique and use it in a	balla a rally with a partner.	are best used.	order to start a game.	rugby and tennis]
Throw an object at a target.	Use rolling skills in a game.	equipment in different ways,	game.	11	are best useu.	oraci to start a game.	ragog arta termes
	Practise accurate throwing	for accuracy and distance.	ľ	Use at least two different shots in a game situation.	Develop a backhand	Throw and catch accurately	
Catch equipment using two	and consistent catching.		Strike the ball for distance.	sitution.	technique and use it in a	and successfully under	
hands.		Throw, catch and bounce a	or the sun jor distance.		game.	pressure in a game.	
Mana a hall to different	Bounce and kick a ball	ball with a partner.	Throw and catch with	Use hand-eye coordination	game.		
Move a ball in different ways, including bouncing	whilst moving.	'	greater control and	to strike a moving and a stationary ball.	Practise techniques for all	Show confidence in using	
and kicking.		Use throwing and catching	accuracy.	stationary ball.	strokes.	ball skills in various ways in	
arta kickirig.	Use kicking skills in a game.	skills in a game.	Practise the correct	Develop different ways of	Strokes.	a game situation, and link	
lles seviement to sentual a			technique for catching a	throwing and catching.	Dlay a tannia sama yaina an	these together effectively.	
Use equipment to control a ball.	Use dribbling skills in a	Throw a ball for distance.	ball and use it in a game.		Play a tennis game using an overhead serve.		
buit.	game.	Throw a ball for distance.	j	Move with the ball using a	overneud serve.	Choose and make the best	
Kick an object at a target.	December hell as a control	Harbard and a disease	Perform a range of catching	range of techniques,	Consolidate different ways	pass in a game situation	
	Pass the ball to another	Use hand-eye coordination to control a ball.	and gathering skills with	showing control and	of throwing and catching,	and link a range of skills	
Move safely around the	player in a game.	to control a batt.	control.	fluency.	and know when each is	together with fluency, e.g.	
space and equipment.					appropriate in a game.	passing and receiving the	
-1	Use kicking skills in a game.	Vary types of throw used.	Catch with increasing	Pass the ball with increasing		ball on the move.	
Travel in different ways,	Use different ways of	Bounce and kick a ball	control and accuracy.	speed, accuracy and success	Use a variety of ways to		
including sideways and	travelling in different	whilst moving.		in a game situation.	dribble in a game with	Keep and win back	
backwards.	directions or pathways.	wittist moving.	Throw a ball in different		success.	possession of the	
		llas kiskina skilla in a sama	ways (e.g. high, low, fast or	Occasionally contribute		ball effectively and in a variety of ways in a team	
Play a range of chasing	Run at different speeds.	Use kicking skills in a game.	slow).	towards helping their team	Use ball skills in various	game.	
games.	Begin to use space in a			to keep and win	ways, and begin to link	game.	
	game.	Use dribbling skills in a	Develop a safe and effective	back possession of the ball	together.	Demonstrate a good	
Follow simple rules.		game. Know how to pass the ball	overarm bowl.	in a team game.		awareness of space.	
Tottow stripte rates.	Begin to use the terms	in different ways.		<b></b>	Pass a ball with speed and	Think ahead and create a	
Control my body when	attacking and defending.	in aggerent ways.	Move with the ball in a	Make the best use of space	accuracy using appropriate	plan of attack or defence.	
performing a sequence of	Use simple defensive skills		variety of ways with some	to pass and receive the ball.	techniques in a game	' '	
movements.	such as marking a player or	Use different ways of travelling at different speeds	control.	Use a range of attacking	situation.	Apply knowledge of skills	
Participate in simple games.	defending a space.	and following different	Use two different ways of	and defending skills and		for attacking and defending.	
	Llee simple attaching shills	pathways, directions or	moving with a ball in a	techniques in a game.	Keep and win back	l	
Travel with a ball in	Use simple attacking skills such as dodging to get past	courses.	game.	Use fielding skills as an	possession of the	Work as a team to develop	
different ways.	a defender.			individual to prevent a	ball effectively in a team	fielding strategies to prevent	
Travel with a ball in		Change speed and direction	Pass the ball in two	player from scoring.	game.	the opposition from scoring.	
different directions (side to	Follow simple rules to play	whilst running.	different ways in a game situation with some success.			Follow and create	
side, forwards and backwards) with control	games, including team	Begin to choose and use the	Struction with some success.	Vary the tactics they use in	Demonstrate an increasing	complicated rules to play a	
and fluency.	games.	best space in a game.	Know how to keep and win	a game.	awareness of space.	game successfully.	
and judicey.	Use simple attacking skills	Dogin to was and	back possession of the ball	Adapt rules to alter games.			
	such as dodging to get past	Begin to use and understand the terms	in a team game.		Choose the best tactics for	Communicate plans to	
	a defender.	attacking and defending.	and a count game.		attacking and defending.	others during a game.	
	Use simple defensive skills		Find a useful space and get				
	such as marking a player or	Use at least one technique	into it to support		Shoot in a game.	Lead others during a game.	
	defending a space	to attack or defend to play	teammates.			j j	
		a game successfully.	Use simple attacking and		Llea fielding skills +		
		Understand the importance	defending		Use fielding skills as a team to prevent the opposition		
		of rules in games.	<del></del>		from scoring.		
			1-11 -		). o scorning.		
		Use at least one technique	skills in a game.		Know when to pass and		
		to attack or defend to play	Use fielding skills to stop a		when to dribble in a game.		
		a game successfully.	ball from travelling past them.				
			atent.				

Apply and follow rules promptes of several contracting and particles general contracting general contrac	T	T	T6	Γ	Г
Internation and hospin. Its applies of provides or general provides general provides of the pr			Devise and adapt rules to		
Understand and begin to apply the back principles of your back principles of your back principles of your back principles of the part of the section of profiles and principles of the part of the par			create their own game.		
apply the basic principles of investion grows.  Know how in pillay a striking on the following gome for provided and provided in the case of provided in a carrow of pround of the carrow of provided in a carrow of provided	fairly.				
apply the basic principles of investion grows.  Know how in pillay a striking on the following gome for provided and provided in the case of provided in a carrow of pround of the carrow of provided in a carrow of provided					
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			A	ETICS	Successfully use a map to complete and orienteering course.  Begin to use a compass for navigation.	Work effectively as part of a team, demonstrating leadership skills when necessary.  Successfully use a map to complete an orienteering course.  Use a compass for navigation.  Organise an event for others.	
Dun in different ways far	Vary their name and and	Dun at different name		Confidently demonstrate an	Accelerate from a vanistic of	Docon prosting and wife.	dovolon their technique
Throw an object at a target.	Vary their pace and speed when running.  Run with a basic technique over different distances.  Show good posture and balance.  Jog in a straight line. Change direction when jogging.  Sprint in a straight line.  Change direction when sprinting.  Maintain control as they change direction when jogging or sprinting.  Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.	Run at different paces, describing the different paces.  Use a variety of different stride lengths.  Travel at different speeds.  Begin to select the most suitable pace and speed for distance.  Complete an obstacle course.  Vary the speed and direction in which they are travelling.  Run with basic techniques following a curved line.  Be able to maintain and control  Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	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.  Throw with greater control and accuracy.  Show increasing control in their overarm throw.	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.	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.	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 their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

	Land safely and with control.  Work with a partner to develop the control of their jumps.  Throw underarm and overarm.  Throw a ball towards a target with increasing accuracy.  Improve the distance they can throw by using more power.	Combine different jumps together with some fluency and control.  Jump for distance from a standing position with accuracy and control.  Investigate the best jumps to cover different distances.  Choose the most appropriate jumps to cover different distances.  Know that the leg muscles are used when performing a jumping action.  Throw different types of equipment in different ways, for accuracy and distance.  Throw with accuracy at targets of different heights.  Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw.  Continue to develop techniques to throw for increased distance.		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.	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.	
				MMING	( ) ( ) ( ) ( ) ( )		
Enter the water safely (using s	teps or swivel entry)	Enter the water safely (using st	teps, swivel entry or a jump	Jump in from side and subme	erge (minimum depth 0.9m)	Enter the water safely	
Move forwards, backwards and sideways for a distance of 5m  Scoop the water to wash face and hair and be at ease with water from overhead  Blow bubbles a minimum of three times with nose and mouth submerged  Take part in a teacher led partner orientated game  Demonstrate an understanding of pool rules 7)		Move into a stretched floating position using aids, equipment or support Regain an upright position from floating on the front (aids may be used)  Regain an upright position from floating on the back (aids may be used)  Push and glide in a horizontal position to or from the pool wall  Travel on the back and front for a distance of 5m (aids may		Fully submerge and pick up an object  Push from wall and glide on the front and back  Push and glide from the wall to the pool floor  Perform a rotation from the front to the back and gain an upright position  Perform a rotation from the back to the front and gain an upright position		Submerge to pick up an object from the pool floor (full reach depth)  Swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) Swim 25m (own choice of stroke)  Learn a number of different skills eg sculling, treading water, floating, rotation  Exit the water safely	
Exit the water safely		be used)		Travel 10m on the front and 10m on the back			
- Late the water sujety		Have an understanding of the	water safely code	Answer three questions on the	e water safety code		

Exit the water safety

Exit the water safely

	HEALTH AND FITNESS									
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.				
			COMPETING	DEDECORMING						
Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.  Take part in competitive games with a strong understanding of tactics and composition.  Begin to complete activities in a set period of time.  Begin to offer an evaluation of personal performances and activities.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.  Complete an orienteering course more than once and begin to identify ways of improving completion time.  Offer an evaluation of both personal performances and activities.  Start to improve trails to increase the challenge of the course.	Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.  Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.  Offer a detailed and effective evaluation of both personal performances and activities.  Improve a trail to increase the challenge of a course.	Link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.  Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.  Offer a detailed and effective evaluation of bother personal performances and activities with an aim of increasing challenge and improving performance.  Listen to feedback and improve an orienteering course from it.	analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.			

			EV	ALUATE		
Talk about what they have	Watch and describe	Watch and describe	Watch, describe and	Watch, describe and	Choose and use criteria to	Thoroughly evaluate their
done.	performances.	performances, and use what	evaluate the effectiveness of	evaluate the effectiveness of	evaluate own and others'	own and others' work,
		they see to improve their	a performance.	performances, giving	performances.	suggesting thoughtful and
Talk about what others	Begin to say how they	own performance.		ideas for improvements.	' '	appropriate improvements.
have done.	could improve.		Describe how their	'	Explain why they have used	
	·	Talk about the differences	performance has improved	Modify their use of skills or	particular skills or	
		between their work and	over time.	techniques to achieve a	techniques, and the effect	
		that of others.		better result.	they have had on their	
					performance.	
		Take part in competitive				
		games with a strong				
		understanding of tactics				
		and composition.				
			Keu Vo	cabulary		
				ince		
					Da	nce
	Tı	ravel			st	yle
	Sti	llness	Sp	ace		nique
	Dir	ection	Rep	peat	Form	ation
	S	pace		ince	Pat	tern
		inning	Phrase			thm
		iddle	Improvisation			ation
		End	Character			risation
		elings	l .	ture		son9
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		evels	l .	d reaction		cion
		ections		tume		ction
		hways		тор	M	
		peed ythm	Pat	tern		rase rpret
	KII	grim				ration
			Gumr	nastics	Σλριο	ration
Forwards	still	In front		90 degrees	Dynamics	Co-operate
Backwards	slowly	Speed	Flow	180 degrees	Combination	Audience
Sideways	tall	Slow	Explosive	Leaving	Contrasting	Assessment
Bench	long	fast	Asymmetrical	Approaching	Control	Elements
Mat	wide	Wide	Combination	Balance	Mirroring	Twist
Table	narrow	Shape	Evaluate Improve	Forwards	Matching	Obstacles
Roll	ир	Narrow	Stretch	Backwards	Accurately	Refine
Long	down	Long	Refine	Combine	Refine	Aesthetically
Slow	forwards	Land	Adapt	Rotation	Evaluate	Criteria
On	high	Over	Pathway	Against	Display9	Extension
Off	low	Jump	Contrasting	Towards9	Asymmetry	Judgement
Stretched	elbows	Off	Curled	Across	Performance	Tension
Curled	bottom	High	Stretched	Evaluate	Create	Inverted
Tuck	back	Low	Suppleness	Improve	Symmetry	Judge
Body parts	around	Stretch	Strength	Height	Refinements	Dynamics
Tall	through	Point	Inverted	Strength	Assessment	Combination
Small	extension	Balance	Jump	Suppleness	Suppleness	Canon
Shape Hold	roll	Twisted Curled	Land	Stamina	Strength Cool	Counter-tension Counter-balance
Hola Still	copy	Level	Over	Speed level	down	Counter-balance Criteria
Jump	pathway along	Medium	Under	Wide	Warm up	Performance
Junip	atorig	riediuiii		ννιαε	l vvariit up	i erjornitatice

Hop Bounce Travel Copy tension curved straight zig-zag shape over hang grip place stretch push pull hop skip step spring crawl	Backwards Sideways Forwards Zig zag Angular Under Through Behind Tension Copy Smooth Sequence Height		Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	Muscles Joints Explore Rotation Spin Turn Shape Landing Take-off Flight	Imaginative Parallel Creativity Flight Timing	
Α.	oidin a	Games		V •		
Track R St Overa Bo Ca Fre Ow Oppo Re F A S Di Cor Sh	oiding ing a ball olling riking rm throw uncing tching e space n space site Team bound ollow iming peed rection assing trolling ooting coring	Keep posses Keep the best of t	pall pals ore dend/receive  a ball ortner space	Pass Dribb Shood Shield Wide Dep Sup Mar Cove Reposs Atta Defer Mar Team Bat Field 10 B Wide Te Bo Boun Inni Roun Back Co Tar N Defer Hitt Sta Offs	possession ssing bling oting d ball dth ppth pport rking ering session ackers nders rking ding dowler cket ee ase ndary ings inder kstop burt rget let nding ting ance side tch	

	T	5 11 1	
		Backhand	Forehand
		Volley	Backhand
		Overhead	Volley
		Singles	Overhead
		Doubles	Singles
		Rally	Doubles
		3	Rally
		Athletics	
Walk	Throw	Sling	
		Pull	
Jog	High		Sprint
Throw	Low	Distance	Team
Target	Skip	Sprint	Distance
Jump	Aim	Steady	Measure11
Run	Fast	pace	Height
Нор	Slow	Accuracy	Taract
Skip	Safely Step	Height	Target
Fast	Step	Record	Pacing
Pass	Bounce	Joints	Rhythm
In pairs	Jump	Rhythm	Obstacles
In pairs	Leap	Leading leg	Leading leg
	Нор	Measure	Hurdles
			Throwing
	Repeat	Underarm	Speed
	Run	Overarm	Accuracy
	Target	Heart	Take off
	Overarm	beat	Stamina
	Underarm	Pulse rate	Time
	Walking	Jogging	
	Jogging	Walk	Projectory
	Accelerate	Hurdles	Release
	Baton	Landing	Performance
	Relay	Control	Accuracy
	Push	Duefermed Landing	Take off
		foot	Distance
	Take off		Target Time
	Landing	Time	Position
	Evaluate	Stamina	Measure
		Obstacles	Control
		Stance	Height
		Diagonal	Run up
		Approach	Hurdles
		Speed	nurales
		Relay	
		Swimming	
Safe	Safe	Safe	Safe
Swim	Swim	Swim	Swim
Water	Water	Water	Water
Listen	Listen	Listen	Listen
Float	Float	Float	Float
Forwards	Forwards	Forwards	Forwards
Backwards	Backwards	Backwards	Backwards
Front	Front	Front	Front
Back	Back	Back	Back
	Stretch	Stretch	Stretch
	Aid	Aid	Aid
	Upright	Upright	Upright
	Position	Position	Position
	Horizontal	Horizontal	Horizontal
	Ποπεοπιαι	Ποπεοπται	Horzontat

Distance	Distance Submerge Glide Rotate	Distance Submerge Glide Rotate front crawl back stroke breast stroke afloat sculling treading water	
		treduity water	

SEND adaptations:

Use STEP to adapt learning where appropriate

S — space

T — task

E – equipment

P – people

For example, when teaching netball think about:

- Give the child additional space
- Think about if the task is achievable
  Use a different size ball if gross motor is an area of development
  who is the best child to work with