



PE PROGRESSION DOCUMENT



By the end of year 6 children at St Peter’s School should demonstrate the following essential characteristics in PE:

- A love of sport
- A knowledge of why sport and fitness is important to physical and mental well-being (making links with science)
- Find a sport that they love and want to carry on outside of school
- Make progress with a range of skills and techniques in a number of sports.
- Be able to swim 25 meters unaided
- Have represented the school in at least one sport.
- Be able to run a mile without stopping

GYMNASTICS	EYFS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Able to balance on one leg, hop and skip with increasing control.</p> <p>Can create different body shapes.</p> <p>Able to jump and land appropriately.</p> <p>Able to use a wide balance beam (using arms for balance support)</p> <p>Begin to understand how to move and carry equipment safely.</p> <p>Able to move body in a variety</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump confidently</p> <p>Can use equipment safely</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when</p>	<p>I can copy, remember, explore and repeat simple actions varying speed and levels.</p> <p>I am beginning to select and construct basic sequences.</p> <p>I am beginning to identify the differences between my performance and that of others.</p> <p>I understand the need for a warm-up and cool down, and what is happening to my body during exercise.</p> <p>Gymnastic skills – Teddy bear roll, balance and travel along a bench,</p>	<p>I can copy, mostly remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.</p> <p>I can perform compositional ideas in a sequence alone and in small groups.</p> <p>I can describe my own and others work noting similarities and differences. I can make suggestions for improvements.</p> <p>I understand working safely, I recognise changes in my body and can give reasons why PE is good for health.</p> <p>Gymnastic skills – Cartwheel, hold a bridge, donkey kick, shoulder</p>	<p>I can perform fundamental gymnastics skills, such as balances, rolls, jumps, and basic floor work.</p> <p>I understand and can demonstrate proper body alignment, control, and technique in executing these skills.</p> <p>Practice and refine these skills individually before progressing to partner work or small group routines.</p> <p>I Understand the principles of working effectively in pairs or small groups, including communication, cooperation, and teamwork.</p> <p>Develop trust and support within the group, ensuring safety and assisting each other in performing gymnastic movements.</p>	<p>I can perform more challenging variations and combinations of balances, rolls, jumps, and basic floor work.</p> <p>Elements such as handstands, cartwheels, and basic vaulting</p> <p>The focus on, proper body alignment, control, and technique and execution.</p> <p>I understand more complex partner and group exercises &amp; that it requires increased communication, cooperation, and synchronization.</p> <p>When trying partner lifts, assisted balances, and synchronized movements,</p> <p>Pupils take on different roles within the group, such as base, spotter,</p>

	<p>of ways including rolling, sliding, crawling, stretching.</p>		<p>linking, balancing, using equipment etc</p>	<p>arabesque, log roll, travel along beam, shaped jump from floor, "v" sit balance, hold weight on hands using apparatus.</p>	<p>stand, shoulder roll, balance on beam and perform a shaped jump from apparatus.</p>	<p>I Understand the process of creating gymnastics routines, including the selection and arrangement of movements.  I can explore different ways to link movements smoothly together; ensuring transitions are seamless and visually appealing.   Develop the ability to reflect on personal and group performances, I can provide simple constructive feedback to peers.   I recognise changes in my body and can give reasons why PE is good for Health   Gymnastic Skills:-Teddy Bear roll, bunny hops along a bench, arabesque, log roll, travel along beam, shaped jump from floor, shoulder stand, partner counter balance</p>	<p>and performer, to enhance their understanding of teamwork.   Pupils create longer and more intricate gymnastics routines. Considering factors such as flow, contrast, and difficulty  Pupils look at creative pathways and variations to enhance the visual appeal of the routine.   Pupils evaluate their own performances, identifying strengths and areas for improvement.   Pupils understand the importance of regular exercise for cardiovascular fitness, strength, flexibility, and overall well-being.   Advanced Gymnastic Skills -  Cartwheel, Round-off, Handstand, forward roll, balance on beam, shaped jump from apparatus, simple weight bearing partner balance</p>
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INVASION GAMES	EYFS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Can travel in a variety of ways including running and jumping.</p> <p>Can negotiate space when playing games</p> <p>Can pass a ball (inc rolling, throwing, kicking and bouncing)</p>	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.</p> <p>They have the opportunity to play uneven and even sided (mini 2v2) games. They learn how to score points</p> <p>They work independently, with a partner and in a small group and begin to self manage their own games, showing respect and kindness towards their teammates and opponents</p>	<p>Pupils develop their understanding of invasion games and the principles of scoring.</p> <p>They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p>They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules with fairness.</p>	<p>Pupils will learn to keep possession of the ball using attacking skills and defending skills to prevent the opposition from scoring.</p> <p>They will play uneven and then even sided games, developing strategies and social skills to self manage games.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will learn how to evaluate their own and others' performances and suggest improvements</p>	<p>Football: Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. Basketball: Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p> <p>Hockey: Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate</p>	<p>Develop their ball control skills applicable to various invasion games, such as stopping, dribbling, and changing direction.</p> <p>Practice and refine these skills through drills and exercises specific to different games (e.g., dribbling in basketball, ball control in football).</p> <p>Use basic passing techniques relevant to different invasion games.</p> <p>Revisit the attacking principles, such as creating space, maintaining possession, and supporting teammates.</p> <p>Continue to develop defensive skills, including marking opponents, intercepting passes, and applying pressure on the ball carrier.</p> <p>Foster an understanding of the roles and responsibilities of attackers and defenders in specific games (e.g., attackers in netball, defenders in football).</p> <p>Develop the understanding of positional play and the roles of different positions within specific games (e.g., positions in netball, Pupils will be encouraged to think about how to use skills, strategies and tactics to</p>	<p>The Year 6 pupils will build upon the skills and principles learned in Year 5</p> <p><b>Ball Control Skills:</b> Consolidate and refine ball control skills under pressure-.Apply these skills in various invasion games, such as basketball and football. Engage in drills and small-sided games specific to each game to practice and improve ball control.</p> <p><b>Passing Techniques:</b> Practice accurate and effective passing techniques relevant to different invasion games &amp; making quick decisions Maintain possession and creating scoring opportunities.</p> <p><b>Attacking Principles:</b> Pupils will be encouraged to think critically about how to use skills, strategies, and tactics to outwit the opposition. We will look at significance of maintaining shape, creating space, and supporting teammates during offensive plays.</p> <p><b>Defensive Skills:</b></p>

					<p>and identify why this behaviour is important.</p> <p>Rugby – Basic overview of passing back, marking the ball and running with it. This is in partners.</p> <p>Netball – Basic overview of footwork, positions and positional playing areas. Rules discussed re:3 feet and no contact.</p>	<p>outwit the opposition. For example maintaining shape, creating space, and supporting teammates</p> <p>The children develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Pupils will be encouraged to suggest some ideas for warm-ups &amp; practices</p>	<p>Understand the roles and responsibilities of defenders in specific games, such as football.</p> <p>Pupils learn how to effectively defend against opponents and disrupt their offensive strategies.</p> <p><b>Positional Play:</b> Pupils will learn how to apply positional knowledge to make effective decisions and contribute to team success.</p> <p><b>Fair Play and Self-Evaluation:</b> Understand the importance of fair play, honesty, and sportsmanship. Pupils to continue to self-manage games and demonstrate good sportsmanship during gameplay.</p> <p>Develop students' ability to evaluate their own and others' performances objectively, identifying areas for improvement and offering constructive feedback.</p> <p>Design good warm-ups that suit the games</p>
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LARGE BALL SKILLS		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Can negotiate space</p> <p>Can travel in a variety of ways including running and jumping.</p> <p>Begin to develop simple ball skills- throwing, catching, rolling ,bouncing and kicking.</p> <p>Begin to develop hand/eye coordination</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p> <p>Receives a ball with basic</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Can stop / catch a ball with control</p> <p>Use a variety of simple tactics to keep possession of the ball as a team and can get in to position to score.</p> <p>Beginning to understand the need to defend as well as attack</p> <p>Know some rules of games</p> <p>Understand why it is important to Warm-up &amp; that games make you use your muscles and gets your heart pumping faster.</p> <p>Lead a partner through a short warm-up routine</p> <p>Talk about differences between my own and others performances and suggest improvements</p>	<p>I can control and catch a ball with movement</p> <p>I can accurately pass to someone else &amp; I can move with a ball (unihoc / football)</p> <p>I am beginning to influence opposed conditioned game</p> <p>Beginning to understand the rules of some Games</p> <p>Can give reasons why warming up is important and why physical activity is good for your health</p> <p>Recognise their own and others' strengths and weaknesses in games</p> <p>Suggest ideas that will improve performance</p>	<p>Pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure</p> <p>Beginning to influence opposed conditioned game</p> <p>Use some tactics in attack</p> <p>Play in a position in a team</p> <p>Use some defending ideas</p> <p>Carry out parts of warm ups effectively</p> <p>Suggest some ideas for warm-up routines</p> <p>Choose and practise some skills to improve their play</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games</p> <p>Can take part in a conditioned game with understanding of tactics and rules</p> <p>Apply basic principles of team play to keep possession of the ball</p> <p>Use marking, tackling and/or interception to improve their defence</p> <p>Play effectively as part of a team</p> <p>Know what position they are playing in and how to contribute when attacking and defending</p> <p>Plan practices and warm ups to get ready for playing safely</p> <p>Recognise their own and others' strengths and weaknesses in games</p> <p>Suggest ideas that will improve performance</p>

NET & WALL	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively</p> <p>Begin to aim at a target</p> <p>Begin to hold and balance a bat and beanbag</p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position and how to hold a racket. They will develop throwing, catching and racket skills. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<p>Tennis: Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Tennis: Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Volleyball: Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee</p>	<p>Badminton: Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee</p>

FIELDING / STRIKING		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children experiment with different ways of moving</p> <p>Children show good control and co-ordination in large and small movements</p> <p>Begin to play games that include throwing and catching and aiming at a target</p>	<p>Pupils develop their basic understanding of striking and fielding games</p> <p>They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>They are given opportunities to play one against one, one against two, and one against three.</p> <p>They learn how to score. They show respect towards others when playing competitively and develop communication skills.</p>	<p>Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball.</p> <p>They begin to self manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills (3T's)</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b>Pupils develop striking skills, focusing on techniques and accuracy.</b></p> <p>Teach fielding skills, including catching, throwing, and positioning, to effectively defend against the opposition.</p> <p><b>Pupils Understand Game Rules and regulations of striking and fielding games.</b></p> <p>Pupils make informed decisions based on the rules to maximize their team's performance.</p> <p><b>Learn the fielding Roles and responsibilities:</b></p> <p>Introduce pupils to different fielding roles, such as bowler, wicket keeper, backstop, fielder, and batter.</p> <p>Teach the specific skills and responsibilities of each role.</p> <p>Provide opportunities for students to rotate through different roles, allowing them to experience and understand the demands of each position.</p> <p>Teach pupils how to analyse the fielding positions, identify gaps, how to points</p>	<p>In Year 6, students will build upon the skills and knowledge acquired in Year 5, further developing their striking and fielding skills, game understanding, and strategic thinking. They will deepen their understanding of the roles and responsibilities associated with striking and fielding positions, while continuing to demonstrate collaboration, fair play, and respect for others.</p> <p>:</p> <p>Pupils will be Introduced to more advanced striking techniques, focusing on power, accuracy, and shot selection. Fielding skills, including diving catches, accurate throws, and tactical positioning. Pupils will have the opportunity for to practice and refine their skills in more challenging game situations.</p> <p>.</p> <p>Pupils will work with a partner and group to organise and self-manage their own games.</p>

						and prevent the opposition from scoring. Collaboration, Fair Play, and Respect: Pupils learn to work as a team communicate, and cooperate Pupils understand and adhere to good sportsmanship and respect	
<b>SWIMMING</b>	<b>EYFS</b>	<b>KS1</b>		<b>LOWER KS2</b>		<b>UPPER KS2</b>	
	<b>UW</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5 SELF RESCUE</b>	<b>YEAR 6</b>
	Enter the water safely . Move forwards, backwards and sideways for a distance . Scoop the water to wash face and hair and be at ease with water showered from overhead Blow bubbles with nose and mouth submerged Demonstrate an understanding of pool rules Learn about water safety in other areas such as the beach. Travel horizontal and or vertical axis for a distance across the pool	Enter the water safely (using steps, swivel entry or a jump) Move into a stretched floating position using aids, equipment or support Regain an upright position from floating on the front Regain an upright position from floating on the back Push and glide in a horizontal position	Jump in from the side and submerge (minimum depth 0.9 metres). Fully submerge to 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 regain an upright position. Perform a rotation from the back to	Enter the water safely (using steps, swivel entry or a jump). Perform a tuck float for five seconds. Perform a sequence of changing shapes (minimum of three) whilst floating at the surface. Push and glide from the front with arms extended and log roll onto the back. Push and glide from the back with arms extended and log roll onto the front.	Enter the water safely from a jump Kick 25 metres backstroke (one item of equipment may be used). Kick 25 metres on the front (one item of equipment may be used). Kick 25 metres breaststroke on the front or back (one item of equipment may be used). Travel on the back and roll in one continuous	Perform 3 different jumps into deep water (one must be a straddle jump). Perform a horizontal stationary scull on the back. Perform a head first sculling action for 5 metres Perform a feet first sculling action for 5 metres. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. Tread water for 30 seconds.	Enter the water safely Submerge to pick up an object from the pool floor (full reach depth) Swim 10 metres front crawl, breaststroke or backstroke (two out of three must be chosen). Good stroke standard attempt correct breathing practices Swim 25 metres (own choice of stroke). Take part in a game of mini polo.



	<p>Move into a stretched floating position using aids, equipment or support Exit the water safely</p>	<p>to or from the pool wall Travel on the front and back for a distance of five metres where possible (taught using blabt) Have an understanding of the water safety code Exit the water safely</p>	<p>the front and regain an upright position.  Answer three questions on the water safety code. Travel 10 metres on the front and 10 metres on the back. (BLABT teaching) Exit the water safely</p>	<p>Travel on the front, tuck to rotate around the horizontal axis to return on the back. Travel 25 metres on the front and 25 metres on the back. Over arm recovery Demonstrate an action for getting help (can be performed in shallow or deep water). Exit the water safely without the use of steps.</p>	<p>movement to the front. Travel on the front and roll in one continuous movement to the back. Swim as far as possible in a set time (own choice of stroke). Perform a shout and signal rescue. Exit the water safely.</p>	<p>Perform a handstand and hold for a minimum of 3 seconds. Perform a forward somersault, tucked in the water. Swim 10 metres in clothes. Exit the water safely without the use of steps. Discuss as a group when the above skills might be used to self rescue in different situations. Swim 10 metres retaining a floating object. Demonstrate the HELP position. Float or scull waving one arm and shout for help.</p>	<p>In groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. Treading water, floating, rotation. Exit the water safely. In Discuss in your group the tactics and skills used and evaluate.</p>
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DANCE	EYFS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	<p>Can respond to music with movement.</p> <ul style="list-style-type: none"> <li>• Link some actions together to form a short sequence.</li> <li>• Begins to move from one movement to another.</li> <li>• Remember and perform a short dance phrase.</li> <li>• Step and move with a simple beat.</li> <li>• Begins to hold positions with control and stillness.</li> <li>• Developing how to show softness and gentleness in their movements when required.</li> <li>• Adjust the speed of their travel and carry out movements with increasing control.</li> </ul>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p> <p>Come up with and demonstrate ways of using their body to represent animal movements.</p> <ul style="list-style-type: none"> <li>• Know that their breathing rate increases during exercise.</li> <li>• Describe how dance makes them feel.</li> <li>• Perform a short routine in small groups.</li> </ul>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <ul style="list-style-type: none"> <li>• Watch others perform and describe what they see (what they like / don't like).</li> <li>• Compare feelings and emotions different movements and speeds are creating.</li> <li>• Know what heart rate, breathing rate and body temperature mean</li> </ul>	<p>Describe what unison is and give examples.</p> <ul style="list-style-type: none"> <li>• Explain what canon is and give examples.</li> <li>• Perform different movements at different speeds according to the idea they are trying to communicate.</li> <li>• Describe how different speeds improve the performance.</li> <li>• Describe and give examples of 'push and pull' and 'over and under' movements</li> </ul>	<p>Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing.</p> <ul style="list-style-type: none"> <li>• Give a brief description of the history and origin of the different dance styles studied.</li> <li>• Describe shapes and movements created and the speed at which they are performed for each dance style</li> <li>• Identify the location of the main joints.</li> <li>• Make simple suggestions to improve their own and others' work</li> <li>• Perform movements with accuracy and timing.</li> <li>• Know the location of key muscles within the body.</li> <li>• Know what the heart rate is and why it needs to increase during exercise</li> </ul>	<p>Give and demonstrate examples movement ideas which can be incorporated into a dance warm up.</p> <ul style="list-style-type: none"> <li>• Know where the different dance styles originated (location and time frame).</li> <li>• Identify similarities and differences between the difference dance styles studied.</li> <li>• Analyse and improve their own and others performances.</li> <li>• Adapt given dance movements and make them their own</li> <li>• Identify different emotions which can be portrayed through dance.</li> <li>• Explain how and why warm ups need to gradually increase in intensity</li> </ul>	<p>Understand the word unison and canon are and demonstrate these</p> <p>Perform actions correctly and analyse to find improvements.</p> <ul style="list-style-type: none"> <li>• Understand the different joints mobilised joining certain movements.</li> <li>• Create expression and emotion through dance moves.</li> <li>• Understand and explain the impact of slow and fast movements in dance and to perform movements. at different speeds for effect</li> <li>• Create, perform and analyse dance sequences and movements in different size groups.</li> </ul>

ATHLETICS	EYFS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	<p>Can coordinate their bodies</p> <p>Can run safely negotiating space.</p> <p>Can change speed and direction.</p> <p>Can jump and land appropriately.</p> <p>Developing hand eye coordination.</p> <p>Begins to throw and catch.</p>	<p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop</p>	<p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin</p>	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put..</p>

	EYFS	KS1		Lower KS2		Upper KS2	
Mindfulness		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils are introduced to simple mindfulness. The begin to think about postures, breathing and meditation taught through fun and engaging activities.	Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.	Pupils learn about mindfulness and body awareness. They learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. Pupils will work independently and with others to create their own flows.	Pupils learn about mindfulness and body awareness. They learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. Pupils will work independently and with others to create their own flows.	Pupils learn about mindfulness and body awareness. They learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Pupils learn about mindfulness and body awareness. They learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.

Outdoor and adventurous	LOWER KS2		UPPER KS2	
	YEAR 3	Year 4	YEAR 5	YEAR 6
	Understand what the term 'Orientate' means Know what a key is on a map. Begin to use the key to locate places in the school grounds	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge.	Design an orienteering course that can be followed and offers some challenge to others.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Accurately use navigation equipment (maps, compasses) to orientate around a trial.

	<p>Try a range of equipment for creating and completing an activity.</p> <p>To take turns and listen to each other when working as a team.</p> <p>Share ideas about how to complete a challenge.</p> <p>Complete an adult- led orienteering course</p> <p>Begin to complete activities in a set period of time.</p> <p>Say what they enjoyed or didn't enjoy about the activity</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Start to recognise features of an orienteering course.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Begin to understand the roles within a team and decide who will have each role</p> <p>Communicate ideas effectively depending on the team role</p> <p>Complete an orienteering course as part of a team.</p> <p>Complete a course under a set amount of time</p> <p>Evaluate their own performance, saying, what they did well and what they could improve.</p> <p>Begin to evaluate the team's performance, saying, what they did well and what they could improve.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Use suitable equipment to help solve problems</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique</p> <p>Evaluate the team's performance, saying, what they did well and what they could improve.</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Complete orienteering activities independently.</p> <p>Plan and prepare an orienteering course for others to follow.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
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Fitness	EYFS	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To know what exercise is.</p> <p>To understand why exercise is important.</p> <p>To know a range of different ways they could exercise.</p>	<p>To recognise changes in their bodies when they exercise</p> <p>To share ideas with others in the class</p>	<p>To describe how their body feels during exercise.</p> <p>To show hopping and jumping movements with some balance and control.</p>	<p>To collect and record my own scores, recognising my strengths.</p> <p>To complete exercises with control</p>	<p>To collect and record my scores and identify areas to improve.</p> <p>To use key points to improve my sprinting technique.</p> <p>To share ideas and work with others to manage activities.</p>	<p>To analyse fitness scores and identify areas for improvement.</p> <p>To choose the best pace for a running event and maintain speed.</p>	<p>I can change my running technique to adapt to different distances.</p> <p>To collect, record and analyse scores to identify areas where I have made</p>

	<p>Begin to understand what exercise does to the body</p>	<p>To discuss what exercise does to the body.          To recognise how exercise makes you feel.          To try their best in challenges set.</p>	<p>To persevere with new challenges.          To show determination to continue working over a longer period of time.          To understand that running at a slower speed will allow them to run for a longer period of time.          To work with others to turn a skipping rope and encourage others to jump at the right time</p>	<p>To persevere when a challenge is difficult.          To provide feedback using key words.          To use key points when developing sprinting techniques.          To work safely with others.          To show balance when changing direction.          To understand there are different areas of fitness.</p>	<p>To show balance when changing direction at speed.          To show control when completing activities to improve balance.          To show determination to continue working over a period of time.          To understand there are different areas of fitness and that each area challenges my body differently</p>	<p>To encourage and motivate others to work their best.          To identify how different activities can benefit my physical health.          To work with others to manage activities.          To understand the different components of fitness and how to test them.          To understand what a personal maximum effort looks like and how to achieve it.</p>	<p>the most improvement          work with others          To organise, manage and record information at a station.          To encourage and motivate others to work their best.          To understand that there are different areas of fitness and how this helps me in different activities.          To understand the different components of fitness and ways to test and develop the.          To work to my maximum consistently when presented with challenges</p>
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Yoga	EYFS	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Through fun activities, children are introduced to breathing awareness:	<p>Breath Awareness: To learn how to deep belly breathe. To understand how to use deep, slow breaths.</p> <p>Basic Poses: Child's Pose Butterfly Pose Cat-Cow Pose</p> <p>Mindfulness: Introduce brief guided visualisations (e.g., imagining they are a tree, flower, or animal).</p>	<p>Breath Control: To learn to control the length and pace of their breaths. To begin to use "balloon breaths" by inflating and deflating imaginary balloons with their breath.</p> <p>Expanded Poses: Downward Dog Warrior Pose Tree Pose</p> <p>Mindfulness: Longer guided visualisations. To understand basic meditation techniques with a focus on breath awareness.</p>	<p>Breath Control and Regulation: To understand breathing techniques like alternate nostril breathing and ocean breath. To use their breath to help them focus and relax.</p> <p>Intermediate Poses: Bridge Pose Cobra Pose Triangle Pose</p> <p>Mindfulness and Concentration: To begin to use e e body-scanning.</p>	<p>Breath Control and Regulation: To continue to use breathing techniques and understand how this can help develop calming strategies.</p> <p>Challenging Poses: Plank Pose Warrior II Camel Pose</p> <p>Mindfulness and Relaxation: To begin to explore concentration exercises by holding poses for longer durations.</p>	<p>Breath Mastery: To continue the understanding of breath control and its impact on the body and mind. Explain how these techniques can help relaxation.</p> <p>Advanced Poses: Extended Triangle Pose Boat Pose Pigeon Pose</p> <p>Mindfulness and Self-Reflection: To understand some progressive muscle relaxation techniques</p>	<p>Breath Mastery</p> <p>Deepen the understanding of breath control and its impact on the body and mind. Explain how these techniques can help relaxation and focus.</p> <p>Advanced Poses and Sequences: Sun Salutations Camel Pose</p> <p>Mindfulness and Yoga Philosophy: To begin to use self-reflection. Exploring themes like gratitude, compassion, and self-awareness.</p> <p>Understanding yoga principles can be applied to daily life.</p>