

Progression in Skills and Knowledge

Acquiring and Developing Skills (A&D)

Selecting and applying skills, tactics and compositional ideas (S&A)

Evaluating and improving performance (E&I)

Knowledge and understanding of fitness and health (H&F)

Year EYFS SUBJECT Progression in Skills and Knowledge

Development Matters	PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling 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, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
EYFS In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)	Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving.	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to	Catch a large ball. Demonstrate good control and coordination in large and small movements. Pass a ball: chest pass Kick a ball along the floor less than 10m	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown Strike a ball (self bowled) in a	Children will be taught how to use their bodies to: ☐ Sprint 30m ☐ Jump for height 5- 9cm ☐ Jump for distance 30- 59cm ☐ Leap hurdles 30m within 16-12secs	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe. (H&F)		

		Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	different stimulus.	with the correct technique. Dribble a ball at feet with control	general direction	☐ Overarm throw ☐ Chest push ☐ Run for longer distance Participate in Sports week			
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Year 1 SUBJECT Progression in Skills and Knowledge

National Curriculum		Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns							
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 1 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)	Explore different ways using a ball (A&D) Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D) Play a variety of running and avoiding games. Participate in	Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. (A&D) Move	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of	Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances, on their own and	Focus on technique on striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have	Children will be taught how to use their bodies to: ☐ Sprint 30m within 9-6seconds ☐ Jump for height 10-14cm ☐ Jump for distance 60 – 89cm ☐ Leap hurdles 30m	Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises.		

	simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Pass and receive a ball in different ways with increased control. (S&A) (rugby, netball, football, basketball)	between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)	ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)	in groups. Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)	been taught. (cricket, rounders, baseball, softball, kickball, golf)	within 11-8 secs Overarm throw 10-19m Chest push 3-4m Run for longer distance 200m within 1:45-1:31 Participate in Sports week	(H&F) Discuss how the body changes during exercise.		
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Year 2 Progression in Skills and Knowledge

National Curriculum	Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a		
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	range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 2 In all areas children will be taught about how to give and receive feedback to their peers (E&I)	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. S&A Watch others accurately. Describe what they see and ask to copy others' ideas,	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. S&A Have a clear focus when watching others perform. (E&I) Say when a movement or skill is performed well (aesthetic	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording	Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. (S&A) Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and	Choose, use and vary simple tactics. S&A Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination (cricket, rounders,baseball, softball, kickball,golf)	Take part in multiskills festivals. (competitions: class, virtual leagues, against other schools) Designed to develop the fundamental movement skills of balance, coordination and agility. Children will be taught how to use their bodies to: ☐ Sprint 30m under 6 secs ☐ Jump for height 15-19cm ☐ Jump for distance 60 – 89cm	Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.		

	skills and tactics. Participate in team games. Understand and develop tactics for attacking and defending. (rugby, netball, football, basketball)	appreciation). (E&I) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I) Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size and direction.	and viewing their rehearsals. (E&I)	increased accuracy. Perform fielding techniques with increased control and coordination. (tennis, badminton)		☑ Leap hurdles 30m within 8 secs ☑ Overarm throw 10-19m ☑ Chest push 3-4m ☑ Run for longer distance 200m under 1:30 Participate in Sports week			
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Year 3 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and		
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	gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in multiskills/competitive festivals. X3 during the school year, at least one to be against another school (s). (competitions: class, houses, base, against other schools)	<u>Football:</u> To start dribbling using little touches and passing a ball to players on your team. To be able to keep control of the ball. To identify space and begin to move into it. To be able to defend and know what marking is To know what parts of the foot can be used for these skills. <u>Netball:</u> To pass the ball towards a scoring area in a team To perform a chest and shoulder pass.	To identify and create their own balances, jumps, rolls in response to a task. To travel using their whole body in a variety of ways including leaping, spinning & skipping. To travel while using hand equipment such as ribbons, hoops, ropes and balls. To perform a sequence, including different parts, with great control (Balance, jump, roll, travel) To know what makes/demonstrate what makes a good balance and show	To dance in a group or pair, either mirroring or performing at the same time. To dance appropriately to the music, using movement/dances, according to the time and rhythm of the music. To combine segments of dance together and make a sequence. To dance whilst expressing emotions relating to the music playing. To perform a dance of their own involving some or all of these disciplines	To be able to gently hit ball off racket in any direction. To hold the racket in one hand correctly To be able to strike ball to partner, along floor or in air. To be able to stand in the ready position and then change body ready to hit when receiving the ball. To start understanding that there is a forehand and backhand.	<u>Cricket:</u> To be able to throw and catch in a game. To be able to stop the ball while fielding. To know that fielders should stand in their own space. To be able to bat and strike the ball with control. To know what the wicket keepers role is. To play in a tournament as a team	To demonstrate a good running technique at different speeds and directions To be able to improve their throwing and jumping techniques To be introduced to how relay and the passing of the baton works. To understand different running	Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F) Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of		

	To have hands out ready showing where you'd like to receive the pass. To be able to identify if others are doing these effectively. Children should take part and contribute in mini-team games; attacking, defending and using some tactics. <u>Tag Rugby:</u> To hold a rugby ball and move, trying to hold it in two hands. To know where and how to score a try. To catch the ball with two hands. To move into space away from defenders To pass the ball backwards to a team mate,	this on floor/apparatus.		To start serving a tennis ball underarm, by bouncing it first. . (tennis, badminton)	and use tactics to help them to win. <u>Rounders:</u> To be able to play some basic rounder's mini-games. To be able to throw and catch in a game. To be able to stop the ball while fielding. To know that fielders should stand in their own space To be able to bat with control. To be able to play with some rules. To develop and perform	techniques and when used. To start to understand how health and fitness are related to exercise. To perform in a mini competition.	athletic activity.		
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	using two hands. To know that to defend, you need to tag the players. <u>Hockey:</u> To be able to hold a hockey stick correctly, and show which side to use. To be able to push pass to a team-mate. To control the ball when receiving a pass. To dribble the ball close to body, with control, using one side of the stick. To sometimes go towards an opposition player in preparation to tackle. To know and demonstrate how to try and score a goal. <u>General:</u>				simple rounder's skills in batting, bowling & fielding.					
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	How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. S&A (football, basketball, hockey, netball, rugby)								
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Year 4 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 4 In all areas children will be taught	<u>Football:</u>	To observe, share, help and	To use different levels and	To be able to strike ball to	<u>Cricket:</u>	To be able to pace	Learn some of		

about how to give and receive feedback to their peers. (E&I) Take part in multiskills/competitive festivals. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, houses, base, against other schools)	To dribble using little touches into space. To pass a ball using different parts of the foot. To be able to control the ball when receiving a variety of passes. To know where space is and move into it. To begin to understand how moving into space can help the team and where a “good” space may be. To defend by marking players and attempting interceptions. <u>Netball:</u> To perform a chest and shoulder pass to set up a goal for your team. To decide and demonstrate when the best time to use these passes are. To start demonstrating a bounce pass, with only 1 bounce. To see, move into space and then	positively critique others’ skills and sequences. To create a sequence using mirroring or matching a partner and explain how they can improve upon it. To perform a sequence as a pair/group, including different parts, with great control (Balance, jump, roll, travel) To perform a minimum of 3 different rolls with control. (Pencil, Egg, Forward, Dish etc..) To link a roll with a travel and balance using good body	direction/planes of dance consistently. To dance using imagination and creativity when presented with music or a story/character/task. To dance appropriately to the music, using movement/dances, according to the time and rhythm of the music. To perform dances that are clearly thought-out in relation to a task, that are smooth with no clear and obvious beginning and end. To perform a dance of their own involving some or all of these disciplines in a group.	partner, along floor or upwards in air in a small space. To start striking the ball over a net. To be able to stand in the ready position and then change body ready to hit in forehand or backhand when receiving the ball. To start trying to strike the ball in forehand and backhand. To show that a backhand is easier using two hands.	To develop batting, bowling and fielding skills that can be used in a game. To aim and effectively throw overarm at a larger target area. To field as a team and know when the ball is yours to field or a team mates. To be able to decide what tactics can and should be used in a game. To be able to perform existing	running for a certain distance. To develop and understand how to throw with power and accuracy, but safely. To perform a correct running technique in a competitive situation. To know different exercise that can be done to improve both health and fitness To try different footwork styles and patterns	the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect. Know a warm routine involving dynamic stretches , led by an adult or child.		
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	present a clear target with hands to receive pass. To be able to explain some of these coaching points to others. To demonstrate marking and to start attempting interceptions in defence. To know the positions and where they can/cannot go on court. <u>Tag rugby:</u> To run and move with different speeds, both with and without the ball. To change speeds and directions to avoid defenders. To catch the ball with two hands out in front of body. To run straight with the ball as much as possible. To pass the ball back at different angles, occasionally while moving. To tag the player with the ball and sometimes mark	control on floor/apparatus. .		To be able to move racket from low to high when striking. To serve ball underarm without ball bouncing. S&A (tennis, badminton)	skills consistently. <u>Rounders:</u> To be able to throw and catch in game situations. To learn the role of a backstop. To aim and effectively throw overarm at a larger target area. To field as a team and know when the ball is yours to field or a team mates. To develop and perform more complex rounder's	To understand the best technique for standing long jumping. To apply all their skills in a competition.			
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	players without the ball. To start using a high pop pass around/over defenders. <u>Hockey:</u> To change direction while dribbling and turn the stick appropriately to help this. To pass to a team mate using a push pass. To start using a slap pass (slightly harder pass). To dribble into space with control, using some speed. To start understanding how to defend and pressure the opposite team until you get the ball back. To know where space is and move into it. To begin to understand how moving into space can help the team				skills in a game. To be able to decide what tactics can and should be used in rounder's. To know the positions and their roles in rounder's games.				
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	and where a “good” space may be. To try and score when in the designated shooting circle/area. <u>General:</u> Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey, netball, rugby)								
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Year 5 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Athletics	Health and fitness	Pupils not securing learning	Pupils achieving

									depth in learning
Year 5 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, houses, base, against other schools)	<u>Football:</u> To dribble at speed using little touches into space. To pass a ball accurately to a team mate using different parts of the foot. To be able to control the ball with varying parts of the body when receiving a variety of passes. To understand what and where space is and how to use it effectively. To understand how drawing a defender can create space. To move away from a defender into space and receive a pass. <u>Netball:</u> To demonstrate the chest, shoulder & bounce passes correctly. To move the ball at different speeds in a game.	To combine their own sequences with others, observing different strengths and weaknesses. To demonstrate sequences; with different speeds, movements and balances. To create a sequence that follows a set task, possibly set by other children. To create sequences as a group/pair that either mirror or match using a range of jumps, rolls,	To demonstrate smooth and controlled dances to differing music and tasks. To Dance with a high level of control and co-ordination in a group To perform smooth dance that incorporate different styles, backgrounds, traditions and ages of dance. To reflect on, discuss and improve their own dances, on	To strike the ball in forehand or backhand. To be able to stand in the ready position and then move to ball ready to hit in forehand or backhand, whichever is appropriate. To have the racket ready to strike while moving. To be able to demonstrate a controlled technique when striking over a net. To be able to serve the ball correctly “in”	<u>Cricket:</u> To use a combination of skills while batting and bowling. To aim and effectively throw overarm to a bowler/team mate. To be able to decide, adapt and use tactics as a team in a game. To field as an effective team member and identify where is best to field. To be able to explain how fitness can be	To perform a correct running technique while sprinting. To work on long distance running To perform a throw with accuracy and power. To understand the techniques in relay running. To perform a variety of exercises that can aid health and fitness To develop and improve distance of a pull throw.	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. Understand why exercise is good for their fitness, health and wellbeing		

	To start to understand how using square (across the court) & straight (up & down the court) passes can change the pace of attack. To move away from a defender into space and receive a ball To defend and perform interception while in game. To be able to analyse individuals' skills and comment on the effectiveness of this. <u>Tag rugby:</u> To be able to both avoid defenders and tag attackers. To be able to pass and catch whilst on the move in a game. To be able to demonstrate more complex attacking and defending skills. To start to develop tactics in a team	travels and balances. To perform a sequence of multiple gymnastic skills at a variety of levels and directions while demonstrating controlled movement.	their own and in a group using different speeds, rhythm and space. To perform a dance of their own involving all of these disciplines in a group.	and into a space. (tennis, badminton)	used and apply to cricket. <u>Rounders:</u> To use a combination of skills while batting, fielding and bowling. To be able to decide, adapt and use tactics as a team in a tournament. To be able to explain how fitness can be used and apply to rounder's. To aim and effectively throw overarm to a bowler/team mate.	To demonstrate correct techniques in competitive situations.			
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	To run straight but identifying the space to run into. To apply and perform learned skills in a game of Tag rugby. <u>Hockey:</u> To change direction and avoid defenders while dribbling using the correct side of the stick, while alternating/twisting sides of the stick. To choose which pass is best to use in a situation and explain why. To pass while dribbling. To understand what and where space is and how to use it effectively. To understand how drawing a defender can create space. To move away from a defender into space and receive a pass. To use your stick to mark a player and				To field as an effective team member and identify where is best to field. To be able to stop the ball using fielding skills To play in a team where you use, adapt and discuss tactics					
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	put them under pressure. To score when in the designated shooting circle/area. <u>General:</u> Suggest what they need to practice to enjoy game more. E&I (football, basketball, hockey, netball, rugby)								
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Year 6 Progression in Skills and Knowledge

National Curriculum	Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best								
	Invasion games	Gymnastics	Dance	Net and Wall	Striking and fielding	Multi-skills and Athletics	Health and fitness	Pupils not securing learning	Pupils achieving depth in learning
Year 6 In all areas children will be taught	<u>Football:</u> To dribble at speed beating defenders by	Identify and create suitable sequences to	To Dance with a high level of	To be able to get into a forehand or	<u>Cricket:</u> To be able to understand	To understand different	Know some ideas for warm up		

about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions. X3 during the school year, and at least 3 others to be against another school (s). (competitions: class, houses, base, against other schools)	using little touches into space. To decide in game situations where & which type and direction of pass is best to use. To decide and demonstrate how best to control a ball when a defender is nearby. To understand how space changes and can be changed in a game by movement. To create space by moving a defender. To know where your body can be to defend and perform interceptions while in game. <u>Netball:</u> To decide in game situations which type and direction of pass is best to use. To use both square and straight passes to change the direction of the ball. To change direction away from defender	perform to different audiences, bearing in mind who the audience are and to be able to do this on the floor or apparatus, whichever is available. Can perform a floor sequence, either on their own or pair/group with at least 6 parts. Can perform 3 pair balances during a sequence involving other gymnastic skills . To create and critique/compare sequences with other groups. To perform a sequence of multiple gymnastic skills at a variety of levels and directions while	control and co-ordination in a group. To perform smooth dance that incorporate different styles, backgrounds, traditions and ages of dance. To consistently make and perform a variety of dances in multiple styles. To create dances using movement, emotions, speed etc. that are appropriate to the music. To critically evaluate partners and groups using	backhand position while on the run. To be able to demonstrate moving to, hitting the ball and then recovering into a ready position. To be able to demonstrate a backhand grip technique. To be able to control the racket and its swing in a smooth trajectory. To serve the ball accurately, making the opponent move to return it.	and use multiple cricket specific rules in games. To bowl over arm from a standing start with relative success. To be able to try cricket specific shots both in practise and in game. To play these shots into identified space in the field. To be able to field in a space that has been identified by the team as effective.	techniques and running styles. To demonstrate throwing with power, accuracy, safety and understanding why this is important. To know of and perform different exercises for health and fitness. To perform the best technique in relay running with a baton. To perform the best technique for standing long jumping. To perform skills effectively in	exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Value of exercise outside of school day.		
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	on pivot foot when receiving a ball. To create space by moving a defender. To place your body in the right area to defend and make interceptions. To be able to talk about how well the team is doing and comment on how they can improve. <u>Tag rugby:</u> To be able to both avoid defenders and tag attackers on the move. To be able to run and change direction at speed. To understand and perform both attack and defence skills. To perform effectively in a team within a game. To be able to score a try in a game. To be able to support a team mate with the ball and communicate to them. <u>Hockey:</u>	demonstrating controlled movement.	language that is specific to the task/dance skill be learnt. To perform a dance of their own involving all of these disciplines in a group.	E&I (tennis, badminton)	<u>Rounders:</u> To be able to bat with control. To aim to bat the ball into identified space in the field. To be able to field in a space that has been identified by the team as effective. To be able to understand and use multiple rounder's specific rules in games. To demonstrate how a range of tactics can be used while	competitive situations.	Understand why exercise is good or fitness, health and wellbeing.		
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	To change direction and avoid defenders while dribbling, using the correct side of the stick, while alternating/twisting sides of the stick and going towards goal. To use a range of passes and choose which one dependent on the distance. To dribble and change direction using square and straight passes To know when you need to defend and what defensive skills to use. To understand how space changes and can be changed in a game by movement. To create space by moving a defender. To see and opportunity to score and quickly score, sometimes on the counter-attack. (football, basketball, hockey, netball, rugby)				batting, bowling and fielding. To be able to play rounders using a regular pitch layout.				
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KS2 Progression in Skills and Knowledge- Swimming

	Pupils not securing learning	Pupils achieving depth in learning
Pupils are grouped according to their ability and are taught to - Swim competently, confidently and proficiently over a distance of at least 25 metres		
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		
Perform safe self-rescue in different water-based situations.		