



PE

Oakhill Church School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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EYFS: Granular Steps

Stage 2 (2-3)

Core Skills:

- I am learning to push, pull and steer objects
- I am learning to jump off one step
- I am learning to walk into a large ball to move it
- I am learning to scoot a trike with two feet together
- I am learning to pull and push myself up, on and off equipment
- I am learning to stop, start and turn when walking without falling over
- I am learning to kick a large ball
- I am learning to use bilateral movements to move a trike
- I am learning to develop my shoulder girdle by pulling my own weight
- I am learning to balance on one leg momentarily
- I am learning to stand on my tip toes
- I am learning to pedal a trike
- I am learning to catch a ball
- I am learning to pick things up with my toes
- I am learning to develop my shoulder girdle by hanging and carrying my own body weight



PE in EYFS

Core Skills (*leading into PE*)

The knowledge I am learning;

- to balance
- to develop my core muscle strength
- to develop a healthy body and mind and to become independent in my selfcare
- to develop my fine motor control to form letters and cut with scissors
- to develop my visual perception skills

Stage 3 (3-4)

- I am learning to use alternate feet to come up and down the stairs
- I am learning to steer around corners when pedalling
- I am learning to see an object distinct from its background
- I am learning to pick a distinct shape from a box containing a variety of shapes
- I am learning to catch a ball
- I am learning to do a press up
- I am learning to balance on a wide beam
- I am learning to follow directions
- I am learning to recognise an object from different angles
- I am learning to recall a pattern of objects
- I am learning to do a bridge
- I am learning to balance on a line
- I am learning to jump and bend my knees to land safely
- I am learning to follow specific instructions
- I am learning to balance on my preferred leg
- I am learning to recognise an object when a small part is shown
- I am learning to balance on a narrow beam
- I am learning to jump from height and bend my knees to land safely
- I am learning to follow instructions which direct me left and right
- I am learning to balance on one leg with no preference

• Stage 4 (4-5)

- I am learning to climb skilfully
- I am learning to balance on a wide beam and pick up a bean bag
- I am learning to hold my left or right hand up with cues
- I am learning to complete an obstacle course and describe what I am doing under/over/through/behind/in front of.
- I am learning to skip on alternative feet
- I am learning to stand stationary and balance a bean bag
- I am learning to bat a ball
- I am learning to balance on a narrow beam and pick up a bean bag
- I am learning to lift my right or left hand up when asked independently
- I am learning to repeat motor patterns of letters with my eyes closed
- I am learning to follow directions from an adult
- I am learning to repeat patterns of hopping and jumping
- I am learning to follow directions on a map
- I am learning to walk on a beam with a bean bag balanced on my head
- I am learning to hopscotch
- I am learning to recognise forms and objects as the same in various situations.



Curriculum Overview

- We use **Get Set PE** to ensure our PE curriculum is sequential and progressive. Each term, there will be two discrete PE focuses.
- One P.E. session a week will be taught by a specialist sports coach.
- The bracketed year group refers to knowledge and skills progression being taught.

			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	YR/1 Cycle A	Session 1	Introduction to P.E.: Unit 2	Fundamentals: Unit 1	Dance: Unit 2	Gymnastics: Unit 1	Games: Unit 2	Ball Skills: Unit 1
		Session 2	Bespoke EYFS Curriculum: Granular Steps: Core Skills: climb skilfully; balance on a wide beam and pick up a bean bag; hold my left or right hand up with cues; complete an obstacle course and describe what I am doing under/over/through/behind/in front of; skip on alternative feet; stand stationary and balance a bean bag on my head		Bespoke EYFS Curriculum: Granular Steps: Core Skills: bat a ball; balance on a narrow beam and pick up a bean bag; lift my right or left hand up when asked independently; repeat motor patterns of letters with my eyes closed; follow directions from an adult; repeat patterns of hopping and jumping		Bespoke EYFS Curriculum: Granular Steps: Core Skills: follow directions on a map; walk on a beam with a bean bag balanced on my head; hopscotch; recognise forms and objects as the same in various situations.	
	YR/1 Cycle B	Session 1	Introduction to P.E.: Unit 1	Fundamentals: Unit 2	Dance: Unit 1	Gymnastics: Unit 2	Games: Unit 1	Ball Skills: Unit 2
		Session 2	Bespoke EYFS Curriculum: Granular Steps: Core Skills: climb skilfully; balance on a wide beam and pick up a bean bag; hold my left or right hand up with cues; complete an obstacle course and describe what I am doing under/over/through/behind/in front of; skip on alternative feet; stand stationary and balance a bean bag on my head		Bespoke EYFS Curriculum: Granular Steps: Core Skills: bat a ball; balance on a narrow beam and pick up a bean bag; lift my right or left hand up when asked independently; repeat motor patterns of letters with my eyes closed; follow directions from an adult; repeat patterns of hopping and jumping		Bespoke EYFS Curriculum: Granular Steps: Core Skills: follow directions on a map; walk on a beam with a bean bag balanced on my head; hopscotch; recognise forms and objects as the same in various situations.	
KS1	Year ½ Cycle A	Session 1	Fundamentals (Y1)	Ball Skills (Y2)	Dance (Y1)	Invasion (Y2)	Athletics (Y1)	Sending and Receiving (Y2)
		Session 2	Fitness (Y2)	Target Games (Y1)	Gymnastics (Y1)	Team Building (Y1)	Striking and Fielding (Y1)	Net and Wall (Y1)
	Year ½ Cycle B	Session 1	Fundamentals (Y2)	Ball Skills (Y1)	Dance (Y2)	Invasion (Y1)	Athletics (Y2)	Sending and Receiving (Y1)
		Session 2	Fitness (Y1)	Target Games (Y2)	Gymnastics (Y2)	Team Building (Y2)	Striking and Fielding (Y2)	Net and Wall (Y2)
LKS2	Year ¾ Cycle A	Session 1	Fundamentals (Y3/4)	Ball Skills (Y3/4)	Dance (Y3)	Hockey (Y3/4)	Athletics (Y4)	Tennis (Y3)



Curriculum Overview

	Year 3/4 Cycle B	Session 2	Fitness (Y3/4)	Netball (Y3/4)	Gymnastics (Y4)	OAA (Y3)	Rounders (Y3)	Football (Y3/4)
		Session 1	Fundamentals (Y3/4)	Ball Skills (Y3/4)	Dance (Y4)	Hockey (Y3/4)	Athletics (Y3)	Tennis (Y4)
		Session 2	Fitness (Y3/4)	Netball (Y3/4)	Gymnastics (Y3)	OAA (Y4)	Rounders (Y4)	Football (Y3/4)
L/UKS2	Year 4/5 Cycle A	Session 1	Fitness (Y3/4)	Dodgeball (Y3/4)	Dance (Y4)	Hockey (Y3/4)	Athletics (Y4)	Tennis (Y5)
		Session 2	Tag Rugby (Y3/4)	Netball (Y3/4)	Gymnastics (Y5)	OAA (Y5)	Rounders (Y5)	Football (Y4)
	Year 4/5 Cycle B	Session 1	Fitness (Y5/6)	Dodgeball (Y3/4)	Dance (Y5)	Hockey (Y3/4)	Athletics (Y5)	Tennis (Y4)
		Session 2	Tag Rugby (Y3/4)	Netball (Y5/6)	Gymnastics (Y4)	OAA (Y4)	Rounders (Y4)	Football (Y5)
UKS2	Year 5/6 Cycle A	Session 1	Fitness (5/6)	Dodgeball (Y5/6)	Dance (Y6)	Hockey (Y5/6)	Athletics (Y6)	Tennis (Y5)
		Session 2	Tag Rugby (Y5/6)	Netball (Y5/6)	Gymnastics (Y5)	OAA (Y5)	Rounders (Y5)	Football (Y6)
	Year 5/6 Cycle B	Session 1	Fitness (5/6)	Dodgeball (Y5/6)	Dance (Y5)	Hockey (Y5/6)	Athletics (Y5)	Tennis (Y6)
		Session 2	Tag Rugby (Y5/6)	Netball (Y5/6)	Gymnastics (Y6)	OAA (Y6)	Rounders (Y6)	Football (Y5)



Skill Progression

Key Skills				
Fundamentals	EYFS: <ul style="list-style-type: none"> I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and co-ordination when playing games 			
	Y1	Y2	Y3/4	Y5/6
	<ul style="list-style-type: none"> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. 	Year 3: <ul style="list-style-type: none"> I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. 	Year 4: <ul style="list-style-type: none"> I can change direction quickly under pressure. I can explain what happens when I exercise. I can identify when I was successful and what I need to do to improve. I can link hopping and jumping actions with other fundamental skills. I can work with others to complete skipping challenges. I demonstrate good balance and control when performing other fundamental skills. I understand and can demonstrate how and when to speed up and slow down when running.

Key Skills						
Fitness	Y1	Y2	Y3/4	Y5/6	Y5/6	
	<ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. 	Year 3: <ul style="list-style-type: none"> I can collect and record my scores, recognising my strengths. I can complete exercises with control. I can persevere when I find a challenge hard. I can provide feedback using 	Year 4: <ul style="list-style-type: none"> I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. 	Year 5: <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. 	Year 6: <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most



Skill Progression

	<ul style="list-style-type: none"> I try my best in the challenges I am set. I understand why it is important to warm up. 	<ul style="list-style-type: none"> I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time 	<p>key words.</p> <ul style="list-style-type: none"> I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I understand that there are different areas of fitness. 	<ul style="list-style-type: none"> I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently 	<ul style="list-style-type: none"> I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it 	<p>improvement.</p> <ul style="list-style-type: none"> I can work with others to organize, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.
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Key Skills						
	Y1	Y2	Y3/4		Y5/6	
Tag Rugby			<p>Year 3:</p> <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. 	<p>Year 4:</p> <ul style="list-style-type: none"> I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. 	<p>Year 5:</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in 	<p>Year 6:</p> <ul style="list-style-type: none"> I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so



Skill Progression

		<ul style="list-style-type: none"> I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games 	<ul style="list-style-type: none"> I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<p>different situations.</p> <ul style="list-style-type: none"> I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this 	<p>that games run smoothly.</p> <ul style="list-style-type: none"> I recognise my own and others strengths and areas for development and can suggest ways to improve.
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		Key Skills				
		Y1	Y2	Y3/4	Y5/6	
Ball Skills		<ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me 	<p>Year 4:</p> <ul style="list-style-type: none"> I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. 	

		Key Skills					
		Y1	Y2	Y3/4	Y5/6		
Dodgeball		<p>Target Games:</p> <ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a 	<p>Target Games:</p> <ul style="list-style-type: none"> I am able to select the appropriate skill for the situation. I can throw, roll or strike a ball to a target with some success. I can work co-operatively with a partner and a small 	<p>Year 3:</p> <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to 	<p>Year 4:</p> <ul style="list-style-type: none"> I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy 	<p>Year 5:</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. 	<p>Year 6:</p> <ul style="list-style-type: none"> I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.



Skill Progression

	<p>target.</p> <ul style="list-style-type: none"> I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like 	<p>group.</p> <ul style="list-style-type: none"> I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide. 	<p>catch with some consistency.</p> <ul style="list-style-type: none"> I understand the aim of the game. I work co-operatively with my group to self-manage games 	<p>at a target.</p> <ul style="list-style-type: none"> I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<ul style="list-style-type: none"> I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve
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		Key Skills					
		Y1	Y2	Y3/4	Y5/6		
Netball				<p>Year 3:</p> <ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games. 	<p>Year 4:</p> <ul style="list-style-type: none"> I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<p>Year 5:</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I am confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<p>Year 6:</p> <ul style="list-style-type: none"> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.



Skill Progression

Key Skills						
<p>EYFS: I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>						
	Y1	Y2	Y3	Y4	Y5	Y6
Dance	<ul style="list-style-type: none"> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform 	<ul style="list-style-type: none"> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea 	<ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work 	<ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Key Skills	
<p>EYFS: I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	



Skill Progression

I work co-operatively with others and take turns						
	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	<ul style="list-style-type: none"> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. 	<ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner

Key Skills						
	Y1	Y2	Y3/4	Y5/6	Y5/6	Y5/6
Hockey	<p>Invasion:</p> <ul style="list-style-type: none"> I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with 	<p>Invasion:</p> <ul style="list-style-type: none"> I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. 	<p>Year 3:</p> <ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker 	<p>Year 4:</p> <ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain 	<p>Year 5:</p> <ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. 	<p>Year 6:</p> <ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to



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	<p>another player when defending.</p> <ul style="list-style-type: none"> I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> I know who is on my team and I can attempt to send the ball to them. 	<p>and as a defender.</p> <ul style="list-style-type: none"> I work co-operatively with my group to self-manage games. 	<p>possession.</p> <ul style="list-style-type: none"> I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this 	<p>create tactics with my team and evaluate the effectiveness of these.</p> <ul style="list-style-type: none"> I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.
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		Key Skills					
		Y1	Y2	Y3	Y4	Y5	Y6
OAA	Team Building:	<ul style="list-style-type: none"> I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game. 	<p>Team Building:</p> <ul style="list-style-type: none"> I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group. 	<ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group 	<ul style="list-style-type: none"> I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy 	<ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.

		Key Skills					
		Y1	Y2	Y3	Y4	Y5	Y6
Athletics		<ul style="list-style-type: none"> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co- 	<ul style="list-style-type: none"> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me 	<ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve 	<ul style="list-style-type: none"> I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my 	<ul style="list-style-type: none"> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event.



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	<ul style="list-style-type: none"> I can work with others and make safe choices. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	<ul style="list-style-type: none"> I try my best. 	<ul style="list-style-type: none"> I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best 	<ul style="list-style-type: none"> my personal best. I support and encourage others to work to their best. 	<ul style="list-style-type: none"> sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best
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Key Skills						
	Y1	Y2	Y3	Y4	Y5	Y6
Rounders	Striking and Fielding: <ul style="list-style-type: none"> I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful. 	Striking and Fielding: <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group. 	<ul style="list-style-type: none"> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. 	<ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.

Key Skills						
	Y1	Y2	Y3	Y4	Y5	Y6
Football	Sending and Receiving: <ul style="list-style-type: none"> I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball 	Sending and Receiving: <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a 	<ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. 	<ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key 	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct 	<ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve



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	<p>towards a target.</p> <ul style="list-style-type: none"> I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. 	<p>bounce.</p> <ul style="list-style-type: none"> I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment. 	<ul style="list-style-type: none"> I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games 	<p>terminology and understand what I need to do to improve.</p> <ul style="list-style-type: none"> I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<p>decision of who to pass to and when.</p> <ul style="list-style-type: none"> I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this. 	<p>my defence.</p> <ul style="list-style-type: none"> I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve
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Key Skills						
	Y1	Y2	Y3	Y4	Y5	Y6
Tennis	<p>Net and Wall:</p> <ul style="list-style-type: none"> I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. 	<p>Net and Wall:</p> <ul style="list-style-type: none"> I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent. 	<ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly 	<ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.



Skill Progression



Curriculum Overview