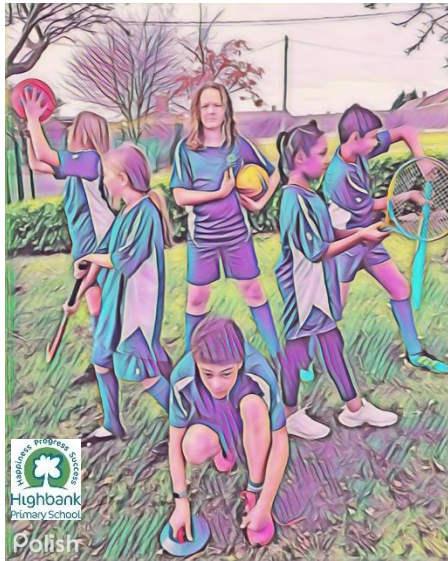


Highbank Primary and Nursery School

Progression Map

PE



Highbank Primary and Nursery School believes that physical education is an essential part of a child's educational development.

We deliver a balanced program that offers a variety of activities to enhance and challenge pupil's skills in physical education in accordance with the National Curriculum guidelines. We believe that physical education and sport enables our pupils to develop their personal, social, physical and intellectual skills whereby every child is encouraged to achieve their full potential within a secure, caring and happy environment.

In addition, and most importantly, we strive to create a programme that educates our pupils on the importance of staying active and live a healthy lifestyle in line with our school values.

We convey this message within our lessons and through our extensive range of lunchtime and afterschool clubs, sports week, intra and inter competitions which are all created to give every child as many opportunities to access and engage in sport as possible.

Our aim is to:

- Develop confidence, skills and knowledge.
- To explore cross curricular links.
- Encourage competition in sport.
- Promote leadership in children.
- Endorse community links in sport.
- Show pride in our achievements and celebrate success.
- Promote fair play and respect.
- Educate pupils to improve health and wellbeing.
- Provide a local, quality provision of opportunities for children outside of school hours.

➤ PE YEARLY OVERVIEW

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
Foundation	Manipulation & Coordination Unit 1 <i>Perseverance</i>	Speed, Agility, Travel Unit 1 <i>Tenacity</i>	Dance Unit 1 <i>Creativity</i>	Gymnastics Unit 1 <i>Confidence</i>		Body Management Unit 1 <i>Determination</i>	Cooperate & Problem Solving Unit 1 Cooperation
Year 1 & 2	Send & Return Unit 1 <i>Perseverance</i>	Attack, Defend, Shoot Unit 1 <i>Integrity</i>	Dance Unit 2 – Freestyle <i>Creativity</i>	Gymnastics Unit 1 <i>Confidence</i>		Hit, Catch, Run Unit 1 <i>Cooperation</i>	Run, Jump, Throw Unit 1 <i>Determination</i>
Year 3 & 4	Healthy me & Fitness is fun Hand Eye Coordination Circuit <i>Resilience</i>	Invasion Games Football <i>Integrity</i>	Dance Unit 2 - Ocean <i>Creativity</i>	Gymnastics Unit 2 <i>Confidence</i>		Cricket Unit 1 <i>Perseverance</i>	Athletics / OAA Unit 1 <i>Determination</i>
Year 5 & 6	Healthy me & Fitness is fun Interval Training <i>Resilience</i>	Invasion Games Basketball <i>Integrity</i>	Dance Unit 2 The Serpent <i>Creativity</i>	Swimming	Gymnastics Unit 2 <i>Confidence</i>	Cricket Unit 1 <i>Perseverance</i>	Athletics / OAA Unit 1 <i>Determination</i>

Links to learning in EYFS

Personal, social and emotional development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. Physical development - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination and strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. Understanding the world - Draw information from a simple map. Describe what they see, hear and feel outside. Expressive arts and design - Listen attentively, move and talk about music. Watch and talk about dance. Develop storylines.

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		These units build into Summer 1 progression for KS2 - GAMES				Healthy me & Fitness is fun		
Autumn 1	Overview	<ul style="list-style-type: none"> • Send and receive a objects with different body parts. • Work with others to control objects in space. • Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways • Coordinate similar objects in a variety of ways • Differentiate ways to manoeuvre objects • Skip in isolation and with rope 	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beach balls. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it. • Begin to hit and return a ball using hands and racquets with some consistency. • Play modified net/wall games throwing, catching and sending over a net. • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. 	<ul style="list-style-type: none"> • Be able to send and receive a range of different sized objects with increasing accuracy. • Move further from a partner to send and receive objects. • Balance equipment and move in different ways within a given space. • Use equipment to return a ball. • Negotiate around obstacles with increasing difficulty 	<ul style="list-style-type: none"> • Use fundamental movements, such as skipping, jumping, hopping, side-stepping in varying distances and speed. • Negotiate hurdles • Practice travelling in different ways in varying distances, speed and times. • Travelling in differing directions at speed 	<ul style="list-style-type: none"> • Be able to sprint at full speed for a set period of time. • Set challenges for self and partner • Experience a range of exercises such as sit-ups, squats, plank and tuck jumps • Develop technique with each exercise • Vary times for work and rest periods • Begin competitive elements to performance through 'best my best' 	<ul style="list-style-type: none"> • Be able to dribble with both hands and feet • Pass varying sized balls with a range of equipment to a partners, group or team for extended periods of time. • Increase in the number of stations that complete the circuit • Vary skills required at different stations to include agility, coordination, equipment and general fitness.
	Skills	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence. Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position.	Identify dominant and nondominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve.	Able to describe circuit and how it can improves fitness. Develop hand eye coordination and reaction times. Develop balance and general gross motor skills. Perform each exercise with maximum effort. Encourage self to improve performance.	Explain what agility is and identify what sports need good agility. Complete exercise of varying degree of difficulty. Change direction of the body quickly and efficiently. Perform each exercise with maximum effort. Encourage others to improve performance. scores.	Explain what interval training is and how it can improve fitness levels. Work for short bursts of time at maximum effort. Work for increasing longer periods of time. Record scores for others and encourage them to improve performance.	Develop power, strength, coordination and flexibility through a series of different exercises and sport specific challenges. Create circuits using prior knowledge of circuits, interval and agility training. Perform each exercise with maximum effort. Record scores for others and give feedback on how they can improve performance.

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 - Invasion Games	Overview	<ul style="list-style-type: none"> • Travel with some control and coordination • Change direction at speed through both choice and instructions • Stop, start, pause, prepare for and anticipate movement in a variety of situations <p>Agility-based activities moving and controlling objects</p> <ul style="list-style-type: none"> • Recognise different actions such as: moving softly, quietly, quickly, powerfully • Relate body movements to music and percussion 	<ul style="list-style-type: none"> • To practice basic movements, including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for and explaining the reasons why we enjoy exercise. 	<ul style="list-style-type: none"> • Can send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • Recognise good quality in self and others. • To work with others to build basic attacking play. 	<ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills, including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games, e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team. 	<ul style="list-style-type: none"> • Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a broader range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during gameplay. • Evaluating skills, tactics and team play to aid improvement. 	<ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply the appropriate skill in a game situation. • Play effectively as a team in defence, taking individual responsibility for your role. 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a broader range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
	Skills	<p>Demo agility in variety of games. Recognise & follow instructions. Experiment with starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions. Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.</p>	<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with the inside of the foot and stop the ball with your feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory.</p>	<p>Passing over longer distances, use some marking techniques and introduce some defending principles.</p>	<p>Combine basic skills with confidence, such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p>	<p>Compare performances. Comprehend and show why a player with the ball should keep moving or be ready to pass quickly in Netball.</p>

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 - Dance	Overview	<ul style="list-style-type: none"> • Recognise that actions can be reproduced in time to music; beat patterns, and different speeds • Perform a wide variety of dance actions, both similar and contrasting • Copy, repeat and perform simple movement patterns. Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> • Respond to a range of stimuli and types of music. • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels. 	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs. 	<ul style="list-style-type: none"> • Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. 	<ul style="list-style-type: none"> • Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate them into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation
	Skills	<p>Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work. Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.</p>	<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with a start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.</p>	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance.</p>	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>	<p>Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create your own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	<p>Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.</p>

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2 - Gymnastics	Overview	<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills <p>To develop confidence in fundamental movements</p> <ul style="list-style-type: none"> To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances. 	<ul style="list-style-type: none"> To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder. 	<ul style="list-style-type: none"> Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement—for example - timing or flow. Take responsibility for your own warm-up, including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use the information given by others to improve performance. 	<ul style="list-style-type: none"> Lead group warm-up showing understanding for the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up your own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine your ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.
	Skills	<p>Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions. Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.</p>	<p>Carry equipment safely. Perform magic chair landing. Explore body tension—linking movements. Rock, spin, turn. Move on, off and over.</p>	<p>Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.</p>	<p>Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.</p>	<p>Cartwheel progressions. Using STEP. Judging. Speed changes. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.</p>	<p>Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-up</p>	<p>Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 - Games	Overview	<ul style="list-style-type: none"> Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose Move confidently and cooperatively in space Copy and repeat various patterns and actions Show an understanding of own feelings and others Solve more complex tasks using skills learned Work and play cooperatively and take turns 	<ul style="list-style-type: none"> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using hands and racquets with some consistency Play modified net/wall games throwing, catching and sending over a net Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game 	<ul style="list-style-type: none"> To be able to adhere to some of the basic rules of cricket of striking and fielding games. To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency, including striking a bowled ball. Work cooperatively with others to complete fielding tasks. 	<ul style="list-style-type: none"> Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay 	<ul style="list-style-type: none"> Link together a range of skills and use them in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance Develop retrieving and returning the ball. 	<ul style="list-style-type: none"> Develop a broader range of shots. Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems Continue developing doubles play and tactics to improve.
	Skills	<p>Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as an individual. Work cooperatively to form shapes.</p> <p>Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay</p>	<p>Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling and standing position.</p>	<p>Identify dominant and nondominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for an opponent to return. Play out a point from a serve.</p>	<p>Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball.</p>	<p>Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p> <p>Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.</p>	<p>Throw for accuracy over short distances. Recognise where to play</p>	<p>Volley shots. Clearing from the back of the court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p> <p>- Introduce the lob. Communication in doubles play. Two-handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p>

		F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2 - Athletics	Overview	<ul style="list-style-type: none"> • Explore balance and managing own body, including manipulating small objects • Able to stretch, reach, extend in a variety of ways and positions • Able to control body and perform specific movements on command <p>Explore a variety of rolling, sliding and slithering.</p> <ul style="list-style-type: none"> • Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet • Participate in a variety of small group co-operative activities. 	<ul style="list-style-type: none"> • Pupils will begin to link running and jumping. • To learn and refine a range of running, which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility and coordination. • Cooperate with others to carry out more complex tasks. 	<ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods. • Reflect on activities and make connections between a healthy, active lifestyle. • Experience and improve on jumping for distance and height. 	<ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. 	<ul style="list-style-type: none"> • Using running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups. • Using various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws 	<ul style="list-style-type: none"> • Sustain pace over short and long distances, such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws, demonstrating increasing power and accuracy. 	<ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently judge across a variety of activities.
	Skills	<p>Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus. Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.</p>	<p>Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods. Negotiate obstacles. Jumping and bounding. Run from different starting positions</p>	<p>Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.</p>	<p>Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.</p>	<p>Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.</p>	<p>Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within a restricted area.</p>	<p>Sprint start techniques. Run up for the long jump. Recording data for different types of throws. Use STEP principles. Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.</p>

PROGRESSION IN SWIMMING

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently. 	<ul style="list-style-type: none"> Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques, including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. 	<ul style="list-style-type: none"> Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.



Skills covered

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> Pulling and pushing. Stabilising – feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. The transition from glide to stroke. 	<ul style="list-style-type: none"> Jump in from the side of the pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating techniques. Breastroke legs. Somersault in water. Sculling face in the water. Kicking while submerged. 	<ul style="list-style-type: none"> Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble underwater. Combining fluent breastroke arm and leg technique. Head out entry to water