

# PE National Curriculum

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

## 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.

## 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.

## Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be 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.

## PE PROGRESSION TABLE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Health and Fitness</b>					
<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
<b>Games</b>					
<b>Striking and Hitting a Ball</b>					
<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Practise the correct batting technique and use it in a game.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner. Use at least two different shots in a rally.</p> <p>Use hand-eye coordination to strike a moving and stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Use an overhead serve.</p>	<p>Hit a bowled ball over a longer distance.</p> <p>Use good hand to eye coordination to be able to hit a direct ball when striking or hitting.</p> <p>Understand how to serve to start a game.</p>
<b>Throwing and Catching a Ball</b>					
<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand to eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and using it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catching with increased control and accuracy.</p> <p>Throw a ball in different ways (e.g. high low fast or slow).</p>	<p>Develop different ways of throwing and catching.</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Travelling with a Ball</b>					
<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with a ball in a variety of ways.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use balls skills in various ways and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation and link these together effectively.</p>
<b>Passing a Ball, Possession</b>					
<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed accuracy and success in a game situation.</p> <p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Pass the ball with increasing speed accuracy and success in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>
<b>Using Space</b>					
<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to use and choose the best space in a game</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive a ball.</p>	<p>Demonstrate an increased awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>
<b>Attacking and Defending</b>					
<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills</p> <p>Use simple attacking skills.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully. Such as dodging to get past a defender or marking a player or defending a space.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
<b>Tactics and Rules</b>					
<p>Follow simple rules to play games including team games.</p> <p>Use simple attacking skills e.g. dodging a player.</p> <p>Use simple defensive skills e.g.defending a space.</p>	<p>Understand the importance of rules.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter the game.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate to others during a game.</p> <p>Lead others during a game.</p>

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Athletics</b>					
<b>Running</b>					
<p>Vary pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog/sprint in a straight line.</p> <p>Change direction and maintain control when jogging sprinting.</p>	<p>Run at different paces and describe different paces. Begin to select the most suitable pace for speed and distance.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds. Be able to maintain and control a run over different distances.</p> <p>Complete an obstacle course. Vary the speed and direction in which they are travelling.</p> <p>Run with technique following a curved line.</p>	<p>Identify and demonstrate how different techniques can affect performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with j over hurdles. Focus on trail leg and lead leg action.</p> <p>Understand the importance of adjusting the pace to suit the run</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start. Continue to practise and refine their sprinting and focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level to maintain a sustained run.</p> <p>Identify and demonstrate stamina and explain its importance for runners.</p>	<p>Recap, practise refine an effective sprinting technique, including reaction time.</p> <p>Accelerate to pass competitors. Build up speed for a sprint finish.</p> <p>Run over hurdles with fluency, using lead leg and consistent stride pattern. Work as a team competitively in a relay.</p> <p>Confidently and independently select the pace for different distances. Demonstrate endurance and stamina to maintain a sustained run.</p>
<b>Jumping</b>					
<p>Perform different types of jumps e.g. Two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform short jump sequence. Jump as High/far as possible.</p> <p>Lands safely with control.</p> <p>Work with a partner to develop control of their jumps.</p>	<p>Perform and compare two different types of jumps.</p> <p>Combine different types of jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate and choose different types of jumps to cover the different distances. Know that leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and land with.</p> <p>Develop an effective take off and flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance. Investigate different jumping techniques.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing long jump with increased confidence.</p> <p>Develop an effective technique for the vertical jump including take off and flight.</p> <p>Land safely with control.</p> <p>Measure the distance and height jumped with accuracy.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each stage of the triple jump.</p> <p>Develop and improve their techniques for jumping for distance/height and support others in improving their performance.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
<b>Throwing</b>					
<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increased accuracy.</p> <p>Improve the distance they can throw using more power.</p>	<p>Throw different types of equipment in different ways for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy. Show increasing control in their overarm throw.</p> <p>Perform a push throw. Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws. Continue to develop techniques for throwing for distance and support other in improving their personal best.</p> <p>Develop and refine techniques for accuracy.</p>

**YEAR 1**

**YEAR 2**

**YEAR 3**

**YEAR 4**

**YEAR 5**

**YEAR 6**

## Dance Skills

Copy and repeat actions.

Put a sequence of actions together to create a motif. (a movement phrase encapsulating an idea that is repeated and developed throughout the dance)

Vary the speed of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise independently to create a simple dance.

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

Move in time to music and improve the timing of their actions.

Begin to improvise independently and with a partner to create a simple dance.

Create motifs from different stimulus.

Begin to compare and adapt movements and motifs to create a larger sequence.

Use simple dance vocabulary to compare and improve work.

Perform with some awareness of rhythm and expression.

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose a dance that reflects the chosen dance style.

Confidently improvise with a partner or on their own.

Compose longer dance sequences in a small group.

Demonstrate precision and some control in response to stimuli.

Begin to vary dynamics and develop actions and motifs in response to stimuli.

Demonstrate rhythm and spatial awareness.

Modifies parts of a dance as a result of self-evaluation.

Use simple dance vocabulary when comparing and improving work.

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual, partner and group dances that reflect the chosen dance style.

Show a change of pace and timing in their movements.

Develop an awareness of their use of space.

Demonstrate imagination and creativity in the movements they devise in response to stimuli.

Use transitions to link motifs smoothly together.

Improvise with confidence, still demonstrating fluency across the sequence.

Ensure their actions fit the rhythm of the music.

Modify the parts of a sequence as a result of self and peer evaluation.

Use more complex dance vocabulary and improve work.

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual, partner and group dances that reflect the chosen dance styles.

Use dramatic expression in dance movements and motifs.

Perform with confidence, using a range of movement patterns.

Demonstrate strong and controlled movements throughout a dance sequence.

Combine flexibility, techniques and movements to create a fluent sequence.

Move appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs.

Show a change of pace and timing in their movements.

Move rhythmically and accurately in dance sequences.

Improvise with confidence, still demonstrating fluency across their sequence.

Dance with fluency and control linking all the movements and ensuring that transitions flow.

Demonstrate consistent precision when performing dance sequences.

Modify some elements of a sequence as a result of self and peer evaluation.

Use complex dance vocabulary to compare and improve work.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Compete &amp; Perform (All Subjects)</b>					
<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with control.</p> <p>Engage in competitive activities and team games</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of action and coordination in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Begin to complete activities in a set period of time.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of personal performances and activities. Start to improve trail to increase the challenge of the course.</p>	<p>Consistently perform and apply skills techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Complete an orienteering course on multiple occasions in a quicker time due to improved technique.</p> <p>Offer a more detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Link actions to create a complex sequence using a full range of movements.</p> <p>Perform a sequence in time to music.</p> <p>Complete an orienteering course on multiple occasions in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim to increase the challenge and improve the performance.</p> <p>Listen to feedback and improve from it.</p>
<b>Evaluate (All Subjects)</b>					
<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance or activity.</p> <p>Describe how their performances have improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve better results.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Gymnastics</b>					
<b>Acquiring and Developing Skills</b>					
<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequences.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling and jumping.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increased control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movement.</p> <p>Describe their own work using simple gym vocabulary.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment safely with movement in the sequences.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions movements: travelling, balancing, holding shapes, jumping leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions shapes and balances.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Confidently and safely use equipment and incorporate this into sequences.</p>
<b>Rolls</b>					
<p>Curled side roll (egg roll) (controlled)</p> <p>Log roll (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Curled side roll (controlled)</p> <p>Log roll (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked back roll</p> <p>Backward roll to straddle</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Pike backward roll.</p>

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Jumps</b>					
Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
			<b>Vault/Raised Platform</b>		
Straight jump off vault	Hurdle step onto vault  Straight jump off vault  Tuck jump off vault	Hurdle step onto vault Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto vault Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto vault Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto vault Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
			<b>Handstands, Cartwheels and Round -offs</b>		
Bunny hop  Front support wheelbarrow with partner	Bunny Hop  Front support wheelbarrow with partner  T lever  Scissor kick	Handstand  Lunge into handstand  Cartwheel	Lunge into handstand  Lunge into cartwheel	Lunge into handstand  Lunge into cartwheel  Lunge into roundoff	Lunge into cartwheel  Lunge into roundoff  Hurdle step  Hurdle step into cartwheel  Hurdle step into round off



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Travelling and linking actions</b>					
Tiptoe, step, jump and hop. Hopscotch Skipping Galloping	Tiptoe, step, jump and hop. Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop. Hopscotch Skipping Chassis steps Straight jump half-turn Cat leap	Tiptoe, step, jump and hop. Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn pivot	Tiptoe, step, jump and hop. Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn pivot	Tiptoe, step, jump and hop. Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full turn Cat leap Cat leap half turn pivot
<b>Shapes and Balances</b>					
Standing balance  Kneeling balance  Pike, tuck, star, straight and straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
<b>Compete/Perform</b>					
Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.	Develop the quality of their actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time with music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers performances and evaluate these.

**Outdoor Adventurous Activities (OOA) -Years 3 –**  
**From Year 3 – 6 every year, children attend week-long residential courses at various venues.**  
**These courses cover all aspects of the OOA progression.**

		<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Trails/Problem-Solving/Preparation &amp; Organisation/Communication</b>					
		<p>Orientate themselves with increased confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience in a range of roles within a team and begin to identify key skills to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity and make an informed decision on which is the best equipment for an activity.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Start to orientate themselves with increased confidence and accuracy around an orienteering course.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication with others to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity.</p> <p>Identify the quickest route to actively navigate an orienteering course. Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers some challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication when under pressure to effectively complete a particular role in a team. Demonstrate leadership skills when necessary.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity.</p> <p>Identify the quickest route to actively navigate an orienteering course.</p> <p>Create and manage an orienteering activity for other to complete</p>