



KMA PROGRESSION IN PE



King's Meadow Academy

King's Meadow Academy

DATE

September 2020

REVIEW DATE

July 2021

SUBJECT LEADER

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This document aims to give guidance on the progression of PE knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school:

TEACHING SEQUENCE IN PE

The Big Picture' – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date. Starting with what the children know, understand, are able to do and able to say.

Review most recent learning in PE.

Specify key vocabulary to be used and its meaning

Specify key skills to be used

Provide opportunities for the children to work interactively

Provide opportunities for children to critically review their own work and that of others

Individual reflection on the learning and skill development that has taken place.

Meta-cognition in PE

Activating prior knowledge	The teacher discusses with children the learnt strategies and content in previous reading lessons
Explicit strategy instruction	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
Modelling of learned strategy	Use initial notes to model one part of the strategy
Memorisation of strategy	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
Guided practice	The teacher models one further example with the whole group, with pupils verbally contributing ideas
Independence practice	Pupils complete their own task
Structured reflection	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.



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DANCE

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction	Explore, remember, repeat and link a range of actions with coordination, control An awareness of the expressive qualities of dance	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement	Explore and create characters and narratives in response to a range of stimuli	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	Explore, improvise and combine movement ideas fluently and effectively
Selecting and applying skills, tactics and compositional ideas	Copy a sequence of actions.	Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Compose and perform dance phrases and short dances that express. Communicate moods, ideas and feelings choosing and varying simple compositional ideas	Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative	Compose dances by using adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills	Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	Recognise how their body feels when still and exercising	Recognise how their body feels when still and exercising	Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down	Keep up activity over a period of time and know they need to warm up and cool down for dance	Know and describe what you need to do to warm up and cool down for dance	Organise their own warm-up and cooldown activities to suit the dance Show an understanding of why it is important to warm	Understand why dance is good for their fitness, health and wellbeing Prepare effectively for dancing
Evaluating and improving performance	Copy, watch and describe dance movement	Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movement	Watch and describe dance phrases and dances and use what they learn to improve their own work	Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances	Describe, interpret and evaluate their own and others' dances, taking account of character and narrative	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	Understand how a dance is formed and performed Evaluate, refine and develop their own and others work

VOCABULARY

IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:	IN ADDITION TO PREVIOUS YEARS:
Warm up Cool down Large movements Small movements Move Health Explore Performance Perform Diet Exercise Healthy Safe Space Music Copy Watch Equipment Travel Spinning Turning Rolling Jump Timing	Compose Timing Gesture Dance phrase Choreography Routine Formation Rhythm Direction Spinning Turning Speeds Levels Describe Beats	Pattern Express Pathways Spring Tension Control Extension	Gesture Mimic Mime Flow Motif Machinery Robotic Aesthetic Dynamic Transition Rotation	Choreograph Bouncy Rio de Janeiro Samba Formation Canon Narrative Character Stimuli Improvise	Stillness Clarity Action Reaction	Combine Structure Fluent Fitness Health and well being	

GAMES

Year		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<u>Striking and Hitting</u>	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball	Demonstrate successful hitting and striking skills Develop a range of skills in striking (fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. good hand-eye
	<u>Throwing and Catching</u>	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye co-ordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.

	<u>Travelling with a ball</u>	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
	<u>Passing</u>	Kick an object at a target.	Pass the ball to another player in a game Use kicking skills in a game.	Know how to pass the ball in different ways	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	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
	<u>Possession</u>				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
	<u>Using Space</u>	Move safely around the space and equipment Travel in different ways, including sideways and backwards	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space

	<u>Attacking and Defending</u>	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
	<u>Tactics and Rules</u>		Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Selecting and applying skills, tactics and compositional ideas	Control my body when performing a sequence of movements.	Participate in simple games. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.	

<p>Knowledge and understanding of fitness and health</p>	<p>Describe how the body feels when still and when exercising.</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>
<p>Evaluating and improving performance</p>	<p>Talk about what they have done. Talk about what others have done.</p>	<p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance. 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>
<p><u>VOCABULARY</u></p>	<p>Throw Catch Pass Roll Bounce Stop Looking Stopping Warm up Cool down Control Large movements Small movements Move Health Explore Diet Exercise Healthy Safety</p>	<p>Actions Throw Catch Pass Receive Bounce Roll Dribble Hit Space Move Safety Looking stopping control target aiming Warm up Cool down</p>	<p>Throw Catch Pass Receive Bounce Roll Control Dribble Hit Space Move Safety Looking Stopping Evaluate controlling defender attackers Rules Warm up</p>	<p>Dribble Send Pass Receive Calling Signalling Space Movement scoring High Low Tactics Space Opponent target throw catch Evaluate feed aiming</p>	<p>Low Space Opponent target throw catch feed aiming Chest pass agility push pass Bounce pass Opponent Movement Accurate dodging Control Signalling Evaluate Tactics</p>	<p>Chest pass push pass space opponent target movement accurate control signalling balance strength agility Throw Send Receive Catch Calling dodging Striking Hitting</p>	<p>Dribble Pass Invasion Signal Receive Tackle Defend Attack Accuracy team work strategy agility space control dodging technique Throw Send Catch Calling</p>

	Space Copy Watch Equipment		Cool down Calling Signalling	striking hitting Rules Overarm under arm fielding Net games chasing rolling barrier space movement team work scoring Warm up Cool down	Overarm under arm Rules Warm up Cool down	Fielding Chasing Rolling Movement team work Overarm under arm scoring Evaluate Health Fitness Well-being Tactical Warm up Cool down	Striking Hitting Fielding Chasing Rolling Bowling Overarm under arm space movement scoring Fitness Well-being Evaluate Warm up Cool down
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GYMNASTICS

Year		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<u>Sequences and performance</u>	Create a short sequence of movements.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions confidence, including changes of direction, speed or level.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move fluency and expression Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances Adapt their sequences to fit suggestions. Combine equipment with movement to create sequences. new criteria or	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding jumping, leaping, swinging, vaulting and stretching.
	<u>Stretching and balancing</u>	Roll in different ways with control. Begin to balance with control. Stretch in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide). Hold still shapes and simple balances. Carry out simple stretches.	Hold a still shape whilst balancing on different points of the body.	Develop the quality of their actions, shapes and balances Create interesting body shapes while holding balances with control and confidence	Show changes of direction, speed and level during a performance Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	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	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Develop strength, technique and flexibility throughout performances. shapes,
	<u>Travelling</u>	Travel in different ways.	Travel in different ways, changing direction and speed. Begin to move with control and care.	Travel in a variety of ways, including rolling. Move with increasing control and care.	Use turns whilst travelling in a variety of ways Move with coordination, control and care Begin to show flexibility in movements	Travel in different ways, including using flight. Begin to develop good technique when travelling, balancing and using equipment	Apply skills and techniques consistently Develop strength, technique and flexibility throughout performances.	Apply skills and techniques consistently, showing precision and control.

	<u>Jumping and use of equipment</u>	Jump in a range of ways from one space to another with control Move around, under, over, and through different objects and equipment.	Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment.	Jump in a variety of ways and land with increasing control and balance Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences. Begin to use equipment to vault with increasing	Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways.	Perform jumps, shapes and balances fluently and with control Confidently use equipment to vault in a variety of ways.	Confidently use equipment to vault and incorporate this into sequences
	<u>Rolls</u>	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS:</u> Rocking for forward roll Crouched forward roll	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Forward roll from standing Tucked backward roll	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Straddle forward roll Backward roll to straddle	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Pike forward roll	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Dive forward roll Backward roll to standing pike Pike backward roll
	<u>Jumps</u>	Straight jump Tuck jump Jumping jack Half turn jumps	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Cat spring	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Cat spring to straddle	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Cat leap half-turn	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Straight jump full-turn Split leap	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Stag jump Split leap Stag leap
	<u>Travelling</u>	Tiptoe, step, jump and hop	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Hopscotch Skipping Gallop	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Straight jump half-turn	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Chassis steps Cat leap	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Straight jump full turn Cat leap half turn	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Pivot	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u>

	<u>Shapes and balances</u>	Standing balances	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Front and back support	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Large and small body part balances, including standing and kneeling balances Matching and contrasting partner balances	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> 1, 2, 3 and 4- point balances	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Part body weight partner balances	<u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u> Develop technique, control and complexity of part-weight partner balances Group formations
	Selecting and applying skills, tactics and compositional ideas	Control my body when performing a sequence of movements. Participate in simple games. Perform sequences of their own composition with coordination.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	Knowledge and understanding of fitness and health	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways

							they can become healthier.
Evaluating and improving performance	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<u>VOCABULARY</u>	Warm up Cool down Control Balance Move Jump Land High Low Shape travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment	Points Patches high low travel strong (tension) stretch (extension) control Flight Bounce Jump Flexible Balance Stretch Spin Shape Land Wide Narrow Curled Warm up Cool down	High Low Travel Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Shape Linking sequence Technique Warm up Cool down Leap Direction	Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Contrasting Acceleration deceleration Direction forwards backwards sideways co-ordination leap Spin side step tension extension even uneven symmetrical asymmetrical balance	Balance Travel Shape Extension Tension Direction Sliding Rolling Contrasting Communication co-operation receiving weight jumping bunny hop leaping cart-wheel twisting turning speeds levels Spin flexibility co-ordination Warm up Cool down	Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong contrasting communication leadership Spin Rotate Axis Flight Wheel Spring Leap take-off land clock wise & anti clock wise Warm up Cool down	Counter-balance Counter-tension Balance Travel Shape Extension Tension Matching Mirroring contrasting communication leadership Synchronisation Canon Warm up Cool down

OUTDOOR ADVENTUROUS ACTIVITY/Orienteering

Year		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<u>Trails/ Orienteering</u>				<p>Oriente themselves with increasing confidence and accuracy around a short trail.</p>	<p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p><u>WHAT HAS BEEN TAUGHT PREVIOUSLY PLUS</u></p> <p>Oriente themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is easy to follow and offers a challenge to others.</p> <p>Use navigation equipment to improve the trail.</p>
	<u>Problem solving/ Orienteering</u>				<p>Identify and use effective communication to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate clearly with other people in a team and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>Use clear communication 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.</p>	<p>Use clear communication to effectively complete a particular role in a team.</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.</p>

	<p><u>Preparation and organisation Orienteering</u></p>				<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course</p> <p>Manage an orienteering event for others to compete in.</p>
<p>Selecting and applying skills, tactics and compositional ideas</p>				<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performance and activities.</p> <p>Start to improve trails to improve the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions and complete in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions and complete in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course on it.</p>	
<p>Knowledge and understanding of fitness and health</p>				<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility in the body.</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 up and cool downs safely and effectively.</p> <p>Understand why exercise is good for</p>	

							health, fitness and well-being. Know ways they can become healthier.
Evaluating and improving performance				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements. Modify their use of skills or techniques to improve results.	Choose and use criteria to evaluate own and other's performance. Explain why they have used particular skills or techniques and the effect they have had on performance.	Thoroughly evaluate their own and other's work, suggesting improvements.
<u>VOCABULARY</u>				Team Work navigation map reading symbols diagram co-operation sharing lifting carrying obstacles rules Key control copy travel warming up cooling down heart rate space Skills Solve Challenge	Team Work Navigation map reading symbols diagram analyse co-operation sharing Spatial awareness evaluate Describe Key lifting carrying obstacles rules control copy travel warming up cooling down heart rate space Skills Solve Challenge	Team Work navigation map reading symbols diagram analyse co-operation sharing spatial awareness lifting carrying Key review Orienteering Problem solving Quickest route obstacles control copy travel warming up cooling down heart rate space evaluate	Team Work Navigation map reading symbols diagram analyse co-operation sharing lifting Adapt Compass Estimate Map styles Spatial awareness Key carrying obstacles rules control copy travel warming up cooling down heart rate space Group Orienteering Problem solving

ATHLETICS

Year		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills		Children run in different ways for a variety of purposes.	<p>Vary their pace and speed when running.</p> <p>Run with basic technique over different distances.</p> <p>Change direction when jogging.</p> <p>Change direction when sprinting.</p> <p>Maintain control when they change direction.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction which they are travelling.</p> <p>Run with basic technique following a curved line.</p> <p>Be able to maintain and control a run over distances</p>	<p>Identify and demonstrate how different techniques can affect lead leg when jumping over hurdles.</p> <p>Understand the importance of adjusting running pace depending on distance being run.</p> <p>Focus on arm and leg movements to improve technique performance</p> <p>Begin to combine running with jumping over hurdles.</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.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride. pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
	<u>Running</u>							

	<u>Jumping</u>	<p>Jump in a range of ways landing safely.</p>	<p>Perform different types of jumps e.g. 2 feet to 1 foot, 2 feet to 2 feet etc.</p> <p>Perform a short jumping sequence. Jump as high as possible.</p> <p>Jump as far as possible.</p>	<p>Perform and compare different types of jumps e.g. 2 feet to 1 foot, 2 feet to 2 feet etc.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position.</p> <p>Investigate the best jumps for covering different distances. Know that the leg muscles are used when jumping</p>	<p>Focus on the trail and Use one and two feet to take off and land with.</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.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control. Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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	Throwing	Roll equipment in different ways. Throw underarm. Throw an object at a target	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Increase the distance they can throw.	Throw different types of equipment in different ways for accuracy and distance. Throw with accuracy at targets at different heights.	Throw with greater control and accuracy. Show increasing control in their overarm throw Perform a push throw. Continue to develop techniques to throw for increased distance	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Selecting and applying skills, tactics and compositional ideas		Participate in simple games.	Participate in simple games. Choose a pace suitable to the distance. Choose a type of jump to get further or higher. Choose under arm or overarm depending on the task.	Participate in simple games. Begin to select the most suitable pace and speed for the distance. Choose the most appropriate jump for covering different distances. Investigate ways to alter their throwing technique to achieve.	Participate in simple games. Select appropriate pace and stride length for jumping over hurdles. Choose how to take off most effectively for long jump. Select most appropriate throwing technique.	Participate in simple games Beat their own scores	Participate in simple games. Beat their own scores	Participate in simple games. Beat their own scores
Knowledge and understanding of fitness and health		Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Describe how the body feels before, during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.

							Know ways they can become healthier.
Evaluating and improving performance	Talk about what they have done. Talk about what others have done.	Watch and describe performance. Begin to say how they could improve.	Watch and describe performance and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<u>VOCABULARY</u>	Warm up Cool down Control Jumping Running Throwing Speed Health Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment	Running Jumping Throwing co-ordination strength power control copy warming up cooling down heart rate space speed take-off distance direction pick up put down relays	Running Jumping Throwing Agility Control Travel warming up cooling down strength power heart rate space co-ordination speed take-off pathways Aim Landing Force target tactic distance direction pick up put down	Running Jumping Throwing Control Travel warming up cooling down heart rate strength power space speed take-off landing Tactic Force Technique Measure Co-ordination Pathways target distance direction pick up put down relays estimating	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing strength power pathways force target measure distance tactic direction co-ordination pick up put down relays estimating Actions Fitness	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing strength power force pathways measure target tactic distance direction co-ordination pick up put down down sweep acceleration Well-being take-over upsweep relays	Running Jumping Throwing Control Travel warming up cooling down heart rate space speed spatial awareness take-off landing strength power force pathways measure target tactic distance direction co-ordination pick up put down relays

SWIMMING

Swimming is taught in Year 4 at Featherstone Sports Complex.

The delivery of this is organised by the swimming coaches