



# Knowledge and Skills Progression Overview

	Guidance Areas	Autumn		Spring		Summer	
		Physical development – Moving & Handling	Physical Development – Health and Self Care	Personal, Social & Emotional Development – Making Relationships	Personal, Social & Emotional Development – Sense of Self	Personal, Social & Emotional Development – Understanding Emotions	Characteristics of Effective Learning – Engagement/Motivation/Thinking
EYFS	Nursery	<p><b>Sit</b> comfortably on a chair, with both feet on the ground.</p> <p><b>Run</b> safely on whole foot.</p> <p><b>Move</b> in response to music or rhythms, i.e., slithering, twisting etc.</p> <p><b>Jump</b> up or forward in the air with both feet leaving the floor.</p> <p><b>Begin</b> to walk, run and climb on different levels/surfaces.</p> <p><b>Kick</b> a ball stationary.</p> <p><b>Throw</b> a ball with increasing force.</p> <p><b>Catch</b> a large ball by using two hands to trap it.</p> <p><b>Climb</b> up and down stairs/ladders.</p> <p><b>Use</b> wheeled toys, i.e., pedalling, balancing etc.</p> <p><b>Try</b> stretching, reaching, curling, twisting and turning activities.</p> <p><b>Pour</b> a drink from an appropriately sized jug.</p> <p><b>Manipulate</b> objects in their play.</p>	<p><b>Sleep</b> for 10-13 hours in a 24-hour period.</p> <p><b>Feed</b> oneself competently.</p> <p><b>Hold</b> a cup with two hands and drink well without spilling.</p> <p><b>Develop</b> self-independence for washing hands and brushing teeth.</p> <p><b>Develop</b> control of bowel and bladder urges.</p> <p><b>Put</b> on and take off clothing items.</p> <p><b>Recognise</b> danger and seek support from significant adults.</p> <p><b>Express</b> their thoughts and emotions through words.</p>	<p><b>Build</b> relationships with special people.</p> <p><b>Separate</b> from their close carers and explore new situations with support.</p> <p><b>Show</b> understanding of others perspectives, ideas and needs that are different to theirs.</p> <p><b>Share</b> toys with others.</p> <p><b>Begin</b> to cooperate with familiar people.</p> <p><b>Seek</b> out others to share experiences with.</p> <p><b>Choose</b> to play with a child who has similar interests.</p>	<p><b>Know</b> their name, preferences, interests and unique abilities.</p> <p><b>Develop</b> understanding of differences in gender, ethnicity and ability.</p> <p><b>Show</b> a sense of autonomy through making choices and decisions.</p> <p><b>Experiment</b> with their own and other people's views of who they are through their play.</p> <p><b>Learn</b> that actions have consequences.</p>	<p><b>Express</b> self-aware emotions of pride and embarrassment.</p> <p><b>Understand</b> that people can feel overwhelmed by intense emotions.</p> <p><b>Start</b> to think about their feelings and manage their emotions.</p> <p><b>Seek</b> comfort from familiar adults when necessary.</p> <p><b>Respond</b> to the feelings of others, showing concern and offering comfort.</p> <p><b>Recognise</b> some actions can hurt or harm others.</p> <p><b>Begin</b> to stop themselves from doing something they should not.</p> <p><b>Participate</b> more in collective cooperation as their understanding of some boundaries grow.</p>	<p><b>Engagement</b></p> <p><b>Finding out and exploring:</b></p> <ul style="list-style-type: none"> <li>- Showing curiosity.</li> <li>- Using senses to explore the world around them.</li> <li>- Engaging in open-ended activities.</li> <li>- Showing particular interests.</li> </ul> <p><b>Playing with what they know:</b></p> <ul style="list-style-type: none"> <li>- Pretending objects are things from their experience.</li> <li>- Representing their experiences in play.</li> <li>- Taking on a role in their play.</li> <li>- Acting out experiences with other people.</li> </ul> <p><b>Being willing to "have a go":</b></p> <ul style="list-style-type: none"> <li>- Initiating activities.</li> <li>- Seeking challenge.</li> <li>- Showing a "can do" attitude.</li> <li>- Taking a risk, engaging in new experiences and learning by trial and error.</li> </ul> <p><b>Motivation</b></p> <p><b>Being involved and concentrating:</b></p> <ul style="list-style-type: none"> <li>- Showing a deep drive to know about more people and their world.</li> <li>- Maintaining focus.</li> <li>- Showing high levels of energy and involvement.</li> <li>- Not easily distracted.</li> </ul>



# Knowledge and Skills Progression Overview

	<b>Reception</b>	<p><b>Move</b> in different ways, adapting oneself to reduce risk.</p> <p><b>Jump</b> off an object and land appropriately, showing stability and balance.</p> <p><b>Negotiate</b> space successfully to avoid obstacles in games.</p> <p><b>Travel</b> with confidence and skills, under, over and through equipment.</p> <p><b>Show</b> increasing control over an object in pushing, throwing, catching etc.</p> <p><b>Handle</b> tools, objects and malleable materials safely and with control.</p> <p><b>Show</b> preference for a dominant hand.</p> <p><b>Use</b> and hold a pencil correctly to retrace vertical lines and form recognisable letters.</p>	<p><b>Eat</b> a range of healthy foods.</p> <p><b>Describe</b> a range of different food textures.</p> <p><b>Describe</b> physical changes to the body that can occur when feeling various emotions.</p> <p><b>Establish</b> a daily routine in relation to eating, toileting and sleeping.</p> <p><b>Understand</b> that enough exercise, good food and hygiene, drinking water and sleeping can contribute to good health.</p> <p><b>Consider</b> and manage some risks by acting or giving verbal warnings to others.</p> <p><b>Know</b> how to transport and store equipment safely.</p>	<p><b>Represent</b> their learning on social interactions from their relationships with close adults, in their play and relationships with others.</p> <p><b>Understand</b> different points of view.</p> <p><b>Challenge</b> their own and others' thinking.</p> <p><b>Understand</b> other's needs, wants and behaviours.</p> <p><b>Take</b> steps to resolve conflicts by negotiating and finding a compromise.</p> <p><b>Show</b> that they are proactive in seeking adult support.</p> <p><b>Understand</b> what makes a consistent and stable relationship.</p>	<p><b>Recognise</b> that they belong to different communities/social groups.</p> <p><b>Show</b> sensitivity to prejudice and discrimination.</p> <p><b>Show</b> confidence in speaking to others about their own needs, wants, interests and opinions.</p> <p><b>Describe</b> themselves in positive but realistic terms.</p> <p><b>Know</b> what they want to do in their play and how they can go about it.</p> <p><b>Show</b> confidence in choosing resources.</p>	<p><b>Understand</b> their own and other people's feelings.</p> <p><b>Talk</b> about their own and others' feelings and behaviour.</p> <p><b>Attempt</b> to repair a situation where they have caused upset.</p> <p><b>Understand</b> how their actions impact other people.</p> <p><b>Manage</b> their feelings and tolerate situations in which their wishes cannot be met.</p> <p><b>Seek</b> support and practical help in challenging situations.</p> <p><b>Aware</b> of behavioural expectations.</p> <p><b>Sensitive</b> to the ideas of justice and fairness.</p> <p><b>Seek</b> ways to manage conflict.</p>	<ul style="list-style-type: none"> <li>- Paying attention to details.</li> </ul> <p><b>Keeping on trying:</b></p> <ul style="list-style-type: none"> <li>- Persisting when challenges occur.</li> <li>- Showing belief that more effort will pay off.</li> <li>- Bouncing back after difficulties.</li> </ul> <p><b>Enjoying achieving what they set out to do:</b></p> <ul style="list-style-type: none"> <li>- Showing satisfaction in meeting goals.</li> <li>- Being proud of how they accomplished something.</li> <li>- Enjoy meeting challenges for their own sake.</li> </ul> <p><b>Thinking</b></p> <p><b>Having their own ideas (creative thinking):</b></p> <ul style="list-style-type: none"> <li>- Thinking of new, meaningful ideas.</li> <li>- Playing with possibilities.</li> <li>- Visualising and imagining options.</li> <li>- Finding new ways to do things.</li> </ul> <p><b>Making links:</b></p> <ul style="list-style-type: none"> <li>- Making links and noticing patterns in their experience.</li> <li>- Making predictions.</li> <li>- Testing ideas.</li> <li>- Developing ideas of grouping, sequences, cause and effect.</li> </ul> <p><b>Working with ideas (critical thinking):</b></p> <ul style="list-style-type: none"> <li>- Plan and make decisions about how to approach a task and solve problems.</li> <li>- Check how well their activities are going.</li> <li>- Flexibly changing strategies as needed.</li> <li>- Review how well the approach worked.</li> </ul>
	<b>Continuous Provision</b>	<ul style="list-style-type: none"> <li>• One classroom set up as a physical development base, i.e. climbing structure, heavy equipment &amp; open-ended construction areas.</li> <li>• Fine motor skill activities, i.e. play-doh stations,inker tables, lose parts areas to manipulate and deconstruct.</li> <li>• Climbing/swinging areas.</li> <li>• Equipment to improve balance, i.e. balance bikes.</li> <li>• Water area for tipping and pouring.</li> <li>• Indoor and outdoor sand pits for raking, sweeping &amp; digging.</li> <li>• Forest exploration including whittling and sawing, climbing trees and walking on uneven terrains.</li> <li>• Daily movement sessions, i.e. Jump Start Jonny, yoga, doh disco, listening attention songs and rainbow dancing.</li> <li>• PE rotation once per week (tasks in line with current stage of development).</li> </ul>					
	<b>Guidance Areas</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 1</b>	<b>Term 2</b>
<b>Year 1</b>	<b>Topic/Focus</b>	<b>Multi-skills</b>	<b>Gymnastics – Making Shapes (SSP)</b>		<b>Invasion Games – Bean bag Throw (SSP)</b>	<b>OAA – Outdoor Adventurous Activities (SSP)</b>	<b>Athletics</b>
	<b>Key knowledge</b>	<p><b>Warm up/cool down</b></p> <p><b>Concepts to know:</b> - Consider how the body feels before, during and after exercise.</p> <p>Running makes your heart beat faster.</p>	<p><b>Key Vocabulary</b></p> <p><b>Concepts to know:-</b></p> <p><b>Balance</b> – holding a position with control.</p> <p><b>Travel</b> – movement from one area to another.</p> <p><b>Roll</b> – turn of the body.</p> <p><b>Sequence</b> – two or more exercises together.</p> <p><b>Raising</b> both arms (girls) to indicate you are ready</p>		<p><b>Key Vocabulary</b></p> <p><b>Concepts to know:</b> - Tracking a ball, rolling, underarm, overarm, catching, space, opposition, competition,</p>	<p><b>Key Vocabulary</b></p> <p><b>Concepts to know:</b> - Trail, maps, teamwork, trust, seek and find and symbols.</p> <p><b>Spatial awareness</b> – knowing where your body is in relation to objects or</p>	<p><b>Key Vocabulary</b></p> <p><b>Concepts to know:</b> - <b>Pace</b> – keeping at an even speed to be able to keep running.</p> <p><b>Sprint</b> – faster run, meaning your arms move faster.</p> <p><b>Log</b> – slower, longer run with lower arms.</p>



# Knowledge and Skills Progression Overview

		<p><b>Vocabulary</b> Bending, catching, bouncing, travelling, varied speeds (jog, run, sprint), throwing, underarm and aiming.</p>	<p>before routine. <b>Raising</b> one arm (boys) to indicate you are ready before routine. <b>Begin</b> routines at the edge of a mat. <b>Focusing</b> on a point on the floor helps you maintain balance. <b>Changing</b> the <b>STEP</b> makes the task easier or harder – <b>S</b>pace, <b>T</b>ask, <b>E</b>quipment and <b>P</b>eople. <b>Shapes</b> - straight, tuck, star, straddle, dish and arch.</p> <p><b>For quality, gymnasts are expected to:</b></p> <ul style="list-style-type: none"> <li>• <b>Make</b> their body stretched and long.</li> <li>• <b>Stretch</b> out their arms to help balance.</li> <li>• <b>Stretch</b> out their arms and legs when travelling.</li> <li>• <b>Keep</b> their head high.</li> </ul> <p><b>Core Task: Create a gymnastics sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</b></p>	<p>defenders and attackers</p> <p><b>Intercepting</b> – stopping a player on the opposite team.</p>	<p>other people.</p>	<p><b>Power</b> – being able to perform a movement that needs strength. <b>Overarm</b> – arm goes past the head. <b>Underarm</b> – arm goes past your hip.</p>
<p><b>Key skills</b></p>	<p><b>Throw and catch</b> a ball with a partner. <b>Move</b> fluently by changing direction and speed easily, avoiding collisions. <b>Show</b> control and accuracy with the basic actions for rolling and underarm throwing. <b>Strike and kick</b> a ball. <b>Choose and use</b> skills for games. <b>Understand</b> the concepts of aiming/hitting (e.g., cricket/rounders/tennis). <b>Run and jump</b> with control. <b>Catch</b> a ball/moving object in games. <b>Attempt</b> to win by changing the way they use skills in response to their opponent's actions.</p>	<p><b>Introduce</b> 'making shapes' core task. <b>Move</b> safely and with control into a space. <b>Explore and develop</b> an understanding of gymnastics shapes (straight, tuck, star, straddle, dish and arch) through balancing. <b>Explore</b> shapes through travelling (sliding, walking, backwards, hopping and crab walking). <b>Explore and develop</b> shapes through rolling (pencil roll, egg roll, rock and roll and teddy bear). <b>Develop</b> a small sequence – choose a gymnastic shape and link 2 actions together. <b>Explore</b> balancing and travelling in shapes using apparatus. <b>Perform</b> a sequence by linking two shapes through rolling, travelling or jumping. <b>Watch and describe</b> a partner's sequence.</p> <p><b>Core Task: Create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping.</b></p>	<p><b>Introduce</b> 'bean bag throw' core task. <b>Develop</b> sending skills – rolling. <b>Develop</b> sending skills – underarm/overarm throwing. <b>Develop</b> intercepting skills. Improve decision making. <b>Assess</b> 'bean bag throw' core task. <b>Evaluate</b> the skills used and how comfortable they were with them.</p> <p><b>Core Task: Batter to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags.</b></p>	<p><b>Photo Trail</b> <b>Recognise and locate</b> familiar features within a school environment. <b>Follow</b> a trail of photos and find a set of clues. <b>Develop</b> communication, working safely and co-operatively with others. <b>Funny Faces Shapes</b> <b>Understand</b> the concept of a map/plan. <b>Use</b> symbols/key to create a map. <b>Develop</b> spatial awareness/concept of shapes. <b>Work</b> cooperatively with others to complete a task. <b>Treasure Map</b> <b>Improve</b> co-operation when working with others. <b>Recognise</b> shapes on a map/plan. <b>Follow</b> a map, identify and record features found on their map. <b>Setting a Map</b> <b>Create</b> a map showing shapes in the correct place. <b>Learn</b> how to 'set' a map and develop identifying points on a map. <b>Develop</b> co-operation skills. <b>Blindfold Trust</b> <b>Introduce</b> main compass points.</p>	<p><b>Running</b> <b>Vary</b> their pace and speed when running. <b>Run</b> with a basic technique over different distances. <b>Show</b> good posture and balance. <b>Jog</b> in a straight line. <b>Change</b> direction when jogging. <b>Sprint</b> in a straight line. <b>Change</b> direction when sprinting. <b>Maintain</b> control as they change direction when jogging or sprinting <b>Jumping</b> <b>Perform</b> different jumps (two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot). <b>Perform</b> short jumping sequence. <b>Jump</b> as high and far as possible. <b>Land</b> safely and with control. <b>Throwing</b> <b>Explore and develop</b> different throwing styles (<b>rolling, underarm, overarm, windmills and reverse windmills</b>). <b>Throw</b> a ball towards a target with increasing accuracy. <b>Improve</b> the distance they can throw by using more power. <b>Point</b> toes in the direction you are aiming.</p>	



# Knowledge and Skills Progression Overview

				<p><b>Develop</b> trust to complete a physical challenge.  <b>Develop</b> verbal communication and listening skills.  <b>Follow</b> rules to keep themselves and others safe.  <u><b>Cone orienteering</b></u>  <b>Co-operate</b> with a partner.  <b>Follow</b> simple maps/routes.  <b>Create</b> a picture using the jigsaw pieces.</p> <p><b>Core Task – Follow a trail marked by arrows, or a long piece of string that goes around the classroom or hall. When you find an object, picture or shape, match these up to the pictures on your check sheet.</b></p>		
Year 2	Topic/Focus	Football	Gymnastics – Families of Actions (SSP)	Multi-Skills	OAA – Outdoor adventurous activities (SSP)	Athletics
	Key knowledge	<p><b>Warm up/cool down</b>            Staying healthy means doing things that are good for your body, i.e., exercise, eating nutritious foods and getting enough sleep.</p> <p><b>Vocabulary</b>  <b>Concepts to know: -</b>  <b>Passing</b> - Use the inside of your foot.  <b>Aim</b> - look where you want the ball to go.  <b>Dribbling</b> – little, controlled kicks of the ball.  <b>Attack</b> – moving forward.  <b>Defence</b> – stop your opponent from getting the ball.</p>	<p><b>Vocabulary</b>  <b>Concepts to know: -</b>  <b>Core strength</b> – strength of the muscles in the stomach.  <b>Synchronise</b> - when two people do the same thing at the same time.  <b>Fluent</b> - the easy transition between movements.  <b>Controlled landing</b> - 2 feet together and soft knees.  <b>Balances</b> - (arch, dish, shoulder stand, v-sit and side balance).</p> <p><b>For quality, gymnasts are expected to: -</b></p> <ul style="list-style-type: none"> <li>• <b>Point</b> their toes.</li> <li>• <b>Focus</b> on a point on the floor to help them maintain balance</li> <li>• <b>Keep</b> their hands flat if they touch the floor during travel.</li> <li>• <b>Extend</b> their arms out in front when landing.</li> </ul> <p><b>Core Task: Create a gymnastic routine on floor, mats and apparatus by linking a roll, a balance, a jump and travel.</b></p>	<p><b>Key vocabulary</b>  <b>Concepts to know: -</b>            Passing, kicking, gathering, control, accuracy, awareness, tactics and targets.</p>	<p><b>Key Vocabulary</b>  <b>Concepts to know: -</b>            Trail, maps, teamwork, cooperation, seek and find and symbols.</p>	<p><b>Key Vocabulary</b>  <b>Concepts to know: -</b>            Longer strides will help you run faster.</p> <p>Shorter strides give you more power at the start of a sprint.</p> <p>When jumping, both feet should come off the floor at the same time.</p> <p>Arms help with balance and generate power.</p> <p>Bending knees helps to jump. Overarm throws are used for longer distances.</p> <p>Underarm throws often have more control.</p>
	Key skills	<p><b>Begin</b> to understand the terms attack and defence.  <b>Understand</b> the importance of rules in a game.  <b>Pass</b> the ball (2m apart) in two ways.  <b>Kick</b> a large foam ball back to a partner with increased</p>	<p><b>Explore</b> travelling movements on feet (<b>hopping, skipping, sidestepping, walking forwards/backwards and step hop</b>) and hands and feet (<b>crab, bunny hop, caterpillar and monkey</b>).  <b>Explore</b> balances on large body parts (<b>side, back, tummy, hips and shoulders</b>).  <b>Create</b> a small sequence to include a travel and a</p>	<p><b>Pass</b> a ball accurately to a partner over a variety of distances.  <b>Perform</b> a range of rolling, throwing, striking, kicking, catching and gathering skills with</p>	<p><b>Crossing the swamp</b>  <b>Continue</b> to develop verbal communication and listening skills.  <b>Work</b> cooperatively in a team and support each other.  <b>Plan and share</b> ideas to find a solution to a problem.  <b>Comment</b> on how well they</p>	<p><b>Running</b>  <b>Run</b> at varying paces and describe them.  <b>Use</b> various stride lengths.  <b>Travel</b> at different speeds.  <b>Begin</b> to select the most suitable pace and speed for distance.  <b>Complete</b> an obstacle course.</p>



# Knowledge and Skills Progression Overview

	<p>accuracy.  <b>Dribble</b> the ball around 3 cones each 1m apart.  <b>Receive</b> the ball.  <b>Make</b> 3 successive passes with a partner 2m apart.  <b>Make</b> 6 successive passes with increased distance to 3m.  <b>Move</b> their body into a natural position for the activity.  <b>Work</b> in a safe space without colliding with others.</p>	<p>balance (<b>arch, dish, shoulder stand, v-sit and side balance</b>).  <b>Develop</b> an understanding of gymnastic shapes.  <b>Develop</b> core strength.  <b>Explore</b> rolling and develop technique.  <b>Develop</b> forward roll technique.  <b>Select/perform</b> a roll for a sequence.  <b>Explore</b> jumping in a variety of shapes.  <b>Develop</b> a small sequence on mats.  <b>Develop</b> the linking of actions.  <b>Perform</b> a short sequence.  <b>Perform and evaluate</b> performances.</p> <p><b>Core Task: Create a gymnastic sequence on floor, mats and apparatus by linking a roll, a balance, a jump and a travel.</b></p>	<p>control.  <b>Show</b> a good awareness of others in running, chasing and avoiding games.  <b>Make</b> simple decisions about when and where to run.  <b>Develop</b> basic tactics for small team games.  <b>React</b> to situations in a way that helps their partners and makes it difficult for their opponents.  <b>Set</b> targets to improve their performance.</p>	<p>tackled their challenge.  <b>Treasure Trail</b>  <b>Identify and locate</b> different shaped objects.  <b>Match</b> shapes and record number observed by returning to base.  <b>Work</b> cooperatively and safely with a partner.  <b>Jigsaw Trail</b>  <b>Follow</b> instructions and the arrow trail correctly.  <b>Find</b> controls to collect jigsaw pieces  <b>Match the Symbols</b>  <b>Develop</b> communication and co-operation.  <b>Recognise</b> shapes to follow a trail to find letter clues.  <b>Evaluate</b> how successful they were.  <b>Number Trail</b>  <b>Follow</b> instructions carefully.  <b>Record</b> information they have observed accurately.  <b>Work</b> co-operatively with a group/partner.</p> <p><b>Core Task – Follow a trail marked by arrows, or a long piece of string that goes around the classroom or hall. When you find an object, picture or shape, match these up to the pictures on your check sheet.</b></p>	<p><b>Vary</b> the speed and direction in which they are travelling.  <b>Run</b> with basic techniques following a curved line.  <b>Maintain</b> and control a run over different distances.  <b>Jumping</b>  <b>Perform and compare</b> different types of jumps.  <b>Use</b> fluency and control to combine different jumps together.  <b>Jump</b> for distance from a standing position with accuracy and control.  <b>Investigate</b> the best jumps to cover different distances.  <b>Choose</b> the most appropriate jumps to cover different distances.  <b>Know</b> that the leg muscles are used when jumping.  <b>Throwing</b>  <b>Throw</b> different types of equipment in different ways, for accuracy and distance.  <b>Throw</b> with accuracy at targets of different heights.  <b>Investigate</b> ways to alter their throwing technique to achieve greater distance.</p>	
Year 3	Topic/Focus	Arc Rounders - SSP	Gymnastics – Balancing Act using SSP resources	Basketball – Skittles (SSP)	Football	Athletics
	Key knowledge	<p><b>Warm up</b>  <b>Concepts to know:</b> - Warm ups are important for increasing our heart rate and preparing our body for exercise.</p> <p><b>Vocabulary</b>            Striking, catching, intercepting, decision making, batting, fielding, tee, base, strike and score.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  <b>Change in direction</b> – turn in a jump before landing.  <b>Controlled landing</b> – 2 feet together, soft knees and don't move your feet upon landing.  <b>Battement</b> – movement of the leg with chest high and body erect.  <b>Chasse</b> – one leg 'chases' the other.  <b>Releve</b> – walk on balls of feet.  <b>Ramps</b> help with forwards/backwards rolls.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -            Dribbling, passing, defending, intercepting, shooting, space and possession.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  <b>Hit</b> the ball harder by using the top of your foot.  <b>Look</b> where you are passing to make it more accurate.  <b>Finding</b> space makes it easier to get a pass and control the ball.  <b>Strike</b> – an accurate, driven shot kicked using the laces of the boot.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  <b>Sprinting</b> – 'hip to lip' action.  <b>Triple jump</b> – 'hop, step and jump'.  <b>Long jump</b> – one leap.</p>
	Key skills	<p><b>Introduce</b> 'Arc rounders' core task.  <b>Develop</b> striking technique.  <b>Move</b> to intercept and stop a moving ball.</p>	<p><b>Explore and develop</b> travelling actions (<b>sidestepping, walking for/back, skipping, hopping, jumping, releve, step hop, battement and chasse, crab, caterpillar, bunny hop, monkey walk, cartwheel and crocodile</b>) and balancing</p>	<p><b>Introduce</b> 'skittles' core task.  <b>Develop</b> passing skills.  <b>Move</b> with the ball by dribbling.</p>	<p><b>Introduce</b> 'skittles' core task.  <b>Understand</b> the terms attacking and defending.  <b>Strike</b> a ball with the foot.  <b>Pass</b> the ball (3m apart) to a</p>	<p><b>Running</b>  <b>Identify</b> how different techniques can affect performance.  <b>Focus</b> on their arm and leg action to improve sprinting technique.</p>

# Knowledge and Skills Progression Overview

		<p><b>Develop</b> catching skills.  <b>Improve</b> striking, intercepting and catching whilst working in a team.  <b>Assess</b> 'arc rounders' core task.  <b>Evaluate</b> what skills they felt comfortable with and which ones they needed to work on.</p> <p><b>Core Task: Hit the ball off a low tee, into an arc. Score points by bouncing a ball in the hoop next to the batting area as many times as possible before the fielding team have passed the ball to each other before shouting "Stop!".</b></p>	<p><b>(front/back support, bridge, crab, headstand, handstand, lunge, arabesque and camel)</b> on small body parts.  <b>Develop</b> a small sequence using travelling/balances.  <b>Develop</b> quality of balances on small body parts.  <b>Develop</b> travelling/balance sequence.  <b>Explore and develop</b> travelling/linking movements.  <b>Create</b> longer sequence by linking balances.  <b>Develop</b> the quality of jumping (<b>straddle, pike and full turn</b>).  <b>Develop</b> a longer, good quality sequence with 6 actions.  <b>Perform</b> a small sequence using apparatus.  <b>Perform and evaluate</b> performances.</p> <p><b>Core Task: Create a gymnastic sequence with six actions on floor, mats and apparatus.</b></p>	<p><b>Protect</b> the ball and keep possession.  <b>Develop</b> intercepting skills when defending.  <b>Apply</b> learnt skills to a game.  <b>Assess</b> 'skittles' core task.</p> <p><b>Core Task: Aim is to score points by knocking over a target skittle.</b></p>	<p>partner.  <b>Dribble</b> the ball around 5 cones and pass back.  <b>Receive</b> the ball with control, stop it with one foot and begin to learn how to return it.  <b>Make</b> 5 successive passes with a partner.  <b>Make</b> 10 successive passes with increased distance.  <b>Play</b> small sides games (5 a side).  <b>Begin</b> to move into space in small sided games.  <b>Assess</b> 'skittles' core task.</p>	<p><b>Begin</b> to combine running with jumping over hurdles.  <b>Focus</b> on trail leg and lead leg action when running over hurdles. <b>Understand</b> the importance of adjusting running pace to suit the distance.  <b>Jumping</b>  <b>Use</b> one and two feet to take off and land with.  <b>Develop</b> an effective take-off for the standing long jump.  <b>Develop</b> an effective flight phase for the standing long jump.  <b>Develop</b> technique for triple jump from a standing position.  <b>Land</b> safely and with control.  <b>Throwing</b>  <b>Throw</b> with greater control and accuracy.  <b>Show</b> increasing control in their overarm throw.  <b>Use</b> two hands when throwing to give you more control.  <b>Perform</b> a push throw.  <b>Continue</b> to develop techniques to throw for increased distance.  <b>Face</b> your body the way you are aiming.</p>
	<p><b>Topic/Focus</b></p>	<p><b>Rounders</b></p>	<p><b>Gymnastics – Partner work (SSP)</b></p>	<p><b>Hockey – End Zone (SSP)</b> whilst some children are swimming.</p>	<p><b>Football</b></p>	<p><b>Basketball – On the Attack (SSP)</b></p>
<p><b>Year 4</b></p>	<p><b>Key knowledge</b></p>	<p><b>Warm up</b>  <b>Concepts to know:</b> -  <b>Pulse raiser</b> – an activity that raises the heart rate to increase blood flow to our muscles and increase body temperature.  <b>Dynamic stretching</b> – movement-based type stretching to improve speed, agility and acceleration.  <b>Agility</b> – ability to change direction to dodge an opponent.  <b>Co-ordination</b> – ensuring the arms and legs are working together in an effective way.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  <b>Movement themes</b> – leading/following, meeting/parting and side by side.  <b>Synchronise/mirroring</b> - when two people do the same thing at the same time.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  Possession, control, pass, rules, tactics, scoring zone, dribble, attackers and defenders.</p> <p><b>Hold</b> the hockey stick like below:</p>  <p>Ensure the hockey stick does not come above waist height.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  Kicking the ball in the air makes it harder to control.</p> <p>Sticking to a position makes it easier to defend or score.</p> <p>Changing direction quickly helps to get away from an opponent.</p> <p><b>Forwards/strikers</b> – score goals for the team.</p> <p><b>Midfielders</b> – link play between defenders and attackers.</p> <p><b>Defenders</b> – prevent the opposition from scoring by working with the goalkeeper to protect the goal.</p> <p><b>Goalkeeper</b> – protect the goal to stop an opponent from scoring.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  Dribbling, passing, intercepting, possession, shooting and changing speed/direction.</p>




# Knowledge and Skills Progression Overview

				Stepping forward when hitting the ball helps create power. Use non-verbal cues to tell team mates where to put the ball without telling the defender. Use the whole field to make it easier to pass the ball.		
	<b>Key skills</b>	<p><b>Develop and investigate</b> different ways of throwing, and to know when each is appropriate.  <b>Use</b> ABC (agility, balance, co-ordination) to field a ball well.  <b>Use</b> ABC to move into good positions for catching and apply it in a game situation.  <b>Use</b> hand-eye coordination to strike a moving and a stationary ball.  <b>Develop</b> fielding skills and understand their importance when playing a game.  <b>Play</b> in a competitive situation, and to demonstrate some of the rounder's rules.</p>	<p><b>Explore and develop</b> mirroring and matching through travelling movements with a partner.  <b>Explore and develop</b> mirroring and matching through balancing (<b>T balance</b>) movements with a partner.  <b>Create</b> a short mirroring sequence with a partner.  <b>Develop</b> rolling technique.  <b>Explore and develop</b> mirroring through rolling.  <b>Explore and develop</b> jumping through a movement theme.  <b>Explore and develop</b> leaps (<b>stag, cat, split and scissor</b>).  <b>Select</b> 4 actions to develop a sequence whilst mirroring a partner.  <b>Plan</b> a sequence (4-6 actions) to explore with partner.  <b>Practise</b> performing the sequence with a partner.  <b>Perform and evaluate</b> sequence.</p> <p><b>Core Task: Create a sequence on floor, mats and apparatus, focusing on how they work with a partner.</b></p>	<p><b>Understand</b> how to hold the hockey stick with the correct grip.  <b>Develop</b> dribbling skills in hockey.  <b>Develop</b> technique for stopping, controlling and returning a hockey ball whilst in a static position.  <b>Reinforce</b> dribbling skills, whilst changing direction.  <b>Develop</b> passing skills/passing on the move from different speeds with increased accuracy.  <b>Begin</b> to defend using a hockey stick to gain possession of the ball.  <b>Understand</b> skills to play the game.  <b>Begin</b> to move in different directions and at different speeds to intercept a ball, gain control and change direction.  <b>Begin</b> to demonstrate learnt skills in a game format (2v1, 2v2, 4v4 etc.)</p> <p><b>Core Task: Aim of the game is to pass the ball to a nominated player in the end zone.</b></p>	<p><b>Pass</b> to a partner 5m apart.  <b>Dribble</b> the ball around 10 cones and pass back.  <b>Move</b> between small spaced-out objects with control and two changes in direction.  <b>Make</b> 20 successive passes with increased distance.  <b>Make</b> passes where the ball leaves the ground.  <b>Hit</b> a target with the ball.  <b>Play</b> small sided games (5 a side).  <b>Move</b> into space in small sided games (<b>forwards, midfielders, defenders and goalkeepers</b>).</p>	<p><b>Introduce</b> 'on the attack' the core task.  <b>Dribble</b> the basketball with a solid technique.  <b>Develop</b> passing skills whilst stationary and on the move.  <b>Keep</b> possession of the ball.  <b>Intercept</b> the ball confidently.  <b>Shoot</b> accurately.  <b>Create</b> space to shoot.  <b>Assess</b> 'on the attack' core task.</p> <p><b>Core Task: Involves children trying to score goals using throwing and catching techniques.</b></p>
Year 5	<b>Topic/Focus</b>	Football whilst some children are swimming.	Gymnastics – Acrobatic (SSP) whilst some children are swimming.	Hockey	Netball – Fives and Threes (SSP)	Athletics/fitness
	<b>Key knowledge</b>	<p><b>Warm up</b>  <b>Pulse raiser knowledge</b> – understand the role of oxygen</p>	<p><b>Vocabulary</b>  <b>Counter balance</b> – balancing with a partner by pushing.</p>	<p><b>Key concepts to know:</b>            -  <b>Defend</b> using the stick</p>	<p><b>Vocabulary</b>  <b>Key concepts to know:</b> -            Possession, passing, shooting,</p>	<p><b>Vocabulary</b>  <b>Key concepts to know:</b> -            50% = steady jog</p>




# Knowledge and Skills Progression Overview

	<p>and carbon dioxide in blood flow, as well as rehydrating through drinking liquids and dehydrating through sweating.  <b>Dehydration</b> – loss of water from body.  <b>Rehydration</b> – intake of water.</p> <p><b>Specific muscle knowledge</b> – calf, quadricep, hamstring, tricep and bicep.</p> <p><b>Key concepts to know:</b> -  <b>Interceptions</b> – blocking the ball. Using difference passes in games can help possession of the ball.</p> <p>Challenging for the ball too late can cause fouls.</p>	<p><b>Counter tension</b> – pulling away from a partner.  <b>Weight bearing balances</b> – front and back support.  <b>Core strength</b> – strength of the underlying muscles in the stomach to help with balancing/control.  <b>Roll</b> – turn of the body which can be started in different positions.  <b>Hold</b> balance for 5 seconds.</p>	<p>to stop the ball and gain control.  <b>Sprinting</b> with the ball is harder to control and this therefore makes it more difficult to shoot.</p>	<p>support, pitch, attack and defend.  <b>Netball positions</b> – centre, goal attack, goal defence, goal shooter and goalkeeper.  <b>Speed</b> – quickness which is used to outwit an opponent.  <b>Contact</b> – any action resulting in players touching or bumping each other. If this occurs, the opposing team receives a penalty pass.  <b>Dodging</b> – moving from side to side to confuse players and escape them.  <b>Held ball</b> – one player having possession of the ball for more than 3 seconds.  <b>Marking</b> – staying close to opposition player to prevent them catching the ball.</p>	<p><b>75%</b> = increased pace  <b>100%</b> = sprint  <b>Increased fitness = increased performance.</b>  <b>Relay</b> = usually involves four people.  <b>Baton</b> = piece of equipment passed during a relay.  <b>Explosive power</b> = force that comes from the muscles in the legs.  <b>Stamina</b> = the ability/strength to keep doing something for a long time.</p> <p>Jump in a straight line to increase distance.</p> <p>Run faster to create more power for a jump.          Throw shot put by having <b>clean palm and dirty fingers.</b></p> 
<p><b>Key skills</b></p>	<p><b>Pass</b> in a triangle multiple times.  <b>Dribble</b> the ball around cones with a change in speed and direction and dribble back with increased speed.  <b>Dribble</b> around a stationary person.  <b>Move</b> between small spaced-out objects with multiple changes in direction.  <b>Make</b> multiple successive passes where the ball leaves the ground.  <b>Strike</b> a ball with laces to increase power.  <b>Control</b> the ball after a high pass and use the inside of their foot to cushion the ball.  <b>Choose</b> positions that best fit their attributes.  <b>Play</b> small sided games (6 a side)  <b>Use</b> a range of passes in a game.  <b>Block</b> the ball in game situations.</p>	<p><b>Explore and develop</b> a variety of different high quality travelling actions (use different levels, speeds &amp; pathways).  <b>Develop</b> the ability to travel in time with a partner.  <b>Develop</b> balancing with or against partner (<b>counter balances/counter tension</b>).  <b>Explore and develop</b> part-weight/full weight bearing partner balances.  <b>Select</b> skills to develop a small pairs sequence.  <b>Explore and develop</b> part-weight/full weight bearing partner balances.  <b>Select</b> 3 partner balances and 4-5 other actions.  <b>Perform</b> partner sequence.  <b>Practise</b> performing the sequence with a partner on apparatus.  <b>Perform</b> and evaluate own and other's performances.  <b>Communicate</b> with partner/group to produce an effective sequence.</p> <p><b>Core task: Create and perform a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (part-weight bearing balance, counter-tension and counter balance) and up to 6 actions.</b></p>	<p><b>Hold</b> a hockey stick using the correct grip.  <b>Dribble</b> a ball and with control, change direction at different speeds.  <b>Develop</b> technique for stopping, controlling and returning a hockey ball whilst moving.  <b>Pass</b> the ball with increased accuracy from different speeds.  <b>Control</b> the ball at different speeds (walk, jog and sprint).  <b>Defend</b> using the hockey stick to gain possession of the ball.  <b>Mark</b> an opponent and begin to block passes to the opposition.  <b>Move</b> in different directions and at different speeds to intercept the ball, gain control and change direction.</p>	<p><b>Introduce</b> 'fives and threes' core task.  <b>Know and understand</b> the basic rules of netball.  <b>Develop</b> passing technique (one/two handed, bounce, chest, overhead, shoulder and underarm).  <b>Develop</b> catching technique.  <b>Use</b> passing effectively in a game.  <b>Develop</b> movement/attacking sprint.  <b>Develop</b> the ability to move into a free space to receive a pass.  <b>Discuss</b> defending tactics.  <b>Develop</b> shooting technique.  <b>Develop</b> the ability to shadow (mark) an opponent and apply in game situations.  <b>Evaluate and improve</b> performance.</p> <p><b>Core Task: The aim is to beat the opposition by scoring more goals when playing five against three.</b></p>	<p><b>Running</b>  <b>Accelerate</b> from a variety of starting positions and select their preferred position.  <b>Identify</b> their reaction times when performing a sprint start.  <b>Continue</b> to practise and refine their technique for sprinting, focusing on an effective sprint start.  <b>Select</b> the most suitable pace for the distance and their fitness level to maintain a sustained run.  <b>Identify and demonstrate</b> stamina, explaining its importance for runners.  <b>Relay</b>  <b>Pass</b> a baton with control stationary, walking, jogging and race speed.  <b>Receive</b> a baton with control from a stationary position and when moving.  <b>Complete</b> a relay change with one other person at speed.  <b>Jumping</b>  <b>Perform</b> an effective standing long jump.  <b>Perform</b> a standing triple jump with increased confidence.  <b>Develop</b> an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  <b>Land</b> safely and with control. <b>Measure</b> the distance and height jumped with</p>





# Knowledge and Skills Progression Overview

				Play in a team competitively for points.		accuracy. <b>Throwing</b> <b>Throw</b> a foam javelin, shot put and discus. <b>Throw</b> a variety of implements using a range of throwing techniques. <b>Measure</b> and record the distance of their throws. <b>Continue</b> to develop techniques to throw for increased distance. <b>Take part</b> in competitive games to showcase the above skills.
Year 6	Topic/Focus	Athletics/Cross Country	Gymnastics – Double take (SSP)	Basketball – Calling the shots folder (SSP)	Rounders whilst some children are swimming.	Games – Pairs cricket (SSP) whilst some children are swimming.
	Key knowledge	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -            Block position gives an explosive start.</p>  <p><b>SMART</b>  <b>S</b> – specific  <b>M</b> – measurable  <b>A</b> – achievable  <b>R</b> – realistic  <b>T</b> – time related.</p> <p>Stride well to increase the distance jumped.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -  <b>Unison</b> – together  <b>Canon</b> – movements repeated exactly by others, i.e., Mexican wave.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -            Dribbling, passing, defending, accuracy, fluency, perseverance and competence.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -            Backstop, control, tactics, accuracy and scoring.</p> <p><b>Role of backstop</b> – guides the bowler's ball to the batter and receives the ball if the batter hits it backwards.</p>	<p><b>Vocabulary</b>  <b>Concepts to know:</b> -            Striking, catching, bowling, running, intercepting and batting.</p>
	Key skills	<p><b>Running</b>  <b>Practise and refine</b> an effective sprinting technique, including reaction time.  <b>Build up</b> speed quickly for a sprint finish.  <b>Run</b> over hurdles with fluency, focusing on a consistent stride pattern. <b>Accelerate</b> to pass other competitors.  <b>Work</b> as a team to competitively perform a relay.  <b>Confidently and independently</b> select the most appropriate pace for different distances/parts of a run.  <b>Demonstrate</b> endurance and</p>	<p><b>Develop</b> the ability to travel in unison with a partner.  <b>Understand</b> the difference between a counter balance and counter tension balances.  <b>Develop</b> pairs balances into a small sequence.  <b>Develop</b> part/full weight-bearing pairs balances.  <b>Adapt</b> pair's balances to develop a small group sequence.  <b>Develop</b> working in unison as part of a group.  <b>Select and adapt</b> pairs balances to develop a small group sequence.  <b>Create</b> a group balance.  <b>Compose</b> a short group sequence to include a balance.  <b>Develop</b> a fluent and controlled group sequence on mats.  <b>Adapt</b> group sequence to include apparatus.</p>	<p><b>Introduce</b> the core task.  <b>Introduce/develop</b> dribbling and passing skills.  <b>Develop</b> ball handling and passing skills, chest and bounce.  <b>Develop</b> ability to run with and pass the ball.  <b>Pass</b> selection.  <b>Mark</b> an opponent and try to intercept.  <b>Pass</b> dribble shoot and move into space.  <b>Use</b> the correct technique when</p>	<p><b>Throw and catch</b> under pressure, using the correct techniques.  <b>Use</b> fielding skills to stop the ball effectively.  <b>Know</b> the rules and responsibilities of deep fielders.  <b>Learn</b> batting control.  <b>Learn</b> the role of backstop.  <b>Play</b> in a tournament and work as team, using tactics in order to beat another team.  <b>Know and apply</b> the rules of rounders during a game.</p>	<p><b>Introduce</b> 'pairs cricket' core task.  <b>Develop</b> striking the ball.  <b>Improve</b> decision making based on to run.  <b>Develop</b> the overarm bowling technique.  <b>Develop</b> the overarm bowling technique further to improve technique.  <b>Assess</b> 'pairs cricket' core task.</p>



# Knowledge and Skills Progression Overview

	<p>stamina over longer distances.  <b>Relay</b>  <b>Pass</b> a baton with control at race speed in sequence.  <b>Receive</b> a baton with control when moving within a designated space.  <b>Complete</b> a competitive relay in a team of four.  <b>Jumping</b>  <b>Develop</b> the technique for the standing vertical jump. <b>Maintain</b> control at each of the different stages of the triple jump.  <b>Land</b> safely and with control.  <b>Develop</b> and improve their techniques for jumping for height and distance.  <b>Support</b> others in improving their performance.  <b>Perform and apply</b> different types of jumps in other contexts.  <b>Set up and lead</b> jumping activities including measuring the jumps with confidence and accuracy.  <b>Throwing</b>  <b>Measure and record</b> the distance of their throws.  <b>Develop</b> techniques to throw for increased distance.  <b>Develop and refine</b> techniques to throw for accuracy.    <b>Set</b> appropriate goals which are <b>SMART</b>.</p>	<p><b>Explore</b> different compositional ideas (<b>unison/canon</b>).  <b>Develop</b> a longer group sequence.  <b>Perform and evaluate</b> own and other's performances.    <b>Core Task: Work in groups of 4-6 to create and perform a sequence that shows knowledge of gymnastic actions and compositional principles.</b></p>	<p>shooting.  <b>Hit</b> a target when shooting.  <b>Assess</b> the core task.    <b>Core Task: Chn to set up a 4 v 4 invasion game based on mini versions of basketball.</b></p>		
--	---	--	---	--	--