

## Hook CE Primary School - PE: Whole-School Curriculum Progression Map

	Key Stage 1			Key Stage 2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and fitness</b> (to be taught across all areas of PE)	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Talk about where to avoid (e.g. hall piano, school gates etc).</p> <p>To talk about how to act/behave safely during PE and school sport</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>Explain why exercise is important to us and to begin to notice heart rate and breathing changes.</p> <p>Explain why we behave how we do in P.E. and the impact it could have if we didn't concentrate and listen.</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>Understand why our temperature increases when we exercise.</p> <p>Have knowledge on the heart and its purpose during exercise.</p> <p>Have knowledge on the lungs and its purpose during exercise.</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>To have some knowledge on how the heart and lungs are linked.</p> <p>To explain why we sweat during exercise - to get rid of heat.</p>	<p>Know and understand the reasons for warming up and cooling down and the potential impacts if they are not done.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>To explain how the heart and lungs change during exercise and how this relates to muscles and contractions</p> <p>To explain the importance of specific food groups for exercise and a balanced diet</p>	<p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>Understand how the heart and lungs change during exercise and how this relates to muscles and contractions - resulting in lactic acid build up e.g. carbohydrates, sugars, fats.</p> <p>Understand the importance of specific food groups for exercise - this may relate to high performing athletes.</p> <p>Understand why we sweat during exercise - to get rid of heat through evaporation.</p> <p>Explain why we shiver when it's cold or we are inactive.</p>

<b>Dance</b>	<b>Skills</b>	Copy and repeat simple arm and leg actions.	Create their own arm actions	Create own arm, leg and whole-body movements and apply these movements to pair and group work.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Use dramatic expression in dance movements and motifs
		Copy simple steps.	Create their own leg actions				Vary dynamics to add drama to the dance
		Put a sequence of actions together to create a motif.	Create whole body actions using available space	Make sure that movements that are clear and controlled.	Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Use space effectively and imaginatively
		Vary the speed of their actions	Observe and try peers dance movements	Begin to improvise with a partner to create a simple dance.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Demonstrate strong and controlled movements throughout a dance sequence.
		Use simple choreographic devices such as unison, canon and mirroring.	Copy, remember and repeat actions.		Compose longer dance sequences in a small group using unison, canon, question & answer (this may include more varieties).	Develop an awareness of their use of space.	Combine flexibility, techniques and movements to create a fluent sequence.
		Begin to improvise independently to create a simple dance	Create a short motif inspired by a stimulus (e.g. use the music to inform when and how to dance).	Begin to compare and adapt movements and motifs to create a longer sequence, as a solo, pair or in a group.	Demonstrate precision and some control in response to stimuli.	Discuss the differences between musical pieces e.g. tempo, rhythm, beat, style.	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
		To respond to the rhythm of music and begin to move with a beat	Use different transitions within a dance motif.		Begin to vary dynamics and develop actions and motifs in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Improvise with confidence, still demonstrating fluency across their sequence.
		To use simple dance words e.g. action, beat, rhythm, step	Change the speed and level of their actions	Use simple dance vocabulary, such as: beat, rhythm, motif and gesture to compare and improve work.	Demonstrate rhythm and spatial awareness.	Use transitions to link motifs smoothly together.	Dance with fluency and control, linking all movements and ensuring that transitions flow.
			Use simple choreographic devices such as unison, canon and mirroring.	Perform with some awareness of rhythm and expression	Change parts of a dance as a result of self-evaluation.	Improvise with confidence, still demonstrating fluency across the sequence.	Demonstrate consistent precision when performing dance sequences.
					Use simple dance vocabulary when comparing and improving work	Ensure their actions fit the rhythm of the music.	Use complex dance vocabulary to compare and improve work.
				Modify parts of a sequence as a result of self and peer evaluation.	Include turns, jumps, stillness, gestures and steps		

							<p>within the dance</p> <p>To use a range of 'relationships' in the group e.g. mirror, unison, canon, contrast, question and answer</p> <p>Lead a warm-up/cool down in front of a group/class</p>
Perform	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</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 the actions 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>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	
	Evaluate	<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.</p> <p>Describe how their performance has improved over time.</p> <p>Act on advice to develop original movements.</p> <p>Offer constructive feedback that is useful to a peer(s)</p>	<p>Watch, describe and evaluate the effectiveness of performances, suggesting detailed ways on how to refine, improve and modify a dance and justify their opinion</p> <p>Use dance specific vocabulary when evaluating a performance.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Recognise actions, dynamics, space and relationships in their own and others' dance</p> <p>Compare dances and explain what aspects they have and elements that could be included to refine/modify it</p> <p>Use vocabulary such as: coordination, action, stillness, travel, turn, jump, expression, pathways, shapes, mirror, speed, energy, flow...</p>

Gymnastics	Carry and place equipment safely.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
	Create and perform a movement sequence.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Adapt their sequences to fit new criteria or suggestions.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
	Begin to move with control and care.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Move with clarity, fluency and expression.	Perform jumps, shapes and balances fluently and with control.	Confidently use equipment to vault and incorporate this into sequences.
	Copy actions and movement sequences with a beginning, middle and end.	Hold a still shape whilst balancing on different points of the body.	Use turns whilst travelling in a variety of ways.	Show changes of direction, speed and level during a performance.	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.	Apply skills and techniques consistently, showing precision and control.
	Link two actions to make a sequence.	Jump in a variety of ways and land with increasing control and balance.	Move with coordination, control and care.	Travel in different ways, including using flight.	Improve the placement and alignment of body parts in balances.	Confidently use equipment to vault in a variety of ways.
	Recognise and copy contrasting actions (small/tall, narrow/wide).	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Use equipment to vault in a variety of ways.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Apply skills and techniques consistently.
	Travel in different ways, changing direction and speed.	Move with increasing control and care.	Begin to use equipment to vault.	Begin to show flexibility in movements	Begin to develop good technique when travelling, balancing and using equipment.	Develop strength, technique and flexibility throughout performances.
	Travel on a range of body parts e.g. feet, hands, bottom	Perform new skills on apparatus.	Create interesting body shapes while holding balances with control and confidence.		Develop strength, technique and flexibility throughout performances.	
	Hold still shapes and simple balances.				Combine equipment with movement to create sequences	
	Carry out simple stretches. Carry out a range of simple jumps, landing safely.					
Move around, under, over, and through different objects and equipment.						
Be aware of where peers are when travelling on, off,						

<p>over and under apparatus.</p> <p><b>Rolls:</b> log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled).</p> <p><b>Jumps:</b> straight jump, tuck jump, jumping jack, half turn jump, cat spring</p> <p><b>Vault:</b> straight jump off springboard/gymnastic table</p> <p><b>Handstands, cartwheels and round-offs:</b> bunny hop, front support wheelbarrow with partner</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, skipping, galloping</p>	<p><b>Rolls:</b> log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled), rocking for forward roll, crouched forward roll</p> <p><b>Jumps:</b> straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle</p> <p><b>Vault:</b> hurdle step onto springboard, straight jump off springboard, tuck jump off springboard</p> <p><b>Handstands, cartwheels and round-offs:</b> bunny hop, front support wheelbarrow with partner, T-lever scissor kick</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump half-turn</p>	<p><b>Rolls:</b> Crouched forward roll, forward roll from standing, tucked backward roll</p> <p><b>Jumps:</b> straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, cat leap</p> <p><b>Vault:</b> hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off, pike jump off</p> <p><b>Handstands, cartwheels and round-offs:</b> handstand, lunge into handstand, cartwheel</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, cat leap</p>	<p><b>Rolls:</b> Forward roll from standing, Straddle forward roll, Tucked backward roll, Backward roll to straddle</p> <p><b>Jumps:</b> 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.</p> <p><b>Vault:</b> hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off.</p> <p><b>Handstands, cartwheels and round-offs:</b> lunge into handstand, lunge into cartwheel</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, Skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot</p> <p><b>Shapes and balances:</b></p>	<p><b>Rolls:</b> forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle</p> <p><b>Jumps:</b> 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.</p> <p><b>Vault:</b> hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault</p> <p><b>Handstands, cartwheels and round-offs:</b> lunge into handstand, lunge into cartwheel, lunge into round-off</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot</p>	<p><b>Rolls:</b> forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll.</p> <p><b>Jumps:</b> 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</p> <p><b>Vault:</b> hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, straddle over vault</p> <p><b>Handstands, cartwheels and round-offs:</b> lunge into cartwheel, lunge into round-off, hurdle step into cartwheel, hurdle step into round-off.</p> <p><b>Travelling and linking actions:</b> tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, cat leap half turn, pivot</p>
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		<b>Shapes and balances:</b> standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes	<b>Shapes and balances:</b> standing balances, kneeling balances, large body part balances, balances on apparatus, balances with a partner, pike, tuck, star, straight, straddle shapes	<b>Shapes and balances:</b> 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	1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner, pike, tuck, star, straight, straddle shapes	<b>Shapes and balances:</b> 1, 2, 3 and 4- point balances, balances on apparatus, part body weight partner balances, pike, tuck, star, straight, straddle shapes	<b>Shapes and balances:</b> 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	
<b>Games</b>		Position their body close to and in the way of a moving ball	Angle the bat/racquet/implement on contact with the ball	Be competent at throwing under/overarm and bounce, chest and shoulder passing in controlled tasks e.g. not a full game situation but possibly in groups or as a pair.	Begin to strategically angle my body/the implement (bat) in order to trick fielders	Strategically angle my body/the implement (bat) in order to trick fielders	Angle my body/the implement (bat) at the last second in order to trick fielders	
		Prepare feet or hands to stop the ball	Bowl/throw in unknown directions to challenge a peer e.g. slightly to one side in order to test their reactions and agility	Keep eye contact with the ball e.g. watch the ball as it contacts with the bat/racquet	Understand when to use underarm/overarm and bouncing in a game situation e.g. to bounce in cricket, overarm in baseball	Consistently strike the ball showing all teaching points that have previously been taught	Increase speed (with accuracy) when bowling	
		watch the ball and surrounding area closely	Recall some teaching points for throwing, hitting, stopping and retrieving a ball/bean bag (level 1 skills)	Hold a range of implements correctly e.g. cricket & rounders bats	Bowl accurately at a target, whether it is under, overarm or bouncing.	Increase speed when bowling	Include a spin when I bowl	Independently assess the fielders and then choose where is best to aim for
		Competently hit a static ball e.g. on a tee/the floor	Develop each skill by becoming quicker, more accurate and showing fewer errors.	Position each implement in order to make a good connection e.g. cricket bat down in front of the stumps	Select when to use the long guard technique when fielding e.g. when a ball is moving very quickly towards you	Run alongside, pick up and throw a ball in 1 smooth action	Use a 'long barrier' effectively and then pick up and throw quickly to save time	Know that sometimes I may have to make a sacrifice to benefit the team e.g. hitting the ball in rounders towards the first base so that the other team mates on 'loaded bases' can all run in to score 3 'runs'
		Keep eye contact with the ball when striking/hitting	Begin to suggest ways that points can be scored/prevented	Pick up/retrieve and return/throw a ball quicker	Support a team mate who is fielding/catching e.g. stand behind a peer or base in case the ball isn't blocked or caught by the first person	Consistently throw to their target/peer	Consistently throw to their target/peer	Apply tactics across a range of games and understand/explain how they link
		Hold a bat or racquet so that the face will strike a ball	Say what was good about your own or another peers/pairs/groups technique	Select appropriate batting skills to use in a game e.g.	Understand why we throw	Begin to assess the fielders and then choose where is best to aim for	Begin to assess the fielders and then choose where is best to aim for	Look at individual skills or techniques and find positives by referring to teaching
		Run alongside a moving ball (prevents standing on it)						
		Bend their knees and lower their hand in front of the ball						
	Roll a ball in a given direction (with power related to ability and the							

		<p>space available)</p> <p>Work cooperatively with a partner by trying to perform a given task/game</p> <p>Keep track of simple scoring and give an honest result e.g. 'we got 15 catches, rather than 115'</p>	<p>Suggest simple ways to improve your own or a peers/pairs/groups technique</p>	<p>to angle their bat/body to the right in rounders as there are less fielders there</p> <p>Instil rules and know their importance</p> <p>Select appropriate throwing skills to use in a game e.g. to throw overarm when far away from the bowler in cricket</p> <p>Peer and self-assess techniques and performances using key teaching points as a guide</p> <p>Discuss what was good about or could be improved in a technique or performance</p>	<p>the ball, rather than run with it e.g. the ball travels much faster when thrown correctly.</p> <p>Know why the rules are there and simple ways to adapt them</p> <p>Begin to explain tactics and why they work</p> <p>Suggest detailed ways on how to refine, improve and modify a skill/technique/decision and justify their opinion</p>	<p>Begin to apply tactics across a range of games and understand/explain how they link</p> <p>Look at individual skills or techniques and find positives by referring to teaching points given</p> <p>Begin to evaluate a team performance</p> <p>Begin to look at my own or others choices at points in a game and reflect on how it could be improved</p> <p>Know safety tips and rules for using equipment and be able to teach younger children.</p>	<p>points given</p> <p>Evaluate a team performance</p> <p>Look at own or others choices at points in a game and reflect on how it could be improved</p> <p>Know safety tips and rules for using equipment and be able to teach younger children.</p> <p>Design and lead my own game.</p>
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<b>Net and Wall</b>	<p>Chest push a larger ball toward a partner (between hips and shoulders)</p> <p>Stand on toes, knees bent and eyes focused on the ball</p> <p>Have hands ready to receive a ball (little fingers - low catch or thumbs touching - high catch)</p> <p>Competently hit a static ball e.g. on a tee/the floor</p> <p>Keep eye contact with the ball</p> <p>Hold a bat or racquet so that the face will strike a</p>	<p>Be able to perform a chest pass, under and overarm throw with improving technique</p> <p>Consistently catch both small and large balls (when the ball is thrown between their knees and shoulders and close to the body)</p> <p>Show increasing accuracy when hitting moving balls (stronger hand and foot)</p> <p>Keep my eye on the ball and surrounding area that I am moving towards</p> <p>Begin to position and balance before hitting a</p>	<p>Be competent at throwing under/overarm and bounce, chest and shoulder passing in controlled tasks e.g. not a full game situation but possibly in groups or as a pair</p> <p>Catch more frequently away from the body e.g. catching a ball below the knees, a step to the side and above their head</p> <p>Angle bats and racquets with increasing accuracy e.g. a child throws the ball and their partner hits it accurately back with an implement</p> <p>Work cooperatively with a</p>	<p>Have a good knowledge of throws and their strengths/weaknesses e.g. overarm travels further, but can lack accuracy.</p> <p>Have increasing control of the balls direction and pace e.g. underarm throws are usually more accurate and used at close range, but swinging your arm back further will increase the distance of the throw</p> <p>Have increased control and accuracy on the forehand side</p> <p>Have some consistency when striking a ball backhanded</p>	<p>Show good control and accuracy on both sides of the body</p> <p>Have knowledge of a range of shots in games e.g. drop shot and smash in tennis</p> <p>Select and use a variety of shots when playing games</p> <p>Take on a variety of roles in a team</p> <p>Explain strengths in myself in others</p> <p>Recognise areas for improvement in myself and others</p>	<p>Show good control and consistent accuracy on both sides of the body.</p> <p>Have good knowledge of a range of shots in games e.g. drop shot and smash in tennis.</p> <p>Select and accurately use a variety of shots when playing games</p> <p>Select when to vary shots in a range of situations e.g. if a player is at the back of the court, play a drop shot</p> <p>Interpret what an opponent might do in order to read the play e.g. the opponent is shaping up to play a drop shot, so preparing to run</p>

		<p>ball</p> <p>Begin to strike moving balls in a forward direction (footwork may be minimal, but the ball should travel in a given direction e.g. back to the direction that it came from)</p> <p>Begin to strike the ball with some control e.g. reducing the swing to prevent excessive power, which may result in the ball travelling anywhere and hitting others</p> <p>Work cooperatively with a partner by trying to perform a given task/game</p>	<p>ball</p> <p>Hit/strike a ball back to a peer so that they can catch it</p> <p>Remember and repeat rules of a game/task</p> <p>Work independently and cooperatively with peers (2+ minutes)</p> <p>Be aware that changing the angle of the bat/racquet will affect the direction it goes in</p> <p>Select high scoring targets and persevere in trying to hit them</p>	<p>peer</p> <p>Have a secure forehand technique with some evidence of using their backhand side</p> <p>Use hand-eye coordination and control to keep a rally going</p> <p>Have some strategies in conditioned games</p> <p>Recognise strengths and weaknesses in an opponent</p> <p>Self-assess techniques and performances using key teaching points as a guide</p> <p>Discuss what was good about or could be improved in a technique or performance</p>	<p>Create my own net/wall game with rules and scores</p> <p>Model and play my game with others</p> <p>Adapt my game to make it easier or harder</p> <p>Have knowledge on how to outwit opponents e.g. pretend to swing quickly, but then tap the ball instead</p> <p>Select these tactics at appropriate times in a game</p> <p>Explain specific aspects of a skill/technique which were effective and be able to use games specific vocabulary</p>	<p>explain safe practice in net and wall games and link this to other areas of the PE curriculum</p> <p>Always listen and work well with others</p> <p>make valued contributions to pair and group discussions</p> <p>Suggest detailed ways on how to refine, improve and modify a skill/technique/decision and justify their opinion</p> <p>Independently lead given warm-ups</p> <p>Use appropriate vocabulary and techniques when leading a warm-up</p>	<p>close to the net in order to return the shot</p> <p>Lead their own warm-up/cool down in front of a group/class</p> <p>Suggest ideas on how others and I could improve, with ideas on what to practise</p> <p>Know safety tips and rules for using equipment and be able to teach younger children.</p> <p>Clearly understand, explain and follow the rules of a range of net and wall games using technical vocabulary.</p>
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<b>Invasion</b>	Position their body close to and in the way of a moving ball	Consistently catch a ball/bean bag	Keep score without adult intervention	Pass away from an opponent so that it's difficult to intercept	Independently officiate games	Show good control across a number of sports e.g. netball, football and hockey
	Prepare their feet or hands to stop the ball	Use my body, legs, arms, hands, feet or implement as a barrier to stop the ball	Independently create their own games to meet criteria, e.g. target or dribbling game.	Start selecting different passes to use e.g. bounce, chest or shoulder pass in netball or basketball	Use appropriate vocabulary and techniques when leading a warm-up	Use speed and agility to get ahead, around or past opponents
	Watch the ball and surrounding area closely	Watch the object carefully and be able to explain why this is important	Consider ways to make games more or less challenging.	Lead given warm-ups and know simple reasons why they are important e.g. to avoid muscle damage and to gradually prepare the heart	Suggest detailed ways on how to refine, improve and modify a skill/technique/decision and justify their opinion	Vary speed as a tactic e.g. to move slowly and then show a sudden burst of pace to receive a pass
	Throw a small ball underarm and chest push a larger ball toward a partner (between hips and shoulders)	Consistently and accurately pass to a static peer	Interpret where the ball is going in order to position myself.	Consistently control and catch a ball outside the normal range e.g. about their head, running onto the ball's movement.	Show a developing control across a number of sports e.g. netball, football and hockey	Accurately select when and how to pass in a range of situations, e.g. chest pass is very accurate, but limited in distance and bounce passes are good against taller opponents
	Bounce a ball to their partner (between knees and chest)	Pass to a moving target - making sure that they know to pass the ball in front of them	Use peripheral vision to see around me.	Catch one handed consistently (with stronger hand)	Begin to use speed and agility to get ahead, around or past opponents	Tackle fairly with good timing and strength
	Roll a ball towards a static peer (so that they do not have to take more than 1 step to either side)	Kick and pass a ball past opponents in adapted games e.g. 2 Vs 1 or 3 Vs 1	Control and catch balls consistently (up to 2 metres/strides away).	Consistently and accurately pass and shoot in some games	Select when and how to pass in a range of situations, e.g. chest pass is very accurate, but limited in distance and bounce passes are good against taller opponents	Read passes accurately in order to intercept and gain possession
	Work independently on a given task for 2 minutes with a peer or group	Begin to move into space before receiving the ball	Move into space and be ready to receive the ball.	Openly discuss tactics that could benefit them, a pair or team e.g. you mark that person as you are a similar height/speed	Outwit opponents by faking and varying the choices made e.g. to look one way, but pass in another direction	
	Show evidence of using the teaching points given e.g. hands ready, bent knees, on toes, eyes on the ball, underarm side stance	Peer and self-assess techniques and performances using key teaching points as a guide.	Discuss what was good about or could be improved in a technique or performance.	Play a game in good spirit/with good sportsmanship	To be able to remain close to an opponent through-out a game	Adapt a formation during a game because it isn't working e.g. moving an attacking player into midfield as the other team always has possession in the middle of the pitch/court/field
	Observe peers carefully and try out successful skills/techniques			Correctly assess a	Tackle fairly	Look at individual skills or techniques and find positives
	Describe what others have done well and relate to				Begin to read passes in order to intercept and gain possession	

		basic teaching points			<p>game/space and select when to pass, dribble or shoot e.g. lots of space (dribble), 2 defenders close by (pass)</p> <p>Be aware of surrounding team mates and opponents</p> <p>Communicate clearly with peers</p> <p>Explain specific aspects of a skill/technique which were effective and be able to use games specific vocabulary</p>	<p>Explain reasons behind for a team formation</p> <p>Begin to evaluate a team performance</p> <p>Begin to look at my own or others choices at points in a game and reflect on how it could be improved</p> <p>Lead their own warm-up/cool down in front of a small group.</p> <p>Explain safe practice in invasion games and link this to other areas of the PE curriculum</p>	<p>by referring to teaching points given</p> <p>Evaluate a team performance</p> <p>Look at my own or others choices at points in a game and reflect on how it could be improved</p> <p>Lead their own warm-up/cool down in front of a class</p> <p>Know safety tips and rules for using equipment and be able to teach younger children.</p>
Athletics	Running	<p>Vary their 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 in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being 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.</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>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</p>

		change direction when jogging or sprinting.	Run with basic techniques following a curved line.  Be able to maintain and control a run over different distances			Identify and demonstrate stamina, explaining its importance for runners.	most appropriate pace for different distances and different parts of the run.  Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
	<b>Jumping</b>	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.  Jump as far as possible.  Land safely and with control.  Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Combine different jumps together with some fluency and control.  Jump for distance from a standing position with accuracy and control.  Investigate the best jumps to cover different distances.  Choose the most appropriate jumps to cover different distances.  Know that the leg muscles are used when performing a jumping action	Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.  Develop an effective flight phase for the standing long jump.  Land safely and with control	Learn how to combine a hop, step and jump to perform the standing triple jump.  Land safely and with control.  Begin to measure the distance jumped.	Improve techniques for jumping for distance.  Perform an effective standing long jump.  Perform the standing triple jump with increased confidence.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control.  Measure the distance and height jumped with accuracy.  Investigate different jumping techniques.	Develop the technique for the standing vertical jump.  Maintain control at each of the different stages of the triple jump. Land safely and with control.  Develop and improve their techniques for jumping for height and distance and support others in improving their performance.  Perform and apply different types of jumps in other contexts.  Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

	<b>Throwing</b>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by 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.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>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.</p> <p>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.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
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