



# St Mary and St Peter Catholic Primary School

## Progression in Physical Education

Nursery	<p><b>Autumn</b></p> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"><li>- Children will explore large mark making movements.</li><li>- Children will use a range of one-handed tools.</li></ul> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"><li>- Children will know how to hop and will begin to balance on 1 leg.</li><li>- Children will explore different ways of moving.</li></ul> <p><b>Spring</b></p> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"><li>- Children will learn to zip up their coat.</li><li>- Children will begin to show a preference for a dominant hand.</li></ul> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"><li>- Children will know how to throw a ball.</li><li>- Children can climb using alternate feet.</li></ul> <p><b>Summer</b></p> <p><u>Fine Motor</u></p> <ul style="list-style-type: none"><li>- Children will be able to use tweezers and double loop scissors more effectively.</li></ul> <p><u>Gross Motor</u></p> <ul style="list-style-type: none"><li>- Children will know how to ride a tricycle.</li></ul> <p>Children will develop balance and co-ordination.</p>
Reception	<p><b>Autumn</b></p>

Fine Motor

- Children will make meaningful marks.

Gross Motor

- Children to begin to show good control over a ball (rolling, throwing and catching).
- Children will become more aware of spatial reasoning.

**Spring**

Fine Motor

- Children will know how to use cutlery effectively.
- Children will know the correct pencil grip and posture for sitting.
- Children will know how to use two-hole scissors effectively.

Gross Motor

- Children will be able to sit at a table, demonstrating good posture.
- Children to develop good core strength to aid when balancing.

**Summer**

Fine Motor

- Children will be able to make accurate drawings and letters that can be seen by themselves and others.

Gross Motor

- Children will be able to effectively move by rolling, crawling, walking, jumping, running, hopping and skipping.
- Develop ball skills including throwing, catching, kicking and aiming.

Content Domain	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>  <b>Critical knowledge</b>	<b>Shapes:</b> understand that I can improve my shapes by extending parts of my body. <b>Balances:</b> know that balances should be held for 5 seconds. <b>Rolls:</b> know that I can use different shapes to roll. <b>Jumps:</b> know that landing on the balls of my feet helps me to land with control. <b>Strategy:</b>	<b>Shapes:</b> know that some shapes link well together. <b>Balances:</b> understand that squeezing my muscles helps me to balance. <b>Rolls:</b> understand that there are different teaching points for different rolls. <b>Jumps:</b> understand that looking forward will help me to land with control. <b>Strategy:</b> know that if I use shapes that link well	<b>Shapes:</b> understand how to use body tension to make my shapes look better. <b>Balances:</b> understand that I can make my balances look interesting by using different levels. <b>Rolls:</b> understand the safety considerations when performing more difficult rolls. <b>Jumps:</b> understand that I can change the take off and shape of my jumps to make them look	<b>Shapes:</b> understand how shapes can be used to improve my sequence. <b>Inverted movements:</b> know that inverted movements are actions in which my hips go above my head. <b>Balances:</b> know how to keep myself and others safe when performing partner balances. <b>Rolls:</b> understand that I can keep the shape of my roll using body tension.	<b>Shapes:</b> understand that shapes underpin all other skills. <b>Inverted movements:</b> understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. <b>Balances:</b> understand how to use contrasting balances to make my sequences look interesting. <b>Rolls:</b> understand that I need to work within my own capabilities and this may be different to others. <b>Jumps:</b>	<b>Shapes:</b> know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. <b>Balances:</b> know where and when to apply force to maintain control and balance. <b>Rolls:</b> understand that I can use momentum to help me to roll and know where that momentum from. <b>Jumps:</b> understand that taking off

	know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	together it will help my sequence to flow	interesting. <b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting	Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. <b>Strategy:</b> know that if I use different directions it will help to make my sequence look interesting.	understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. <b>Strategy:</b> know that if I use different pathways it will help to make my sequence look interesting.	from two feet will give me more height and therefore more time in the air. <b>Strategy:</b> know that if I use changes in formation it will help to make my sequence look interesting
<b>Critical Skills</b>	<ul style="list-style-type: none"> <li>• Perform balances making their body tense, stretched and curled.</li> <li>• Take body weight on hands for short periods of time.</li> <li>• Demonstrate poses and movements that challenge their flexibility.</li> <li>• Remember, repeat and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform balances on different body parts with some control and balance.</li> <li>• Take body weight on different body parts, with and without apparatus.</li> <li>• Show increased awareness of extension and flexibility in actions.</li> <li>• Copy, remember, repeat and plan linking simple actions with some control and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete balances with increasing stability, control and technique.</li> <li>• Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</li> <li>• Demonstrate increased flexibility and extension in their actions.</li> <li>• Choose actions that flow well into one another both on and off apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Use body tension to perform balances both individually and with a partner.</li> <li>• Demonstrate increasing strength, control and technique when taking own and others weight.</li> <li>• Demonstrate increased flexibility and extension in more challenging actions.</li> <li>• Plan and perform sequences showing control and technique with and</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing control and balance when moving from one balance to another.</li> <li>• Use strength to improve the quality of an action and the range of actions available.</li> <li>• Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>• Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine and perform more complex balances with control, technique and fluency.</li> <li>• Demonstrate more complex actions with a good level of strength and technique.</li> <li>• Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</li> <li>• Plan and perform with precision, control and fluency, a</li> </ul>

				without a partner.		sequence of actions including a wide range of skills.
<b>Dance</b>	<p><b>Actions:</b> understand that actions can be sequenced to create a dance.</p> <p><b>Dynamics:</b> understand that I can create fast and slow actions to show an idea.</p> <p><b>Space:</b> understand that there are different directions and pathways within space.</p> <p><b>Relationships:</b> understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p><b>Performance:</b> know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have</p>	<p><b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p><b>Dynamics:</b> understand that I can change the way I perform actions to show an idea.</p> <p><b>Space:</b> know that I can use different directions, pathways and levels in my dance.</p> <p><b>Relationships:</b> know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p><b>Performance:</b> know that using facial expressions helps to show the mood of my dance.</p> <p><b>Strategy:</b> know that if I practice my dance my performance will improve.</p>	<p><b>Actions:</b> understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p><b>Dynamics:</b> understand that all actions can be performed differently to help to show effect.</p> <p><b>Space:</b> understand that I can use space to help my dance to flow.</p> <p><b>Relationships:</b> understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p><b>Performance:</b> understand that I can use timing techniques such as canon and unison to create effect.</p> <p><b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p>	<p><b>Actions:</b> understand that some actions are better suited to a certain character, mood or idea than others.</p> <p><b>Dynamics:</b> understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p><b>Space:</b> understand that space can be used to express a certain character, mood or idea.</p> <p><b>Relationships:</b> understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p><b>Performance:</b> know that being aware of other performers in my group will help us to move in time.</p> <p><b>Strategy:</b> know that I can select from a range of dance techniques to translate my idea.</p>	<p><b>Actions:</b> understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p><b>Dynamics:</b> understand that different dance styles utilise selected dynamics to express mood.</p> <p><b>Space:</b> understand that space relates to where my body moves both on the floor and in the air.</p> <p><b>Relationships:</b> understand that different dance styles utilise selected relationships to express mood.</p> <p><b>Performance:</b> understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p><b>Strategy:</b> know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p><b>Actions:</b> understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p><b>Dynamics:</b> understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p><b>Space and relationships:</b> know that combining space and relationships with a prop can help me to express my dance idea.</p> <p><b>Performance:</b> understand how a leader can ensure our dance group performs together.</p> <p><b>Strategy:</b> know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
<b>Critical Knowledge</b>						

	<p>finished.  <b>Strategy:</b> know that if I use exaggerated actions it helps the audience to see them clearly.</p>					
<p><b>Critical Skill</b></p>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat actions.</li> <li>• Choose actions for an idea.</li> <li>• Use changes of direction, speed and levels with guidance.</li> <li>• Begin to use counts.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat a series of actions.</li> <li>• Select from a wider range of actions in relation to a stimulus.</li> <li>• Use pathways, levels, shapes, directions, speeds and timing with guidance.</li> <li>• Use counts with help to stay in time with the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy remember and perform a dance phrase</li> <li>• Create short dance phrases that communicate an idea.</li> <li>• Use canon, unison and formation to represent an idea.</li> <li>• Use counts to keep in time with a partner and group.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, remember and adapt set choreography</li> <li>• Choreograph considering structure individually, with a partner and in a group</li> <li>• Use action and reaction to represent an idea.</li> <li>• Use counts when choreographing short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</li> <li>• Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</li> <li>• Confidently perform choosing appropriate dynamics to represent an idea</li> <li>• Use counts accurately when choreographing to perform in time with others and the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform dances confidently and fluently with accuracy and good timing.</li> <li>• Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</li> <li>• Improvise and combine dynamics demonstrating an awareness of the impact on performance.</li> <li>• Use counts when choreographing and performing to improve the quality of work.</li> </ul>

<p><b>Games</b></p> <p><b>Critical Knowledge</b></p>	<p><b>Hitting:</b> know to use the centre of the racket for control. <b>Feeding:</b> know to use an underarm throw to feed to a partner. <b>Rallying:</b> know that throwing/hitting to my partner with not too much power will help them to return the ball. <b>Footwork:</b> know that using a ready position will help me to move in any direction. <b>Tactics:</b> know that tactics can help us to be successful when playing games. <b>Rules:</b> know that rules help us to play fairly. Hitting: know to use the centre of the racket for control. <b>Feeding:</b> know to use an</p>	<p><b>Sending &amp; receiving:</b> know to control the ball before sending it. <b>Dribbling:</b> know that keeping my head up will help me to know where defenders are. <b>Space:</b> know that moving into space away from defenders helps me to pass and receive a ball. <b>Attacking:</b> know that when my team is in possession of the ball, I am an attacker and we can score. <b>Defending:</b> know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. <b>Tactics:</b> understand and apply simple tactics</p>	<p><b>Sending &amp; receiving:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. <b>Dribbling:</b> know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. <b>Space:</b> know that by spreading out as a team we move the defenders away from each other. <b>Attacking and defending:</b> know my role as an attacker and defender. <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. <b>Rules:</b> know the rules of the game and begin to apply them <b>Shots:</b> know that pointing the racket face/my hand where I want the ball to go and turning my body</p>	<p><b>Sending &amp; receiving:</b> know that cushioning a ball will help me to control it when receiving it. <b>Dribbling:</b> know that protecting the ball as I dribble will help me to maintain possession. <b>Space:</b> know that moving into space will help my team keep possession and score goals. <b>Attacking:</b> recognise when to pass and when to shoot. <b>Defending:</b> know when to mark and when to attempt to win the ball. <b>Tactics:</b> know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. <b>Rules:</b> know and understand the</p>	<p><b>Sending &amp; receiving:</b> know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control. <b>Dribbling:</b> know that dribbling in different directions will help to lose a defender. <b>Space:</b> know that by moving to space even if not receiving the ball will create space for a teammate. <b>Tactics:</b> understand the need for tactics and identify when to use them in different situations. <b>Rules:</b> understand and apply rules in a variety of invasion games whilst playing and officiating. <b>Shots:</b> know which skill to choose for the situation e.g. a volley if the ball is close to the net. <b>Serving:</b> know that serving is how to start a game or rally and use the rules applied to the activity for serving. <b>Rallying:</b> know that playing the appropriate shot will help to keep the rally going. Know that control is more important</p>	<p><b>Sending &amp; receiving:</b> understand and make quick decisions about when, how and who to pass to. <b>Dribbling:</b> choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. <b>Space:</b> understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. <b>Tactics:</b> know how to create and apply a tactic for a specific situation or outcome. <b>Rules:</b> understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating <b>Shots:</b> understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over</p>

	<p>underarm throw to feed to a partner.  <b>Rallying:</b> know that throwing/hitting to my partner with not too much power will help them to return the ball.</p>	<p>for attack and defence. <b>Rules:</b> know how to score points and follow simple rules. Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. <b>Feeding:</b> know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. <b>Rallying:</b> know that sending the ball towards my partner will help me to keep a rally going. <b>Footwork:</b> know that using a ready position helps me to react quickly and return/catch a ball.</p>	<p>will help me to hit accurately. <b>Rallying:</b> know that hitting towards my partner will help them to return the ball easier and keep the rally going. <b>Footwork:</b> know that moving to the middle of my court will enable me to cover the most space.</p>	<p>rules to be able to manage our own game. <b>Shots:</b> understand when to play a forehand and a backhand and why. <b>Rallying:</b> know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. <b>Footwork:</b> know that getting my feet in the right position will help me to balance before playing a shot.</p>	<p>than power to keep a rally going. <b>Footwork:</b> know that using small, quick steps will allow me to adjust my stance to play a shot</p>	<p>the net if I have just moved my opponent to the back of the court. <b>Serving:</b> begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. <b>Rallying:</b> understand how to play different shots depending on if a rally is co-operative or competitive. <b>Footwork:</b> know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p>
<b>Critical Skills</b>	<ul style="list-style-type: none"> <li>• Drop and catch a ball after one bounce on the move.</li> <li>• Move a ball using different parts of the foot.</li> <li>• Throw and roll towards a target with some varying techniques.</li> <li>• Kick towards a</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble a ball with two hands on the move.</li> <li>• Dibble a ball with some success, stopping it when required.</li> <li>• Throw and roll towards a target using varying techniques with some success.</li> <li>• Show balance when kicking towards a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble the ball with one hand with some control in game situations</li> <li>• Dribble a ball with feet with some control in game situations.</li> <li>• Use a variety of throwing techniques in game situations.</li> <li>• Kick towards a partner in game situations.</li> <li>• Catch a ball passed to them</li> </ul>	<ul style="list-style-type: none"> <li>• Link dribbling the ball with other actions with increasing control.</li> <li>• Change direction when dribbling with feet with some control in game situations.</li> <li>• Use a variety of throwing techniques with increasing success in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dribbling to change the direction of play with some control under pressure.</li> <li>• Dribble with feet with some control under increasing pressure.</li> <li>• Use a variety of throwing techniques with some control under increasing pressure.</li> <li>• Use a variety of kicking techniques with some control</li> </ul>	<ul style="list-style-type: none"> <li>• Use dribbling to change the direction of play with control under pressure</li> <li>• Use a variety of dribbling techniques to maintain possession under pressure</li> <li>• Use a variety of throwing techniques including fake passes to outwit an opponent.</li> </ul>

	<ul style="list-style-type: none"> <li>stationary target.</li> <li>Catch a beanbag and a medium-sized ball.</li> <li>Attempt to track balls and other equipment sent to them.</li> <li>Strike a stationary ball using a racket.</li> <li>Run, stop and change direction with some balance and control.</li> <li>Recognise space in relation to others.</li> <li>Begin to use simple tactics with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Catch an object passed to them, with and without a bounce.</li> <li>Move to track a ball and stop it using feet with limited success.</li> <li>Strike a ball using a racket.</li> <li>Run, stop and change direction with balance and control.</li> <li>Move to space to help score goals or limit others scoring.</li> <li>Use simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>using one and two hands with some success.</li> <li>Receive a ball sent to them using different parts of the foot.</li> <li>Strike a ball with varying techniques.</li> <li>Change direction with increasing speed in game situations.</li> <li>Use space with some success in game situations.</li> <li>Use simple tactics individually and within a team.</li> </ul>	<ul style="list-style-type: none"> <li>Kick with increasing success in game situations.</li> <li>Catch a ball passed to them using one and two hands with increasing success.</li> <li>Receive a ball using different parts of the foot under pressure</li> <li>Strike a ball using varying techniques with increasing accuracy.</li> <li>Change direction to lose an opponent with some success</li> <li>Create and use space with some success in game situations.</li> <li>Use simple tactics to help their team score or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>under increasing pressure.</li> <li>Catch and intercept a ball using one and two hands with some success in game situations.</li> <li>Receive a ball using different parts of the foot under pressure with increasing control.</li> <li>Strike a ball using a wider range of skills. Apply these with some success under pressure.</li> <li>Use a variety of techniques to change direction to lose an opponent.</li> <li>Create and use space for self and others with some success.</li> <li>Understand the need for tactics and can identify when to use them in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply the appropriate kicking technique with control.</li> <li>Catch and intercept a ball using one and two hands with increasing success in game situations.</li> <li>Receive a ball with consideration to the next move.</li> <li>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</li> <li>Confidently change direction to successfully outwit an opponent.</li> <li>Effectively create and use space for self and others to outwit an opponent.</li> <li>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</li> </ul>
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<p><b>Athletics/ fitness/OAA</b></p> <p><b>Critical Knowledge</b></p>	<p><b>Running:</b> understand that if I swing my arms it will help me to run faster. <b>Jumping:</b> know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. <b>Throwing:</b> know that stepping forward with my opposite foot to hand will help me to throw further. <b>Rules:</b> know that rules help us to play fairly <b>Agility:</b> understand that bending my knees will help me to change direction. <b>Balance:</b> know that looking ahead will help me to balance. <b>Co-ordination:</b> know that using</p>	<p><b>Running:</b> know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. <b>Jumping:</b> know that swinging my arms forwards will help me to jump further. <b>Throwing:</b> know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. <b>Rules:</b> know how to follow simple rules when working with others. <b>Agility:</b> know using small quick steps helps me to change direction. <b>Balance:</b> understand that I can squeeze my muscles to help me to balance. <b>Co-ordination:</b> understand that some skills require me to move body parts at different times such as skipping. <b>Speed:</b> know that I take shorter steps to jog</p>	<p><b>Running:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. <b>Jumping:</b> know that if I jump and land in quick succession, the momentum will help me to jump further. <b>Throwing:</b> understand that the speed of the movement helps to create power. <b>Rules:</b> know the rules of the event and begin to apply them. <b>Agility:</b> understand how agility helps us with everyday tasks. <b>Balance:</b> understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. <b>Speed:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. <b>Strength:</b> know</p>	<p><b>Running:</b> understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. <b>Jumping:</b> understand that transferring weight will help me to jump further. <b>Throwing:</b> understand that transferring weight will help me to throw further. <b>Rules:</b> know and understand the rules to be able to manage our own events. <b>Agility:</b> know that keeping my elbows bent when changing direction will help me to stay balanced. <b>Balance:</b> understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p>	<p><b>Running:</b> understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. <b>Jumping:</b> know that if I drive my knees high and fast I can build power and therefore distance in my jumps. <b>Throwing:</b> know how to transfer my weight in different throws to increase the distance. <b>Rules:</b> understand and apply rules in a variety of events using official equipment. <b>Agility:</b> understand that to change direction I push off my outside foot and turn my hips. <b>Balance:</b> understand that dynamic balances are harder than static balances as my centre of gravity changes. <b>Co-ordination:</b> understand that people will have varying levels of co-ordination and that I can get better with practice. <b>Speed:</b> understand that taking big consistent strides will help to create</p>	<p><b>Running:</b> understand that I need to prepare my body for running and know the muscle groups I will need to use. <b>Jumping:</b> understand that a run up builds speed and power and enables me to jump further. <b>Throwing:</b> understand that I need to prepare my body for throwing and know the muscle groups I will need to use. <b>Rules:</b> understand and apply rules in events that pose an increased risk <b>Agility:</b> understand that agility requires speed, strength, good balance and co-ordination. <b>Balance:</b> know where and when to apply force to maintain control and balance. <b>Co-ordination:</b> understand that co-ordination also requires good balance and know how to achieve this. <b>Speed:</b> know that speed can be improved by training</p>

	<p>the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p><b>Speed:</b> understand that if I swing my arms it will help me to run faster.</p> <p><b>Strength:</b> understand that exercise helps me to become stronger.</p> <p><b>Stamina:</b> understand that when I move for a long time it can make me feel hot and I breathe faster</p> <p><b>Problem solving:</b> know that working collaboratively with others will help to solve challenges.</p> <p>Navigational <b>skills:</b> know that deciding which way to go before starting will help me.</p> <p><b>Communication:</b> know that using short instructions will help my partner e.g. start/stop.</p> <p><b>Reflection:</b> identify when I</p>	<p>and bigger steps to run. <b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag. <b>Stamina:</b> know that I need to run slower if running for a long period of time.</p> <p><b>Problem solving:</b> know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p><b>Navigational skills:</b> understand that the map tells us what to do. <b>Communication:</b> know to use encouraging words when speaking to a partner or group to help them to trust me. <b>Reflection:</b> verbalise when I am successful and areas that I could improve. <b>Rules:</b> know how to follow and apply simple rules</p>	<p>that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p><b>Stamina:</b> understand how stamina helps us in other life activities</p> <p><b>Problem solving:</b> know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p><b>Navigational skills:</b> know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p><b>Communication:</b> know to take turns when giving ideas and not to interrupt each other. <b>Reflection:</b> reflect on when and why I am successful at solving challenges.</p> <p><b>Rules:</b> know that using the rules honestly will help to keep myself and others safe.</p>	<p><b>Co-ordination:</b> understand that if I begin in a ready position I can react quicker. <b>Speed:</b> understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p><b>Strength:</b> understand that strength comes from different muscles and know how I can improve my strength.</p> <p><b>Stamina:</b> understand that I need to pace myself when running further or for a long period of time.</p> <p><b>Problem solving:</b> know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational <b>skills:</b> understand how to use a key and use the cardinal points on a map to orientate it.</p> <p><b>Communication:</b> understand that there are different types of communication and that I can</p>	<p>a rhythm that allows me to run faster. <b>Strength:</b> know the muscles I am using by name. <b>Stamina:</b> understand that keeping a steady breath will help me to move for longer periods of time</p> <p><b>Problem solving:</b> recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p><b>Navigational skills:</b> use a key to identify objects and locations.</p> <p><b>Communication:</b> know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p><b>Reflection:</b> reflect on when I am successful at solving challenges and alter my methods in order to improve. <b>Rules:</b> know that abiding by rules will enable my classmates to complete the course e.g. not moving controls</p>	<p>and know which speed to select for the distance.</p> <p><b>Strength:</b> understand that I can build up my strength by practicing in my own time.</p> <p><b>Stamina:</b> know which exercises can develop stamina and understand that it can be improved by training over time.</p> <p><b>Problem solving:</b> understand that being able to solve problems is an important life skill.</p> <p><b>Navigational skills:</b> understand why having good navigational skills are important.</p> <p><b>Communication:</b> know that good communication skills are key to solving problems and working effectively as a team. <b>Reflection:</b> with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. <b>Rules:</b> understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
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	<p>am successful and make basic observations about how to improve. <b>Rules:</b> know that rules help us to play fairly.</p>			<p>communicate without talking. <b>Reflection:</b> with increased accuracy, critically reflect on when and why I am successful at solving challenges. <b>Rules:</b> understand the importance of working with integrity</p>		
<p><b>Critical Skills</b></p>	<ul style="list-style-type: none"> <li>• Attempt to run at different speeds showing an awareness of technique.</li> <li>• Begin to link running and jumping movements with some control.</li> <li>• Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>• Throw towards a target.</li> <li>• Show some control and balance when travelling at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance and coordination when running at different speeds.</li> <li>• Link running and jumping movements with some control and balance.</li> <li>• Show hopping and jumping movements with some balance and control.</li> <li>• Change technique to throw for distance.</li> <li>• Show control and balance when travelling at different speeds.</li> <li>• Demonstrates balance and co-ordination when changing direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance, coordination and technique when running at different speeds, stopping with control.</li> <li>• Link running, hopping and jumping actions using different take offs and landing</li> <li>• Jump for distance and height with an awareness of technique.</li> <li>• Throw a variety of objects, changing action for accuracy and distance.</li> <li>• Demonstrate balance when performing other fundamental skills.</li> <li>• Show balance when changing direction in combination with other skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how and when to speed up and slow down when running.</li> <li>• Link hopping and jumping actions with some control.</li> <li>• Jump for distance and height showing balance and control.</li> <li>• Throw with some accuracy and power towards a target area.</li> <li>• Demonstrate good balance when performing other fundamental skills</li> <li>• Show balance when changing direction at speed in combination</li> </ul>	<ul style="list-style-type: none"> <li>• Run at the appropriate speed over longer distances or for longer periods of time</li> <li>• Show control at takeoff and landing in more complex jumping activities.</li> <li>• Perform a range of more complex jumps showing some technique.</li> <li>• Show accuracy and power when throwing for distance.</li> <li>• Demonstrate good balance and control when performing other fundamental skills.</li> <li>• Demonstrate improved body posture and speed when changing direction</li> <li>• Can co-ordinate a range of body parts at increased speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</li> <li>• Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>• Perform jumps for height and distance using good technique.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Show fluency and control when travelling, landing, stopping and changing direction.</li> <li>• Change direction with a fluent</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to show balance and co-ordination when changing direction.</li> <li>• Use co-ordination with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform actions with increased control when co-ordinating their body with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Can co-ordinate their bodies with increased consistency in a variety of activities.</li> </ul>	<p>with other skills.</p> <ul style="list-style-type: none"> <li>• Begin to co-ordinate their body at speed in response to a task.</li> </ul>		<p>action and can transition smoothly between varying speeds.</p> <ul style="list-style-type: none"> <li>• Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</li> </ul>
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