



Churchside Federation

Progression Document for PE



SWIMMING AND WATER-SAFETY (KS2)			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
3	Know how to enter and exit the water safely. Know how to check the depth of water and identify dangers around water. Know that you should never swim on your own.	Submerge and regain feet in water. Put your head under water and blow bubbles. Glide on front and back. Float on front and back for short periods of time. Use arms and legs to move through the water.	Glide, float, submerge Safety, danger, depth
4	Know how lakes, sea, rivers etc. pose additional dangers to a swimming pool. Know the importance of keeping yourself safe when helping someone else in difficulty. Know that you should stay calm, float and breathe if you fall into water.	Breathe in sync with an isolated kicking action from the poolside. Confidently roll from front to back and then regain a standing position. Use some different strokes to move through the water. Swim between 10 and 20m unaided and longer distances with a float.	Breathing, stroke Front crawl, back crawl, breast stroke sculling
5	Know that floating, treading water and sculling can help you survive if you fall into water. Know how to use flotation devices etc. to safely help someone from the side of the pool without entering the water yourself.	Co-ordinate breath in time with basic strokes. Demonstrate a fair level of technique for different strokes, consistently co-ordinating the correct body parts. Be able to float and tread water for at least 30 seconds. Swim at least 25m unaided.	Tread water Dolphin kick, butterfly Inhale, exhale Self rescue
6	Know the most appropriate survival techniques for different situations.	Demonstrate a smooth and consistent breathing technique with a range of strokes. Confidently demonstrate good technique in a range of different strokes over increasing distances.	
NC	By the end of KS2, pupils should: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations - develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success		

DANCE			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Recognise and demonstrate: jumping, hopping, skipping, and dancing.	Copy basic actions. Travel in different ways using the space around them. Begin to count to music.	Run, jump, hop, skip, climb, dance, roll Count Music
ELG	<u>Gross Motor Skills</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
1	Know what speed, level and direction mean. Know that an action can express an idea or feeling.	Copy and remember actions. Choose an action for an idea. Begin to use count.	Direction, speed, level. Count
2	Know what it means to mirror a partner. Know what it means to move in unison. Know that actions in a dance can show a character.	Copy, remember and repeat a series of actions. Use different pathways, levels, shapes, directions, speeds and timings (with guidance). Use counts to help stay in time.	Repeat Pathway, shape, timing Partner, mirror, unison
NC	By the end of KS1, pupils should : - perform dances using simple movement patterns. - engage in co-operative physical activities. - become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		
3	Know that a dance can communicate an idea. Know what it means to move in cannon and unison.	Copy and remember a dance phrase. Use counts to keep in time with a partner and group. Match the dynamic and expressive qualities of their movements to the stimulus or idea.	Dance phrase Cannon, unison Evaluate
4	Know that actions and reactions can be used to represent an idea. Know that changes in dynamics can show changes in character, narrative or idea.	Copy, remember and adapt set choreography. Choreograph on their own as well as with a partner or group. Use counts when choreographing short dance phrases.	Choreograph/er/y Dynamics Expression Constructive feedback
5	Know the difference between mirroring and matching. Know some features of a dance style studied.	Accurately copy and repeat set choreography in different styles showing a good sense of timing. Use counts to perform in time with others and music. Choreograph phrases individually and with others, considering dynamics, space and relationships in response to a stimulus.	Dance style Dynamics, space, relationship Face to face, diagonally, moving away or together Matching
6	Know that different emotions can be expressed through the choices made in dynamics, actions, space and relationships.	Perform dances confidently and fluently with accuracy and good timing. Use counts to improve the quality of their work.	<i>Application of all previously taught vocabulary to evaluate and suggest improvements to their performances.</i>

		Work creatively and imaginatively individually and with a partner or group to structure longer dances in response to a theme.	
NC	By the end of KS2, pupils should: - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement - apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. - enjoy communicating, competing and collaborating with each others.		

BODY MANAGEMENT THROUGH GYMNASTICS AND YOGA			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Know how they feel after an activity compared to how they feel lying still on the ground. Recognise and demonstrate: rolling, jumping, hopping, skipping, climbing, and running.	Create shapes showing a basic level of stillness using different body parts. Copy and link simple actions together. Try new activities and talk about what they enjoy. Talk about when they do and don't need help. Move around in a space safely.	Still, shape, Body parts: arms, legs, head, back, roll, jump, hop, skip, climb, run, safe
ELG	<u>Gross Motor Skills</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Managing Self:</u> Be able to be confident to try new activities and show independence, resilience and perseverance in the face of challenges.		
1	Know what it means to balance, stretch and curl. Know that balancing means to hold your whole body still.	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Remember, repeat and link simple actions together.	Tense, stretch, curl Action, link Balance
2	Know that putting your arms out can aid balance. Know that when you jump you should land on the front of your foot and bend your knees.	Perform balances on different body parts with some control. Take body weight on different body parts. Copy, remember, repeat and plan simple linking actions with some control and technique.	Control Apparatus Star, tuck, dish, pike, arch, front support, back support, straddle
NC	By the end of KS1, pupils should: - Master basic movements as well as developing balances, agility and co-ordination. - become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		
3	Know that a good sequence should flow smoothly from one action into another. Know that you create body tension by tensing all your muscles. Know that you should land softly when you jump.	Hold balances with increasing stability control and technique. Take weight on different body parts for longer periods of time. Choose actions that flow well into one another on and off apparatus.	Flow, sequence, Stable Points, patches, Tension Evaluate Star jump, tuck jump, straight jump
4	Know an inverted movement is any when you are upside down Know that a wrist grip improves stability when holding hands. Know that to be safe you should only stand on a partner where there is a base for support (e.g. over hips or shoulders).	Use body tension to perform balances individually and with a partner. Demonstrate increasing control, strength and technique when taking your own and others body weight. Plan and perform sequences with and without a partner.	Partner, wrist grip, base Rotation, half/quarter/full turn, Inverted movement, barrel roll, bridge, shoulder stand, forwards roll, straddle roll Constructive feedback
5	Know that variations in level, speed and direction can make a sequence more interesting. Know the key features of specific actions taught.	Show increasing control when moving from one balance to another.	Symmetrical, asymmetrical Level, speed, direction, pathway Cartwheel, backwards roll, handstand, headstand

		Create and perform more complex sequences of actions with a good level of control, quality and technique, both with and without a partner. Act on constructive feedback to improve performances.	
6	Know that counter-balance is when you push towards each other to balance. Know that counter-tension is when you pull away from each other to balance.	Combine and perform more complex balances and actions with control, technique and fluency. Confidently transition from one action to another to create interesting sequences, alone and with others. Describe how they have improved performances and plans for improving further,	Counter-tension, counter-balance Level, speed, direction, pathway, timing Canon, synchronisation vault
NC	By the end of KS2, pupils should: - develop flexibility, strength control and balance. - compare their performances with previous ones and demonstrate improvement - apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.		

OUTDOOR ADVENTUROUS ACTIVITIES			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Know that they can take their jumper off to cool down or put a coat on to keep warm. Know that a challenge is when you try something tricky or new.	Follow simple instructions. Share ideas with others. Explore activities and make decisions in response to a task. Talk about when they do and don't need help.	Instruction, rule, safe, help, turn, fair, challenge
ELG	<u>Gross Motor Skills</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. <u>Building Relationships:</u> Be able to work and play fairly and take turns with others. <u>Managing Self:</u> Be able to be confident to try new activities and show independence, resilience and perseverance in the face of challenges.		
1	Know that you need to follow rules and be kind to play fairly. Know that we might have different ideas to each other and we need to talk to solve minor disagreements.	Follow instructions. Work with a partner or small group. Suggest ideas to solve a task. Copy a simple map/diagram.	Partner, group Task Fair, unfair Map, diagram,
2	Recognise that good sportsmanship includes playing fairly, being kind, avoiding arguments and trying your best. Know that you may have to try out different ideas before you can solve a task.	Follow instructions accurately. Co-operate with a partner or small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map.	Accuracy, Co-operate Map, diagram, symbol, plan Trial and error
NC	By the end of KS1, pupils should: - Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations - become increasingly competent and confident and access a broad range of opportunities individually and with others.		
3	Know that collaboration means taking turns, listening to each other's ideas and avoiding disagreements.	Give simple instructions and follow instructions from a peer. Work collaboratively with a partner or small group. Plan and attempt to apply strategies to solve problems. Orientate and follow a map/diagram.	Orientate/orienteering plan, solve problems collaborate, listen
4	Know that you should talk about different ideas before trying them out. Know that good collaboration means staying positive, accepting constructive criticism and encouraging everyone to be involved.	Accurately follow instructions and give clear instructions to others. Collaborate to plan and apply strategies to solve problems. Identify key symbols on a map and use a key to move around a grid.	Symbol, key clear instruction,
5	Know that a good leader makes sure that everyone is involved, and listens to their ideas. Know that you sometimes have to compromise for the benefit of the team. Know that you can learn from mistakes and disappointment.	Use clear communication within a group, taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies to solve more complex challenges. Orientate a map and use it to navigate a course.	Navigate, course Strategy Communicate, compromise

6	Know that you should evaluate the strengths and weaknesses of different ideas before choosing a strategy.	Confidently lead others and ensure all in a group are included. Co-operate effectively as part of a team. Orientate a map, identifying key features to navigate around a course.	Evaluate, strength, weakness Effective communication
NC	By the end of KS2, pupils should: - take part in outdoor and adventurous activity challenges both individually and within a team. - enjoy communicating, collaborating and competing with each other		

FITNESS, FUNDAMENTAL SKILLS and ATHLETICS			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Recognise that they might need a drink after exercise or they can take their jumper off when they get hot to cool down. Recognise and demonstrate: running, jumping, hopping, skipping, climbing and throwing.	Run and stop with some control. Throw larger balls and beanbags into space. Move different body parts separately and together. Move around in a space safely.	Body parts: arms, legs, head, back, ??? Roll, jump, hop, skip, climb, run, throw, stop safe
ELG	<u>Gross Motor Skills</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Building Relationships:</u> Be able to work and play fairly and take turns with others.		
1	Know that using your arms can help you run more quickly. Know that when running for a longer distance you should go slower at the start. Look forward when jumping. Look at and point towards the target when throwing.	Link running and jumping movements. Run at different speeds. Throw towards a target. Compare a jump, leap or hop and choose which allows them to move the furthest.	Jump, leap, hop, further/furthest Faster/fastest Aim, target
2	Know that you should bend your knees and swing your arms before take-off and bend knees to land softly when jumping. Stand sideways when throwing with the opposite leg forward to arm. Balance when running by moving opposite arms and legs, looking forward and taking big strides.	Change technique to throw for distance compared to accuracy. Link running and jumping movements with some control and balance. Demonstrate balance and co-ordination when changing direction. Talk about their own and other's performances, saying what they have done well and suggesting ways they can improve further.	Distance, accuracy, control, take-off, landing opposite, Sprint, overarm throw, hurdle, relay
NC	By the end of KS1, pupils should: - Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. - engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		
3	Know that you use a different technique when jumping for distance (drive hands forwards and upwards) compared to height (bend knees and push straight up). Sprint on the balls of your feet moving hands from pocket to mouth. Count and use steady pace when running over a longer distance.	Run at different speeds, changing direction and stopping with control. Link running, jumping and hopping actions. Use different take-offs and landings. Use different techniques when throwing for distance and accuracy.	Vertical jump, (standing) long jump Take-off, landing, one foot, two-foot, opposite foot/arm Speed, distance, improve Chest push, target throw
4	Know when to slow down (e.g. after crossing finish line, to maintain steady pace over distance or to pass baton in relay). Keep elbows at 90 °when sprinting. Coordinate breathing and steps running for stamina. Create power when throwing by transferring weight from front to back. Know that measurements are taken from the start line to where the object or person first lands.	Demonstrate how to speed up and slow down when running. Vary technique to jump for distance compared to height. Run, jump and land with control. Change actions for throwing depending on whether they are throwing for distance or accuracy.	Throw, heave, fling, push, overarm, underarm, overhead, shoulder, weight, transfer Long distance running, stamina, pace Personal best

5	When running, know when to slow down (see above) and when to speed up (e.g. for momentum, when sprinting). Breathe in through your nose and out through your mouth. Push your hips forward when in flight. Use your arms to create momentum when jumping. Hop is one foot to the same foot; step is one foot to other foot; jump lands on both feet.	Run at the appropriate speed over longer distances and periods of time. Combine run, jump, hop and step (e.g. triple jump) with controlled landings and take-offs. Show accuracy and power when throwing for distance.	Javelin, shot put, Technique Triple jump (hop, step, jump) momentum
6	<i>Know which situations to use all the knowledge taught in previous years in. Use previously taught knowledge to talk about how they have improved their own performances and suggest improvements to others.</i>	Perform jumps for height and distance using good technique. Show accuracy, power and good technique when throwing for distance. Show fluency, coordination and control when travelling, landing, stopping and changing direction. Choose an appropriate running speed and technique for different distances and sustain over longer distances/time periods.	Maintain pace, stride length, rhythm Balanced stance, follow through <i>Use all the previously taught vocabulary when evaluating performances and suggesting how to improve.</i>
NC	By the end of KS2, pupils should: - develop flexibility, strength control and balance. - compare their performances with previous ones and demonstrate improvement to achieve their personal best - use running, jumping, throwing and catching in isolation and in combination		

HAND EYE COORDINATION AND MOVEMENT (NET AND WALL GAMES)

Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Recognise that the might need a drink after exercise or they can take their jumper off when they get hot to cool down. Recognise and demonstrate: running, jumping, hopping, skipping, climbing and throwing.	Throw and catch to self with a soft ball and attempt to bounce catch to self Balance an object e.g. beanbag on racket > Hand eye coordination passing ball to a partner Move on the floor ball with hand in a variety of ways Push the ball with throw down strips to develop hand eye coordination	Catch, balance throw.
ELG	<u>Gross Motor Skills</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Building Relationships:</u> Be able to work and play fairly and take turns with others.		
1	Understand and demonstrate how to hold a racquet correctly. Demonstrate catching and movement skills. Demonstrate physical literacy using agility, balance and coordination.	Throwing and catching a small ball with control and bounce catch to self and partner Balance a ball on racket Racket familiarisation- moving ball with racket in forehand position Racket Familiarisation – moving a ball in backhand position Tap up tennis to self keeping control	Ball racket, forehand, backhand, throw, catch.
2	Understand and demonstrate how to hold a racquet correctly. Demonstrate catching and movement skills. Demonstrate physical literacy using agility, balance and coordination.	Throw and catch from one hand to the other and bounce catch into a target with a partner Balance a ball on racket with control Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving Racket Familiarisation – moving a ball in backhand position whilst moving Tap up tennis with a partner to keep control of the ball	Ball racket, forehand, backhand, throw, catch.
NC	By the end of KS1, pupils should: - Master basic movements including running, jumping and throwing as well as developing balance, agility and coordination and begin to apply these in a range of activities. - engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.		
3	Demonstrate skills such as coordination for holding a racket correctly. Understand basic forehand and backhand terminology. Demonstrate hitting a ball by using targets.	Move to catch a ball Control a ball on racket when moving Hit ball across the floor with forehand position Hit the ball across the floor using back hand position Hit a ball into a target (with one bounce)	Ball racket, forehand, backhand, throw, catch.
4	Demonstrate skills such as coordination for holding a racket correctly. Understand basic forehand and backhand terminology. Demonstrate hitting a ball by using targets.	Move with balance and control to catch a ball Hit/bounce ball on racket when moving Hit ball in forehand position with drop feed Hit a ball in backhand position with a drop-feed	Ball racket, forehand, backhand, throw, catch.

	Understand movement with a racket.	Hit a ball into a target from a variety of distances with no bounce	
5	Demonstrate skills such as coordination for holding a racket correctly. Understand basic forehand and backhand terminology. Demonstrate hitting a ball by using targets. Understand movement with a racket and hitting a ball on the move.	Move to hit a ball with some control Hit/ bounce a ball with control when moving Moving into position to hit a ball with forehand in skills practice and game Moving into position to hit a ball with backhand in skill practice and game Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.	Ball racket, forehand, backhand, throw, catch.
6	<i>Know which situations to use all the knowledge taught in previous years in. Use previously taught knowledge to talk about how they have improved their own performances and suggest improvements to others.</i>	Move in a variety of directions when hitting a ball Hit/bounce ball to a partner with control Move to hit a ball in game in forehand position Move into position to hit a ball with your backhand. Begin to choose which shot is best in a game. Serve diagonally under/overarm in a game of mini tennis	Ball racket, forehand, backhand, throw, catch.
NC	By the end of KS2, pupils should: - develop flexibility, strength control and balance. - compare their performances with previous ones and demonstrate improvement to achieve their personal best - use running, jumping, throwing and catching in isolation and in combination		

INVASION GAMES			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	Know that you should use two hands when trying to catch a ball. Know how winning and losing makes people feel.	Run and stop when instructed. Move, kick and attempt to stop a large ball with feet. Throw, drop, roll and catch a variety of balls and beanbags. Play co-operatively and take turns.	Move, stop, run, throw, catch Space Win, lose
ELG	<u>Gross Motor Skills:</u> Be able to negotiate space and obstacles safely, with consideration for themselves and others. Be able to demonstrate strength, balance and coordination when playing. <u>Building Relationships:</u> Be able to work and play fairly and take turns with others.		
1	Know you need to be aware of where other people are and try to have space around you. Use wide fingers to control a ball. Try to keep your eyes on the ball. Use soft touches to move a ball with your feet. Know what it means to be fair and unfair.	Move a ball using different parts of the foot. Kick, throw and roll a ball towards a stationary target. Drop and catch a ball after one bounce. Strike a stationary ball using a racket. Run, stop and change direction. Play group games with simple rules.	Target Strike, aim, bounce Sole, toe, heel, inside foot, outside foot Fair, unfair, rules
2	Know you should move into a space to help score goals when attacking. Know that you should try to stop others scoring when defending. When receiving a ball, move your feet so your body is behind the ball. Use the inside of your foot to kick a ball. Know that rules help to keep a game going and make it fair. Know that being a good sport includes playing fairly, being kind, avoiding arguments and trying your best.	Dribble and stop a ball with your hands and feet. Show balance and co-ordination when kicking, rolling or throwing a ball towards a target. Catch a ball passed to them with and without a bounce. Strike a moving ball using a racket. Compliment and encourage teammates.	Dribble, send, receive, pass attack, defend, space teammate
NC	By the end of KS1, pupils should : - participate in team games, developing simple tactics for attacking and defending - master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities - become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - engage in competitive (both against self and against others) and co-operative physical activities		

3	Know you should look for space when attacking and stop the other team having space when defending. Recap KS1 knowledge regarding ball control (see above).	Dribble a ball with hands or feet. Use a variety of throwing techniques. Kick towards a partner. Catch a ball passed to them. Strike a ball with varying techniques.	Dribble, aim, pass/send, receive, shoot, Attack, defend, space Rule, fair, good sport
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	Know that being a good sport includes playing fairly, being kind, avoiding arguments and trying your best.	Use all of the above in game situations, using simple rules to keep the game going.	
4	Know that you can change direction to lose an opponent. Know that you should try to create space when attacking. Know that that good sportsmanship means playing fair, staying positive, avoiding arguments and encouraging (not criticising) others.	Link dribbling with other actions. Change direction when dribbling. Throw, kick, strike and catch a ball with increasing success and accuracy. Try out different techniques and talk about which they prefer. Show respect to opponents, e.g. by congratulating them, complimenting them or shaking hands at the end of a game.	Opponent, technique, tactic, possession Sportsmanship,
5	Know that you can create space for yourself and for others. Know different techniques for losing an opponent Know how to demonstrate good sportsmanship, accept defeat and “when you win, don’t rub it in.”	Use a variety of dribbling and passing techniques with some control in game situations. Throw, catch and intercept a ball with one and two hands. Use a wider range of skills to strike a ball. Compare different techniques, tactics or ways of performing a task and talk about which are most successful.	Intercept sportsmanship
6	Know that in game situations, you should also be considering your next move when receiving a ball.	Use a variety of dribbling and passing techniques with control under pressure. Evaluate different techniques and tactics and select the most appropriate for different situations. Use fake passes to outwit an opponent. Use different skills to strike a ball in order to outwit an opponent. Catch and intercept a ball with increasing success in game situations. Take part in competitive sport, showing respect to teammates, opponents and those officiating, and abiding by the rules of the game	Evaluate, outwit, official/officiate Fake pass
NC	By the end of KS2, pupils should: - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - enjoy communicating, collaborating and competing with each other. - develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		
<i>all</i>	<i>NB: For sport-specific vocabulary and sticky knowledge of rules and specific techniques, refer to the sequences of work for that sport. The following are applicable across the range of different sports children will encounter throughout KS2.</i>		

STRIKING AND FIELDING (CRICKET AND ROUNDERS)			
Year	Sticky Knowledge <i>The children will know...</i>	Key Skills <i>The children will be able to ...</i>	Vocabulary <i>In each year, children should also be expected to use the vocabulary from all previous years.</i>
EYFS	To know how to point my hand at my target when striking a ball. To know how to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Make simple decisions in response to a task. To know that rules help us to stay safe.	Explore sending a ball to a partner. Explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment	run pass roll team space safely around forwards backwards
ELG	Physical Development Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
1	To understand that the harder I strike, the further the ball will travel. To know that throwing the ball back is quicker than running with it. To know which type of throw to use to throw over longer distances. To know to watch the ball as it comes towards me. To know that tactics can help us when playing games. To know that rules help us to play fairly.	Explore striking a ball with their hand and equipment. Develop tracking and retrieving a ball. Explore technique when throwing overarm and underarm. Develop coordination and technique when catching.	hit points target throw score catch
2	To understand the role of a batter. To know that striking quickly will increase power. To understand that there are different roles within a fielding team. To know to move towards the ball to collect it to limit a batter's points. To know that stepping with oppose To know to use wide fingers and pull the ball into my chest to help me to securely catch. To understand and apply simple tactics for attack (batting) and defence (fielding). To know how to score points and follow simple rules.	Develop striking a ball with their hand and equipment with some consistency. Develop tracking a ball and decision making with the ball. Develop coordination and technique when throwing overarm and underarm. Catch with two hands with some coordination and technique.	fielder send teammate runs batter receive bowler
NC	National Curriculum – In KS1 pupils should be taught to:		

	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending		
3	To understand that striking to space away from fielders will help me to score. To know to look at where a batter is before deciding what to do. To know how to communicate with teammates before throwing them a ball. To know that overarm throwing is used for long distances and underarm throwing for shorter distances. To know how to move my feet to the ball. To know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. To know the rules of the game and begin to apply them	Begin to strike a bowled ball after a bounce with different equipment. Explore bowling to a target and fielding skills to include a two-handed pick up. Use overarm and underarm throwing in game situations. Catch with some consistency in game situations.	Strike grip rounder backstop bowl post wicket batting wicket keeper fielding
4	To know that using the centre of the bat will provide the most control and accuracy. To understand that it is easier to field a ball that is coming towards me rather than away so set up accordingly. To understand that being balanced before throwing will help to improve the accuracy of the throw. To know to track the ball as it is thrown to help to improve the consistency of catching. To understand that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. To know and understand the rules to be able to manage our own game	Develop batting technique with a range of equipment. Develop bowling with some consistency, abiding by the rules of the game. Use overarm and underarm throwing with increased consistency in game situations. Begin to catch with one and two hands with s	Stance retrieve opposition stumped twohanded pick up technique short barrier
5	To begin to understand and keep to the rules of the games described above to enable the game to flow and keep players safe To select different positions in the team, beginning to understand the strengths of players To begin to challenge and encourage each other to perform to the best of their ability To begin to control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the game.	Be able to learn different bowling techniques Develop more accurate aiming as a bowler Be able to stand in the right position for their role- batter to stand sideways, fielder in line with the ball. Begin to devise team tactics for batting and fielding and put the tactics into practice Begin to vary their bowling technique Begin to make decisions quickly in a game Begin to change tactics/roles as necessary for the success of the whole team Begin to understand the transference of skills from one type of game to another and apply appropriately	accurate, technique, field, tactic, transfer, bowler, batter, fielder
6	To understand and keep to the rules of the games described above to enable the game to flow and keep players safe	Recap previous learning and vocabulary	intercept, transfer, reflect, persevere, perseverance, stroke, grip, tactics

	To select different positions in the team based on strengths of players To challenge and encourage each other to perform to the best of their ability To control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games	Send and receive a ball with hands and bat with accuracy to a target, space or team mate in striking/fielding games Kwik Cricket Use different shots and strokes to use when batting Use a range of grips and arm actions when bowling · Explore ways of intercepting, stopping, catching and throwing the ball Get in line with the ball when fielding Demonstrate the confidence and competence to successfully take part in the range of games as described above Demonstrate the perseverance to improve	
NC	By the end of KS2, pupils should: - learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch - enjoy communicating, collaborating and competing against each other - play competitive games, modified where appropriate - develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best - learn how to evaluate and recognise their own success		

GOLDEN THREADS

Y	Healthy Active Lives	Being a Good Sport	Striving to Improve
EYF S	How do we feel after an activity (e.g. after running)? Compare to how they feel when they lay still on the ground. Recognise they might need a drink after exercise or that they can take their jumper off when they get hot to help cool down. What activities do you enjoy?	Play co-operatively and take turns. Talk about how both winning and losing feels.	Encourage children to try new activities. Can they say when they do and when they don't need help? Can they talk about which activities they enjoy the most?
1	How does exercise affect different parts of our body? Recognise that it increases our heart rate, breathing, temperature etc. Know that they should try to be active every day and be able to describe different things they can do that are active. What are your favourite ways of being active?	Play group games with simple rules. Recognise how other people might be feeling and suggest ways of resolving minor disagreements. Talk about fair and unfair.	Children should be prepared to practice in order to improve. Can they give themselves or others a compliment? Can they talk about how they might get better at an activity?
2	Why do we need to exercise? Recognise that exercise keeps you fit and healthy. Know that exercise makes your heart strong. Know that they should try to be active for at least an hour every day and describe different activities that can contribute to this (including routine activities such as walking to school as well as sports and exercise). How can you make exercise fun?	Be supportive towards teammates through complimenting and encouraging them. Know and use rules fairly to keep a game going. Recognise that good sportsmanship includes playing fairly, being kind, avoiding arguments and trying your best.	Children should be able to comment on their own and other's performances, saying what they have done well and suggesting ways they can improve further. After listening to feedback, they should be prepared to practice to improve.
3	Which muscles are we using in this activity? (NB: children are only expected to describe body parts, ie. shoulders, legs etc. not know specific names of muscles). Recognise that muscles get stronger and bigger when we exercise. Know that we need to warm-up before exercise and cool down afterwards. How do you feel when you are exercising? Begin to recognise that it can make them feel better or happier.	Be supportive towards teammates through complimenting and encouraging them. Know and use rules fairly to keep a game going. Recognise that good sportsmanship includes playing fairly, being kind, avoiding arguments and trying your best.	Children should be able to evaluate their own strengths and weaknesses. What did I do well? How could I improve further? They will accept advice from peers as well as adults on how to improve.
4	Why do we need to warm-up before exercise? Recognise that we need to warm-up and stretch muscles before exercise to prevent injury. Know that they need to be active for 60 minutes a day and that this should include routine activity (such as walking to school or playing outside) and aerobic exercise that raises their heart-rate. How does exercise affect how we feel? Recognise that physical activity can make people feel happier.	Take on different roles within a team. Recognise that good sportsmanship means playing fair, staying positive, avoiding arguments and encouraging (not criticising) others. Show respect to opponents, e.g. by congratulating them, complimenting them or shaking hands at the end of a competitive game.	Children try out different techniques, tactics or ways of performing a task and talk about which they prefer. They give and accept constructive feedback. They understand the idea of a personal best.
5	Why does our breathing and heart rate increase when we exercise? Recognise that the heart pumps oxygen round the body and that when we are exercising the body needs more oxygen. Know that we need both aerobic exercise (that raises our heart rate) and exercise that strengthens our muscles and bones to keep ourselves fit and healthy. How	Be prepared to compromise for the benefit of the team. Apply rules fairly and consistently. Talk about how yourself and others have shown good sportsmanship. "When you win, don't rub it in". Accept defeat and recognise that you can learn from mistakes and disappointment.	Children compare different techniques, tactics or ways of performing a task – which are most successful? They act on constructive feedback from others and make their own suggestions about how to improve their personal bests.

	does exercise affect our mood and mind? Know that regular exercise can reduce stress, improve concentration and learning, and makes people feel happier and more confident.		
6	Why do some exercises increase our heart-rate more than others? Recognise that muscles use oxygen and the harder you exercise, the more oxygen is needed, so the faster the heart beats. Compare the muscles and fitness required for different sports and physical activities. Suggest suitable ways of warming-up for different activities. What other benefits does exercise have? Understand the link between physical and mental health and recognise that exercise and time spent outdoors contribute to their overall wellbeing.	Co-operate effectively as part of a team. Be able take part in competitive sport, showing respect to teammates, opponents and those officiating, and abiding by the rules of the game. Demonstrate all aspects of good sportsmanship developed from previous years.	Children evaluate different techniques, tactics or ways of performing a task – what are the strengths and weaknesses of each? Which is most appropriate for a particular situation? They should be able to talk about how they have improved their own performances and personal bests and their plans for improving further.