

Camelford Primary School Skills Progression

Physical Education Pathway

Subject Lead: L Dickson

The Physical Education (PE) pathway shows clearly what the pupils will be learning as they progress on their journey at Camelford Primary School.

At Camelford Primary School we work on a 2-year rolling programme – Year A starting Sept 2020.

The table below includes the subject coverage which details when in the year the specific topics/areas are taught. These areas have been identified by the school team from the National Curriculum and beyond – ensuring they are relevant for the pupils at Camelford Primary School.

	Autumn	Christmas	Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: <i>Humanities focus</i>	Christmas (3wks) <i>Performance focus</i>	Spring 1 (5 wks) <i>Civilization/British Values Humanities focus</i>	Spring 2 (5 wks) Environmental Warrior <i>Science/school ethos focus</i>	Summer 1 (5 wks) <i>Our community/Our World Humanities focus</i>	Summer 2 (5 wks) Evolution of Man <i>Science focus</i>
Nursery	N1: I can go to the toilet independently, wash and dry my hands and access a healthy snack. Establish daily routines. <i>(Links to R4)</i>	N2: I can draw lines and circles using gross motor movements. Mark making and writing patterns on a large scale outside with paintbrushes and water, pavement chalks, brooms in puddles, etc. <i>(Links to R7)</i> N2: I can move with confidence in a variety of ways. Follow the leader game. <i>(Links to R2 +3)</i>	N4: I can observe the changes that are happening to my body during exercise. PE sessions. <i>(Links to R4)</i>	N5: I can hold my pencil between my thumb and two fingers and use it with good control. Trace, copy and continue writing patterns. <i>(Links to R7)</i>	N6: I can catch a large ball. Outdoor throwing and catching games.	N7: I am beginning to dress myself with some support. Dressing up. <i>(Links to R4)</i>
Reception	R1: Use simple tools to effect changes to materials. Manipulate play dough and making crumble with hands and tools.	R2: I am learning how to control the speed and direction of movement. PE sessions. <i>(Links to Y11.U1)</i> R3: I am learning how to create patterns of movement. Learn dances for the Christmas performance. <i>(Links to Y1 2.U1)</i>	R4: I can show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Food sorting, hand washing, effects of exercise on the body.	R5: I can handle tools, objects, construction and malleable materials safely and with increasing control. Use tools and construction materials to create crosses, bridges, traps and collage pear trees.	R6: I can jump on and off an object and land appropriately. PE sessions/outdoor assault course. <i>(Links to Y1 2.U1)</i>	R7: I can handle equipment and tools effectively, including pencils for writing. Handwriting sessions/ Use tools and equipment to create a treasure box, a man engine, a mixed media Cornish seascape, a mixed media picture of the pear tree in summer.
Years 1/2 A	1. Run, Throw and Jump Y1 U1/U2 2. Gymnastics Y1 U1/U2	Dance Y1 U1	1. Dance Y2 U1 2. Hit Catch Run Y1 U1	1. Att Def Shoot Y1 U1 2. Send and Return Y1 U1	1. Att Def Shoot Y1 U2 2. Send and Return Y1 U2	1. Hit Catch Run Y1 U2 2. Run Jump Throw Y2 U1
Years 1/2 B	1. Run, Throw and Jump Y2 U1/U2 2. Gymnastics Y2 U1/U2	Dance Y1 U2	1. Dance Y2 U2 2. Hit Catch Run Y2 U1	1. Att Def Shoot Y2 U1 2. Send and Return Y2 U1	1. Att Def Shoot Y2 U2 2. Send and Return Y2 U2	1. Hit Catch Run Y2 U2 2. Run Jump Throw Y2 U2
Years 3/4 A	1. Athletics Y3 2. Rugby Y3/Y4	Dance Y3 U1	1. Swimming 2. Gymnastics Y3 U1	1. Netball Y3 2. OAA Y3	1. Gymnastics Y3 U2 2. Cricket Y3	1. Handball Y3 2. Rounders Y3
Years 3/4 B	1. Athletics Y4 2. Football Y3/ Y4	Dance Y4 U1	1. Swimming 2. Gymnastics Y4 U1	1. Netball Y4 2. OAA Y4	1. Gymnastics Y4U2 2. Cricket Y4	1. Handball Y4 2. Rounders Y4
Years 5/6 A	1. Athletics Y5 2. Rugby Y5/Y6	Dance Y5 U1	1. OAA Y5 2. Handball Y5	1. Gymnastics Y5 U1 2. Tennis Y5	1. Gymnastics Y5 U2 2. Cricket Y5	1. Swimming 2. Rounders Y5
Years 5/6 B	1. Athletics Y6 2. Football Y5/Y6	Dance Y6 U1	1. Tennis Y6 2. Handball Y6	1. Gymnastics Y6 U1 2. Tennis Y6	1. Gymnastics Y6 U2 2. Cricket Y6	1. Swimming 2. Rounders Y6

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The following documents detail the National Curriculum statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for ‘Working Towards’, ‘Working At’ and ‘Working Beyond’ the expected for that subject area.

How should this be used to help plan learning opportunities?

Teachers and subject leads must ensure that they use the progression statement to guide their planning, teaching and assessment. The 3 levels of attainment should be used to pitch the lesson and success criteria accurately; challenging pupils where appropriate with ‘Working Beyond’ and supporting others with ‘Working Towards’ criteria. However, due to our mixed age classes at Camelford, teachers must use their professional judgement by using the Working Towards and Working Beyond criteria when planning and setting learning opportunities.

How can this be used by subject leads and SLT?

Subject leads and SLT should use the progression of skills and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that lessons are pitched to the right level ensuring maximum challenge. The journey of a child throughout the school (starting from Year 1 rotation A) should be carefully monitored to ensure their learning is progressive and varied.

National Curriculum Physical Education Statement 2014
Purpose of Study P198 A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
Aims P198 • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.
Assessment P198 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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National Curriculum 2014 Key Stage 1 Physical Education	
Subject Content: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	
National Curriculum 2014 (p199 onwards) Key Stage 1	
Statutory Learning Intentions - pupils should be taught about:	CPS chosen areas of study:
▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns.	▪ Run, Throw and Jump ▪ Gymnastics ▪ Dance ▪ Hit Catch Run ▪ Attack Defend Shoot ▪ Send and Return

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Years 1/2 A	Autumn (10 weeks) and Summer 2 (5 weeks)	Run Jump and Throw	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Year 1 Unit 1 - Pupils will begin to link running and jumping. - To learn and refine a range of running which includes varying pathways and speeds. - Develop throwing techniques to send objects over long distances. Year 1 Unit 2 - Increase stamina and core strength needed to undertake athletics activities - Take part in a broad range of opportunities to extend strength, balance, agility and coordination - Cooperate with others to carry out more complex physical activities	Suggest links between types of exercises e.g. training speed for different jumping activities Demonstrate awareness for the need to improve and attempt to improve Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold a variety of shapes and positions Move a variety of objects quickly showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities Work partner to help improve their performance Participate as part of a team to compete in running relays	Make choices about appropriate throws for different types of activity Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries	Take part in basic scoring of different events Compete with others and record points Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances Run as part of a relay team Identify how to improve own and others work and be tactful	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.
				Year 2 Unit 1 - Develop power, agility, coordination and balance over a variety of activities - Can throw and handle a variety of objects including quoits, beanbags, balls, hoops - Can negotiate obstacles showing increased control of body and limbs	Suggest links between types of exercises e.g. training speed for different jumping activities Demonstrate awareness for the need to improve and attempt to improve Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold a variety of shapes and positions Move a variety of objects quickly showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities	Make choices about appropriate throws for different types of activity Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries	Take part in basic scoring of different events Compete with others and record points Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances Run as part of a relay team Identify how to improve own and others work and be tactful	Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power.

Created Feb 2020. Implemented from Sept 2020.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
					Work partner to help improve their performance Participate as part of a team to compete in running relays			
Years 1/2 A	Autumn (10 weeks)	Gymnastics	Developing balance, agility and co-ordination, and begin to apply these in a range of activities	Year 1 Unit 1 - Identify and use simple gymnastics actions and shapes. - Apply basic strength to a range of gymnastics actions. - Begin to carry basic apparatus such as mats and benches. - To recognise like actions and link. Year 1 Unit 2 - To perform a variety of basic gymnastics actions showing control - To introduce turn, twist, spin, rock and roll and link these into movement patterns - To perform longer movement phrases and link with confidence	Use words such as rolling, travelling, balancing, climbing Decide which supporting concepts and actions to add to their sequence Safely move and carry basic gym equipment such as mats and benches Recognise like actions and link them together Perform simple gymnastic actions and shapes Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Make their body tense, relaxed, stretched and curled Perform in unison and canon Move on, off and over object with confidence Communicate with a partner to create short sequence	Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences Perform sequences with contrasting actions Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on others gymnastics sequences describing what they did well Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Years 1/2 A	Christmas (3 Weeks) & Spring 1 (5 Weeks)	Dance	Perform dances using simple movement patterns.	Year 1 Unit 1 - Respond to a range of stimuli and types of music - Explore space, direction, levels and speeds - Experiment creating actions and performing movements with different body parts Year 2 Unit 1 - Describe and explain how performers can transition and link shapes and balances - Perform basic actions with control and consistency at different speeds and on different levels - Challenge themselves to move imaginatively responding to music - Work as part of a group to create and perform short movement sequences to music	Confident to explore space within their dances and movements Recognise that dances can have themes and stories Perform basic body actions along with music Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Remember and repeat simple movement patterns Move with control and show spatial awareness With help, compose a basic movement phrase Work with a partner Engage with the class to perform marching sequence and canon	Select movements that show a clear understanding of the theme/story/idea of the dance Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance	Contribute ideas to the structure of the dance Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow	Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist.
Years 1/2 A	Spring 1 (5 weeks) and Summer 2 (5 weeks)	Hit Catch and Run	Participate in team games, developing simple tactics for attacking and defending	Year 1 Unit 1 - Able to hit objects with hand or bat. - Track and retrieve a rolling ball. - Throw and catch a variety of balls and objects.	Able to identify when a point has been scored and keep count of score Can choose where to send the ball to maximise chance to score Can make choices where to stand in the field to restrict runs scored Catch a medium sized ball thrown over a short distance Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games	Strike a ball with some consistency Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Play in simplified games Bowl accurately Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency Strike a bowled ball with some consistency	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				Year 1 Unit 2 - Develop sending and receiving skills to benefit fielding as a team. - Distinguish between the roles of batters and fielders. - Introduce the concept of simple tactics.	Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Retrieve and return a ball to a base Use a range of sending skills to put ball into space Able to self-feed ball to hit off hand and strike ball off cone Work collaboratively to score runs showing encouragement and support Show awareness of team mates fielding positions to restrict runs in a simple game scenario	Can work in small groups to field and bat Display sportsmanship when competing against others	Identify how to improve own and others work and be tactful Field as a team to return the ball to the bowler/base effectively	
Years 1/2 A	Spring 2 (5 weeks) and Summer 1 (5 weeks)	Attack Defend and Shoot	Participate in team games, developing simple tactics for attacking and defending	Year 1 Unit 1 - To practice basic movements including running, jumping, throwing and catching - To begin to engage in competitive activities - To experience opportunities to improve agility, balance and coordination Year 1 Unit 2 - To recognise rules and apply them in competitive and cooperative games. - Use and apply simple strategies for invasion games. - Preparing for, and explaining the reasons why we enjoy exercise.	Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Attempt to intercept and catch a thrown ball Work in collaboration with others to attack and score points Identify the things that they like about exercise both in and outside of school	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Work as part of a team to attack towards a goal	Attack , catch, compete, defend , over-arm , play against, receive, rolling, send , throw, under-arm .

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Years 1/2 A	Spring 2 (5 weeks) and Summer 1 (5 weeks)	Send and Return	Participate in team games, developing simple tactics for attacking and defending	Year 1 Unit 1 - Able to send an object with increased confidence using hand or bat. - Move towards a moving ball to return. - Sending and returning a variety of balls. Year 1 Unit 2 - Develop sending skills with a variety of balls - Track, intercept and stop a variety of objects such as balls and beanbags - Select and apply skills to beat the opposition	Identify space to send a ball into Can describe how they worked with their partner to send and receive Able to send an object with increased confidence using hand or bat Move towards a moving ball to return with hand or bat Score points against opposition over a line/net Select and apply skills to win points Chase, stop and control balls and other objects such as beanbags and hoops Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Play cooperatively in a game situation	Decide on and play with dominant hand Develop tactics to outwit your opponent so they cannot return the ball Demonstrate basic sending skills in isolation and small games Show agility to track the path of ball over a line/net and move towards it Hit a ball using both hand and racquet with some consistency Return a ball coming towards them using hand or racquet Play in a modified game send and returning the ball over a line/net Start a game using basic serving skills Has developed hitting skills with a variety of bats	Keep count/score of a game Can discuss the different type of shots that may be used in a variety of situations Serve to begin a game Play a continuous game using: throwing and catching or some simple hitting Can play within boundaries Use a small range of basic racquet skills Move towards a ball to return over a line/net Play over a net Work with a partner to play in a doubles game	Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.
Year 1/2 B	Autumn (10 weeks) and Summer 2 (5 weeks)	Run Jump and Throw	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a	Year 2 Unit 1 - Develop power, agility, coordination and balance over a variety of activities - Can throw and handle a variety of objects including quoits, beanbags, balls, hoops - Can negotiate obstacles showing	Suggest links between types of exercises e.g. training speed for different jumping activities Demonstrate awareness for the need to improve and attempt to improve Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Copy and repeat basic movements for extended periods of time developing stamina	Make choices about appropriate throws for different types of activity Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills	Take part in basic scoring of different events Compete with others and record points Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			range of activities	increased control of body and limbs Year 2 Unit 2 - Improve running and jumping movements, work for sustained periods of time - Reflect on activities and make connections between a healthy active lifestyle - Experience and improve on jumping for distance and height	Demonstrate some core strength to hold a variety of shapes and positions Move a variety of objects quickly showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities Work partner to help improve their performance Participate as part of a team to compete in running relays Use words such as rolling, travelling, balancing, climbing Decide which supporting concepts and actions to add to their sequence Safely move and carry basic gym equipment such as mats and benches Recognise like actions and link them together Perform simple gymnastic actions and shapes Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Make their body tense, relaxed, stretched and curled Perform in unison and canon Move on, off and over object with confidence Communicate with a partner to create short sequence	Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Run as part of a relay team Identify how to improve own and others work and be tactful Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences Perform sequences with contrasting actions Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on others gymnastics sequences describing what they did well Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle	
Year 1/2 B	Autumn (10 weeks)	Gymnastics	Developing balance, agility and co-ordination, and begin to apply these in a range of activities	Year 2 Unit 1 - Describe and explain how performers can transition and link gymnastic elements - Perform with control and consistency basic actions at different speeds and on different levels - Challenge themselves to develop strength and flexibility - Create and perform a simple sequence that is judged using simple gymnastic scoring	Use words such as rolling, travelling, balancing, climbing Decide which supporting concepts and actions to add to their sequence Safely move and carry basic gym equipment such as mats and benches Recognise like actions and link them together Perform simple gymnastic actions and shapes Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Make their body tense, relaxed, stretched and curled Perform in unison and canon Move on, off and over object with confidence Communicate with a partner to create short sequence	Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences Perform sequences with contrasting actions Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on others gymnastics sequences describing what they did well Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.

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				Year 2 Unit 2 - Develop body management through a range of floor exercises - Use core strength to link recognised gymnastics elements, e.g., back support and half twist - Attempt to use rhythm while performing a sequence				
Year 1/2 B	Christmas (3 Weeks) & Spring 1 (5 Weeks)	Dance	Perform dances using simple movement patterns.	Year 1 Unit 2 - Able to build simple movement patterns from given actions - Compose and link actions to make simple movement phrases - Respond appropriately to supporting concepts such as canon and levels Year 2 Unit 2 - Perform using more sophisticated formations as well as an individual - Explore relationships through different dance formations - Explain the importance of emotion and feeling in dance - Use the stimuli to copy, repeat and create dance actions and motifs	Confident to explore space within their dances and movements Recognise that dances can have themes and stories Perform basic body actions along with music Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Remember and repeat simple movement patterns Move with control and show spatial awareness With help, compose a basic movement phrase Work with a partner Engage with the class to perform marching sequence and canon	Select movements that show a clear understanding of the theme/story/idea of the dance Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance	Contribute ideas to the structure of the dance Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow	Beat , curl, dance, fast, feet, high, low, music, rhythm , step, stretch , swing, turn , twist .

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1/2 B	Spring 1 (5 weeks) and Summer 2 (5 weeks)	Hit Catch and Run	Participate in team games, developing simple tactics for attacking and defending	Year 2 Unit 1 - To developing hitting skills with a variety of bats - Practice feeding/bowling skills - Hit and run to score points in games Year 2 Unit 2 - Work on a variety of ways to score runs in the different hit, catch, run games - Work in teams to field - Begin to play the role of wicketkeeper or backstop	Able to identify when a point has been scored and keep count of score Can choose where to send the ball to maximise chance to score Can make choices where to stand in the field to restrict runs scored Catch a medium sized ball thrown over a short distance Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Retrieve and return a ball to a base Use a range of sending skills to put ball into space Able to self-feed ball to hit off hand and strike ball off cone Work collaboratively to score runs showing encouragement and support Show awareness of team mates fielding positions to restrict runs in a simple game scenario	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others	Strike a ball with some consistency Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Play in simplified games Bowl accurately Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency Strike a bowled ball with some consistency Identify how to improve own and others work and be tactful Field as a team to return the ball to the bowler/base effectively	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.
Year 1/2 B	Spring 2 (5 weeks) and Summer 1 (5 weeks)	Attack Defend and Shoot	Participate in team games, developing simple tactics for attacking and defending	Year 2 Unit 1 - Can send a ball using feet and can receive a ball using feet. - Refine ways to control bodies and a range of equipment. - Recall and link combinations of skills, e.g. dribbling and passing. Year 2 Unit 2 - To select and apply a small range of simple tactics	Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Attempt to intercept and catch a thrown ball Work in collaboration with others to attack and score points Identify the things that they like about exercise both in and outside of school	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Work as part of a team to attack towards a goal	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				• Recognise good quality in self and others • To work with others to build basic attacking play				

Camelford Primary School Skills Progression

National Curriculum 2014 Key Stage 2 Physical Education	
Subject Content: Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
National Curriculum 2014 (p199 onwards) Key Stage 2	
Statutory Learning Intentions - pupils should be taught about:	CPS chosen areas of study:
▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and Water Safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ▪ 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.	▪ Athletics ▪ Rugby ▪ Dance ▪ Swimming ▪ Gymnastics ▪ Netball ▪ OAA ▪ Cricket ▪ Handball ▪ Rounders ▪ Tennis ▪ Football

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 /4 A	Autumn (10 weeks)	Athletics	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 - Control movements and body actions in response to specific instructions - Demonstrate agility and speed - Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force	Make choices about appropriate throws for different types of activity Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries	Decide on ways to improve, run, jumps and throws and implement changes Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others. Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Perform a range of jumps in different activities. Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.	Run, jump, throw, agility , power, speed, track , force, distance, curve, accelerate , hurdles , foam javelins, vortex howler, bounce
Year 3 /4 A	Autumn (10 weeks)	Rugby	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate	Year 3 - Handle a rugby ball with confidence - Evade attackers using footwork and body control - Link skills to perform as a team in attack - Use basic game principles of tag rugby and play within simpler rules Year 4 - To consistently perform basic tag rugby skills - Implement rules and develop tactics in competitive situations - To increase speed and build endurance during gameplay	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Space , pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction , tactics , teamwork, zones, intercept, sidestep, send, tag, release , safe, passing back , feint

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			improvement to achieve their personal best.					
Year 3 /4 A	Christmas (3Weeks)	Dance	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 Unit 1 - Practise different sections of a dance aiming to put together a performance - Perform using facial expressions - Perform with a prop	Select movements that show a clear understanding of the theme/story/idea of the dance Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance	Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/ group contact work	Confidently participate in dances from different cultures/parts of the world. Perform different styles of dance clearly and fluently. Refine & improve dances adapting them to include use of space rhythm & expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight in to movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison. Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances.	Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director
Year 3 /4 A	Spring 1 (5 weeks)	Swimming	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 flexibility, strength,	- Swim short distances unaided between 5 & 20 metres using one consistent stroke - Propel themselves over longer distances with the assistance of swimming aids - Move with more confidence in the water including submerging themselves fully - Enter and exit the water independently	Propel themselves over longer distances using swimming aids. Move with more confidence in water including submerging themselves fully. Enter and exit the water independently. Float and regain to standing confidently. Push and glide and transition from glide to stroke. Attempt skill of sculling and use to propel themselves. Apply basic arm and leg action to 'doggy paddle.'	Swim over greater distance of 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming. Enter and exit the water in a variety of ways. Work in collaboration to perform group challenges such as group floats. Submerge, sink, roll and rotate underwater. Attempt surface dive.	Bring control and fluency to at least two recognised strokes. Compete as part of a team. Implement good breathing technique to allow for smooth stoke patterns. Have attempted personal survival techniques as an individual and a group with success. Link lengths together with turns and attempt a tumble turn in isolation and during stroke. Surface dive and travel to the bottom of the pool to collect objects. Work up to crouching dive. Work in pairs to refine stroke technique and suggest ways they can improve. Swim competently, confidently and proficiently over a distance of at least 25 metres.	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			technique, control and balance.					
Year 3 /4 A	Spring 1 (5 weeks) and Summer 1 (5 weeks)	Gymnastics	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 Unit 1 - Modify actions independently using different pathways, directions and shapes - Consolidate and improve the quality of movements and gymnastics actions - Relate strength and flexibility to the actions and movements they are performing - To use basic compositional ideas to improve sequence work—unison	Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones	Selects a component for improvement and use guidance from others to do so. Explain the significance of a warm up and how it relates to gymnastics activity. Create longer and more complex sequences and adapt their performances. Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. Attempt to perform more complex skills in isolation such as round-off. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder roll. Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.
				Year 3 Unit 2 - Identify similarities and differences in sequences - Develop body management over a range of floor exercises - Attempt to bring explosive moves into floor work through jumps and leaps - Show increasing flexibility in shapes and balances	Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones		

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 /4 A	Spring 2 (5 weeks)	Netball	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 - To be able to perform basic netball skills such as passing and catching using recognised throws - To use space efficiently to build attacking play - To implement the basic rules of netball	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept
Year 3 /4 A	Spring 2 (5 weeks)	OAA	Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and	Year 3 - To work with others to solve problems - To describe their work and use different strategies to solve problems - To lead others and be led - To differentiate between when a task is competitive and when it is collaborative	Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions Identify and use symbols on a map to navigate Play competitively and fairly implementing the rules Perform with strength, stamina and endurance in more physical tasks Lead others and be led Can work with others to solve problems	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher Use maps, symbols and compass confidently to navigate Remember and recall map symbols and other relevant key information Work well as part of a team or group within well defined role Listen and be directed by others	Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code. Work at a high intensity for sustained period of time whilst completing a task. Evidence results and keep score. Compete against others and perform under pressure. Explore and refine ways of communicating to best complete a set task.	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			demonstrate improvement to achieve their personal best.					
Year 3 /4 A	Summer 1 (5 weeks)	Cricket	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 - To be able to adhere to some of the basic rules of cricket - To develop a range of skills to use in isolation and a competitive context - To use basic skills with more consistency including striking a bowled ball	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings
Year 3 /4 A	Summer 2 (5 weeks)	Handball	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic	Year 3 - Able to show basic passing and catching skills - Learn basic defensive techniques - To implement the rules of handball	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball.	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	
Year 3 /4 A	Summer 2 (5 weeks)	Rounders	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 3 - To be able to play simple rounders games - To apply some rules to games - To develop and use simple rounders skills	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3/4 B	Autumn (10 weeks)	Athletics	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4 - Control movements and body actions in response to specific instructions - Demonstrate agility and speed - Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force - Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities - Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	Make choices about appropriate throws for different types of activity Can identify areas of activities that need improvement e.g. power in throws to throw further Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries	Decide on ways to improve, run, jumps and throws and implement changes Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others. Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Perform a range of jumps in different activities. Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce
Year 3/4 B	Autumn (10 weeks)	Football	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable	Year 3 - Able to show basic control skills including sending and receiving the ball. - To send the ball with some accuracy to maintain possession and build attacking play.	Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances	Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situations Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately, demonstrating power	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint

Created Feb 2020. Implemented from Sept 2020.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- To implement the basic rules of football. Year 4 - Introduce some defensive skills - Dribbling in different directions using different parts of their feet - Passing for distance - Evaluating skills to aid improvement	Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Work as part of a team to attack towards a goal	Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in different positions with some success Where appropriate mark goal side Use appropriate language to explain their attacking and defensive play Use specific learned skills to maintain possession during a game	
Year 3/4 B	Christmas (3Weeks)	Dance	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4 Unit 1 - Practise different sections of a dance aiming to put together a performance - Perform using facial expressions - Perform with a prop	Select movements that show a clear understanding of the theme/story/idea of the dance Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance	Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/ group contact work	Confidently participate in dances from different cultures/parts of the world. Perform different styles of dance clearly and fluently. Refine & improve dances adapting them to include use of space rhythm & expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight in to movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison. Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances.	Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3/4 B	Spring 1 (5 weeks)	Swimming	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 flexibility, strength, technique, control and balance.	- Swim short distances unaided between 5 & 20 metres using one consistent stroke - Propel themselves over longer distances with the assistance of swimming aids - Move with more confidence in the water including submerging themselves fully - Enter and exit the water independently	Propel themselves over longer distances using swimming aids. Move with more confidence in water including submerging themselves fully. Enter and exit the water independently. Float and regain to standing confidently. Push and glide and transition from glide to stroke. Attempt skill of sculling and use to propel themselves. Apply basic arm and leg action to 'doggy paddle.'	Swim over greater distance of 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming. Enter and exit the water in a variety of ways. Work in collaboration to perform group challenges such as group floats. Submerge, sink, roll and rotate underwater. Attempt surface dive.	Bring control and fluency to at least two recognised strokes. Compete as part of a team. Implement good breathing technique to allow for smooth stoke patterns. Have attempted personal survival techniques as an individual and a group with success. Link lengths together with turns and attempt a tumble turn in isolation and during stroke. Surface dive and travel to the bottom of the pool to collect objects. Work up to crouching dive. Work in pairs to refine stroke technique and suggest ways they can improve. Swim competently, confidently and proficiently over a distance of at least 25 metres.	Swim, kick, front, back, arms, legs , lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.
Year 3/4 B	Spring 1 (5 weeks) and Summer 1 (5 weeks)	Gymnastics	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4 Unit 1 - Modify actions independently using different pathways, directions and shapes - Consolidate and improve the quality of movements and gymnastics actions - Relate strength and flexibility to the actions and movements they are performing - To use basic compositional ideas to improve sequence work—unison Year 4 Unit 2 - Identify similarities and differences in sequences - Develop body management over a	Comment on aspects of own and others performances Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist Remember and repeat sequences Reflect on own performance and use scoring system to judge performance Develop character and maturity to work in close proximity with others	Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones	Selects a component for improvement and use guidance from others to do so. Explain the significance of a warm up and how it relates to gymnastics activity. Create longer and more complex sequences and adapt their performances. Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. Attempt to perform more complex skills in isolation such as round-off. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder roll. Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group.	Fluency , contrasting, unison , low, combinations , full turn, half- turn, sustained , explosive , power, control, group, similar, different.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				range of floor exercises - Attempt to bring explosive moves into floor work through jumps and leaps - Show increasing flexibility in shapes and balances				
Year 3/4 B	Spring 2 (5 weeks)	Netball	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4 - To be able to perform basic netball skills such as passing and catching using recognised throws - To use space efficiently to build attacking play - To implement the basic rules of netball	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Space, pass , accurately, mark, dodge, attack, defend, footwork, possession , change of direction, tactics, teamwork, shooting , zones , intercept
Year 3/4 B	Spring 2 (5 weeks)	OAA	Develop flexibility, strength, technique, control and balance. Take part in outdoor and	Year 4 - To work with others to solve problems - To describe their work and use different strategies to solve problems - To lead others and be led	Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions Identify and use symbols on a map to navigate	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher Use maps, symbols and compass confidently to navigate Remember and recall map symbols and other relevant key information	Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code. Work at a high intensity for sustained period of time whilst completing a task. Evidence results and keep score.	Maps , diagrams, scale , symbols, orienteeing , controls, challenges, problem-solving , lead, follow, plan , trust

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	To differentiate between when a task is competitive and when it is collaborative	Play competitively and fairly implementing the rules Perform with strength, stamina and endurance in more physical tasks Lead others and be led Can work with others to solve problems	Work well as part of a team or group within well defined role Listen and be directed by others	Compete against others and perform under pressure. Explore and refine ways of communicating to best complete a set task.	
Year 3/4 B	Summer 1 (5 weeks)	Cricket	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4 - To be able to adhere to some of the basic rules of cricket - To develop a range of skills to use in isolation and a competitive context - To use basic skills with more consistency including striking a bowled ball	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings
Year 3/4 B	Summer 2 (5 weeks)	Handball	Use running, jumping, throwing and catching in	Year 4 Able to show basic passing and catching skills	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation.	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept,

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			isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Learn basic defensive techniques - To implement the rules of handball	Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Can play in a variety of positions in both defence and attack Work with a partner and in small groups to develop skills Show awareness of teammates and opponents in games	Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	possession, movement, using space
Year 3/4 B	Summer 2 (5 weeks)	Rounders	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.	Year 4 - To be able to play simple rounders games - To apply some rules to games - To develop and use simple rounders skills	Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field Has developed hitting skills with a variety of bats Practised bowling/feeding a ball to other players Run in a game to score points Attempted to play the role of wicket keeper or backstop Makes attempts to catch balls coming towards player in games Can work in small groups to field and bat Display sportsmanship when competing against others	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Batting, fielding, bowling, bat, bases , ball, run, batter, bowler, fielder, innings, no ball , batting box, backstop , rounders , half rounders

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Year 5 /6 A	Autumn (10 weeks)	Athletics	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 5 - Sustain pace over short and longer distances such as running 100m and running for 2 minutes - Able to run as part of a relay team working at their maximum speed - Perform a range of jumps and throws demonstrating increasing power and accuracy	Decide on ways to improve, run, jumps and throws and implement changes Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others. Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Perform a range of jumps in different activities. Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.	Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.
Year 5 /6 A	Autumn (10 weeks)	Rugby	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique,	Year 5 - To combine basic tag rugby skills such as catching and quickly passing in one movement - To be able to select and implement appropriate skills in a game situation - To begin to play effectively when attacking and defending - To increase the power of passes so the ball can be moved quickly over greater distance	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 6 - Choose and implement a range of strategies and tactics to attack and defend - Combine and perform more complex skills at speed - Observe, analyse and recognise good individual and team performances - Suggest, plan and lead a warm-up as a small group				
Year 5 /6 A	Christmas (3 weeks)	Dance	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 5 Unit 1 - Perform different styles of dance fluently and clearly - Refine & improve dances adapting them to include the use of space rhythm & expression - Worked collaboratively in groups to compose simple dances - Recognise and comment on dances suggesting ideas for improvement	Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/ group contact work	Confidently participate in dances from different cultures/parts of the world. Perform different styles of dance clearly and fluently. Refine & improve dances adapting them to include use of space rhythm & expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight in to movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison. Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances.	Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative	Dance, stretch, levels, mood , feeling, emotions, facial expression, improvisation, rehearse , director, choreographer, slide, formation , locomotion, Bangra , wall patterns, steps, dance style .
Year 5 /6 A	Summer 2 (5 weeks)	Swimming	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]	- Swim over greater distances, between 10 & 20 meters with confidence in shallow water - Begin to use basic swimming techniques including correct arm and leg action - Explore and use basic breathing patterns	Propel themselves over longer distances using swimming aids. Move with more confidence in water including submerging themselves fully. Enter and exit the water independently. Float and regain to standing confidently. Push and glide and transition from glide to stroke. Attempt skill of sculling and use to propel themselves. Apply basic arm and leg action to 'doggy paddle.'	Swim over greater distance of 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming. Enter and exit the water in a variety of ways. Work in collaboration to perform group challenges such as group floats. Submerge, sink, roll and rotate underwater. Attempt surface dive.	Bring control and fluency to at least two recognised strokes. Compete as part of a team. Implement good breathing technique to allow for smooth stoke patterns. Have attempted personal survival techniques as an individual and a group with success. Link lengths together with turns and attempt a tumble turn in isolation and during stroke. Surface dive and travel to the bottom of the pool to collect objects. Work up to crouching dive. Work in pairs to refine stroke technique and suggest ways they can improve.	Swim, kick. Front, back. Arms. Legs, lie on front back, breath, rotate, submerge , sink, float, sculling, breaststroke , glide , surface dive , jump, on top of the water, underwater .

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			Perform safe self-rescue in different water-based situations. Develop flexibility, strength, technique, control and balance.	- Enter and exit the water in a variety of ways - Take part in problem-solving activities such as group floats and team challenges			Swim competently, confidently and proficiently over a distance of at least 25 metres.	
Year 5 /6 A	Spring 2 (5 weeks) and Summer 1 (5 weeks)	Gymnastics	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 5 Unit 1 - Create longer and more complex sequences and adapt performances - Take the lead in a group when preparing a sequence - Develop symmetry individually, as a pair and in a small group - Compare performances and judge strengths and areas for improvement - Select a component for improvement. For example—timing or flow Year 5 Unit 2 - Take responsibility for own warm-up including remembering and repeating a variety of stretches - Perform more complex actions, shapes and balances with consistency - Use information given by others to improve performance - Remember and repeat longer sequences with more difficult actions.	Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones	Selects a component for improvement and use guidance from others to do so. Explain the significance of a warm up and how it relates to gymnastics activity. Create longer and more complex sequences and adapt their performances. Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. Attempt to perform more complex skills in isolation such as round-off. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder roll. Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group.	Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria Perform increasingly complex sequences Compose and practise actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements Lead group warm up demonstrating the importance of strength and flexibility Work independently and in small groups to make up sequences to perform to an audience Interpret different stimuli with imagination and flair	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility,

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Year 5 /6 A	Spring 1 (5 week)	OAA	Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 5 - Explore ways of communicating in a range of challenging activities - Navigate and solve problems from memory - Develop and use trust to complete the task and perform under pressure	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher Use maps, symbols and compass confidently to navigate Remember and recall map symbols and other relevant key information Work well as part of a team or group within well defined role Listen and be directed by others	Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code. Work at a high intensity for sustained period of time whilst completing a task. Evidence results and keep score. Compete against others and perform under pressure. Explore and refine ways of communicating to best complete a set task.	Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately Use written description to identify objects Refine and adapt ideas in group task Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task	Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.
Year 5 /6 A	Summer 1 (5 weeks)	Cricket	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous	Year 5 - Link together a range of skills and use in combination - Collaborate with a team to choose, use and adapt rules in games - Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others	Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive.

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
			ones and demonstrate improvement to achieve their personal best.					
Year 5 /6 A	Spring 1 (5 Weeks)	Handball	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Yaer 5 - To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal - To begin to play effectively in different positions on the pitch in both attack and defence - To increase power and strength of passes, moving the ball over longer distances - Use a wide range of handball rules consistently	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball	Control, use space, defend, attack, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, dribble, block, screen, steps, double fault, offensive foul, free throw.
Year 5 /6 A	Summer 2 (5 weeks)	Rounders	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for	Year 5 - Link together a range of skills and use in combination. - Collaborate with a team to choose, use and adapt rules in games. - Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances.	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive

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			attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	and cardiovascular endurance	In their local community can they identify locations in which they could play striking and fielding games	Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others	
Year 5 /6 A	Spring 2 (5 weeks)	Tennis	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 5 - Introduce Volley shots and Overhead shots - Apply new shots into game situations - Play with others to score and defend points in competitive games - Further, explore Tennis service rules	Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Use basic defensive tactics to defend the court i.e. moving to different positions on the court Work with a partner / small groups to return a served ball Play competitively with others and against others in modified games	Recognise where they should stand on the court when playing on their own and with others. Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point. Play modified games with confidence sending and returning a ball this may be with differentiated equipment. Apply some control when returning the ball including foot placement, shot selection and aim. Demonstrate a variety of service shots in isolation and some game play. Play with others with some flow to the game, keeping track of their own scores. Suggest and lead warm ups that prepare the body appropriately for net/wall activities.	Make appropriate choices in games about the best shot to use Apply tactics in games effectively Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Begin to use full scoring systems Develop doubles play further implement basic positioning tactics (team play for volleyball) Use speaking and listening skills to umpire and play with peers without dispute	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PE Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 5/6 B	Autumn (10 weeks)	Athletics	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 6 - Become confident and expert in a range of techniques and recognise their success - Apply strength and flexibility to a broad range of throwing, running and jumping activities - Work in collaboration and demonstrate improvement when working with self and others - Accurately and confidently judge across a variety of activities	Decide on ways to improve, run, jumps and throws and implement changes Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others. Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Perform a range of jumps in different activities. Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.	Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.
Year 5/6 B	Autumn (10 weeks)	Football	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to	Year 5 - To play effectively in a variety of positions and formations on the pitch - Relate a greater number of attacking and defensive tactics to gameplay - Become more skilful when performing movements at speed Year 6 - Can play effectively in a variety of positions and formations on the pitch - Related a greater number of attacking and defensive tactics to gameplay - Have attempted more skills when performing movements at speed	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations. Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side.

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			achieve their personal best.					
Year 5/6 B	Christmas (3 weeks)	Dance	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 6 Unit 1 - Perform different styles of dance fluently and clearly - Refine & improve dances adapting them to include the use of space rhythm & expression - Worked collaboratively in groups to compose simple dances - Recognise and comment on dances suggesting ideas for improvement	Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/ group contact work	Confidently participate in dances from different cultures/parts of the world. Perform different styles of dance clearly and fluently. Refine & improve dances adapting them to include use of space rhythm & expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight in to movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison. Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances.	Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative	Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style.
Year 5/6 B	Summer 2 (5 weeks)	Swimming	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 flexibility, strength, technique, control and balance.	- Swim over greater distances, between 10 & 20 meters with confidence in shallow water - Begin to use basic swimming techniques including correct arm and leg action - Explore and use basic breathing patterns - Enter and exit the water in a variety of ways - Take part in problem-solving activities such as group floats and team challenges	Propel themselves over longer distances using swimming aids. Move with more confidence in water including submerging themselves fully. Enter and exit the water independently. Float and regain to standing confidently. Push and glide and transition from glide to stroke. Attempt skill of sculling and use to propel themselves. Apply basic arm and leg action to 'doggy paddle.'	Swim over greater distance of 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming. Enter and exit the water in a variety of ways. Work in collaboration to perform group challenges such as group floats. Submerge, sink, roll and rotate underwater. Attempt surface dive.	Bring control and fluency to at least two recognised strokes. Compete as part of a team. Implement good breathing technique to allow for smooth stoke patterns. Have attempted personal survival techniques as an individual and a group with success. Link lengths together with turns and attempt a tumble turn in isolation and during stroke. Surface dive and travel to the bottom of the pool to collect objects. Work up to crouching dive. Work in pairs to refine stroke technique and suggest ways they can improve. Swim competently, confidently and proficiently over a distance of at least 25 metres.	Swim, kick. Front, back. Arms. Legs, lie on front back, breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater.
Year 5/6 B	Spring 2 (5 weeks) and	Gymnastic s	Use running, jumping, throwing and	Year 6 Unit 1	Decide on ways to improve a piece of work using compositional elements and implement changes	Selects a component for improvement and use guidance from others to do so.	Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria	Symmetry, sequences, combinations , direction, speed, partner,

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	Summer 1 (5 weeks)		catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- Create longer and more complex sequences and adapt performances - Take the lead in a group when preparing a sequence - Develop symmetry individually, as a pair and in a small group - Compare performances and judge strengths and areas for improvement - Select a component for improvement. For example—timing or flow Year 6 Unit 2 - Take responsibility for own warm-up including remembering and repeating a variety of stretches - Perform more complex actions, shapes and balances with consistency - Use information given by others to improve performance - Remember and repeat longer sequences with more difficult actions.	Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones	Explain the significance of a warm up and how it relates to gymnastics activity. Create longer and more complex sequences and adapt their performances. Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. Attempt to perform more complex skills in isolation such as round-off. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder roll. Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group.	Perform increasingly complex sequences Compose and practise actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements Lead group warm up demonstrating the importance of strength and flexibility Work independently and in small groups to make up sequences to perform to an audience Interpret different stimuli with imagination and flair	asymmetrical, elements, control, balance, strength, flexibility,
Year 5/6 B	Spring 1 (5 week)	OAA	Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity	Year 6 - Explore ways of communicating in a range of challenging activities - Navigate and solve problems from memory - Develop and use trust to complete the	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher Use maps, symbols and compass confidently to navigate Remember and recall map symbols and other relevant key information	Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code. Work at a high intensity for sustained period of time whilst completing a task. Evidence results and keep score. Compete against others and perform under pressure.	Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately Use written description to identify objects Refine and adapt ideas in group task Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task	Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.

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			challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	task and perform under pressure	Work well as part of a team or group within well defined role Listen and be directed by others	Explore and refine ways of communicating to best complete a set task.		
Year 5/6 B	Summer 1 (5 weeks)	Cricket	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 6 - Link together a range of skills and use in combination - Collaborate with a team to choose, use and adapt rules in games - Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others	Stance , bowling, bat, wicket, stumps, crease , boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four , six , single, over , balls, shot, forward, defensive, offensive.
Year 5/6 B	Spring 1 (5 Weeks)	Handball	Use running, jumping, throwing and catching in isolation and in combination.	Year 6 To confidently use specific handball skills in games, for example, dribbling,	Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby	Play in formations and execute 'set plays' in game situations. Explain the need for different tactics and attempt these in a game situation. Know and apply the rules consistently in game situations.	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify	Control, use space, defend, attack, tactics, compete, collaborate , teamwork, score, shoot, footwork, foul , free pass , dribble, block,

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			Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	blocking, shooting and keeping goal - To begin to play effectively in different positions on the pitch in both attack and defence - To increase power and strength of passes, moving the ball over longer distances - Use a wide range of handball rules consistently	Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions Use and apply the basic rules of the game	Able to combine basic skills such as dribbling and passing. Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. Move balls over longer distances accurately, demonstrating power. Play in different positions with some success. Where appropriate mark goal side. Use appropriate language to explain their attacking and defensive play. Use specific learned skills to maintain possession during a game.	Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball	screen, steps, double fault, offensive foul, free throw.
Year 5/6 B	Summer 2 (5 weeks)	Rounders	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances	Year 6 - Link together a range of skills and use in combination. - Collaborate with a team to choose, use and adapt rules in games. - Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with 1 hand Bowling a recognised action with some consistency In their local community can they identify locations in which they could play striking and fielding games	Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. Work collaboratively with others to both score runs and in the field to restrict runs.	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive

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			with previous ones and demonstrate improvement to achieve their personal best.					
Year 5/6 B	Spring 2 (5 weeks)	Tennis	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 6 - Develop backhand shots - Introduce the lob - Begin to use full tennis scoring systems - Continue developing doubles play and tactics to improve	Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Use basic defensive tactics to defend the court i.e. moving to different positions on the court Work with a partner / small groups to return a served ball Play competitively with others and against others in modified games	Recognise where they should stand on the court when playing on their own and with others. Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point. Play modified games with confidence sending and returning a ball this may be with differentiated equipment. Apply some control when returning the ball including foot placement, shot selection and aim. Demonstrate a variety of service shots in isolation and some game play. Play with others with some flow to the game, keeping track of their own scores. Suggest and lead warm ups that prepare the body appropriately for net/wall activities.	Make appropriate choices in games about the best shot to use Apply tactics in games effectively Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Begin to use full scoring systems Develop doubles play further implement basic positioning tactics (team play for volleyball) Use speaking and listening skills to umpire and play with peers without dispute	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles