



## **Axbridge C of E First School Academy**



**Physical Education**  
Skills & Knowledge Progression Maps

## Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PDM&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

## Level Expected at the End of KS1 and KS2

<b>Key Stage 1 National Curriculum Expectations</b>	<b>Key Stage 2 National Curriculum Expectations</b>
<p><b>Pupils should develop:</b></p> <ul style="list-style-type: none"><li>• Fundamental movement skills,</li><li>• Become increasingly competent and confident</li><li>• Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li><li>• 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.</li><li>• Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; perform dances using simple movement patterns.</li></ul>	<p><b>Pupils should continue to:</b></p> <ul style="list-style-type: none"><li>• Apply and develop a broader range of skills</li><li>• Learn how to use the skills in different ways</li><li>• Link skills to make actions and sequences of movement.</li><li>• They should enjoy communicating, collaborating and competing with each other.</li><li>• They should develop an understanding of how to improve in different physical activities and sports.</li><li>• Learn how to evaluate and recognise their own success.</li></ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• Perform dances using a range of movement patterns</li><li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>

The P.E curriculum progression maps comprehensively show the progression of skills and concepts from Reception to Year 4.

# Dance

Early Years Outcomes	Ks1 National Curriculum Aims	KS2 National Curriculum Aims
<p><b>The main Early Years Outcomes covered in the Dance units are:</b></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&amp;H 30-50)</li> <li>• Experiments with different ways of moving. (PD – M&amp;H 40-60)</li> <li>• Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&amp;H ELG)</li> <li>• Enjoys joining in with dancing and ring games. (EAD – M &amp; M 30-50)               <ul style="list-style-type: none"> <li>• Beginning to move rhythmically. (EAD – M &amp; M 30-50)</li> <li>• Imitates movement in response to music. (EAD – M &amp; M 30-50)</li> </ul> </li> <li>• Begins to build a repertoire of songs and dances. (EAD – M &amp; M 40-60)               <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M &amp; M ELG)</li> <li>• Developing preferences for forms of expression. (EAD – BI 30-50)                   <ul style="list-style-type: none"> <li>• Uses movement to express feelings. (EAD – BI 30-50)</li> <li>• Creates movement in response to music. (EAD – BI 30-50)</li> </ul> </li> </ul> </li> <li>• Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)               <ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to</li> </ul> </li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• perform dances using a range of movement patterns;</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

express and respond to feelings, ideas and experiences. (EAD – BI 40-60)

- Children represent their own ideas, thoughts and feelings through dance. (EAD-BI ELG)

## Progression of skills in Dance

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down
<b>Dance Skills</b>	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group
<b>Compete and perform</b>	Control my body when performing a sequence of movements	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

# Games

Early Years Outcomes	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p><b>The main Early Years Outcomes covered in the Games units are:</b></p> <ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60)</li> <li>Children show good control and co-ordination in large and small movements. (PD – M&amp;H ELG)</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60)</li> <li>Experiments with different ways of moving. (PD M&amp;H 40-60)</li> <li>They move confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>participate in team games, developing simple tactics for attacking and defending;</li> <li>perform dances using simple movement patterns.</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination; <ul style="list-style-type: none"> <li>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;</li> </ul> </li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

## Progression of skills in Games

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm-up and cool-down	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.
<b>Striking and hitting a ball</b>	Hit a ball with a bat or racquet.	Use hitting skills in a game.  Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball.	Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball.
<b>Throwing and Catching a Ball</b>	Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands.	Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used.	Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Travelling with a ball</b>	Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball.	Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game.	Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.
<b>Passing a ball</b>	Kick an object at a target.	Pass the ball to another player in a game.  Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.
<b>Possession</b>				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
<b>Using Space</b>	Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.
<b>Attacking and defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring.



	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Tactics and Rules</b>	Follow simple rules.	Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game.  Adapt rules to alter games.
<b>Compete and perform</b>	Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.
<b>Evaluate</b>	Talk about what they have done.  Talk about what others have done	Watch and describe performances.  Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.

# Gymnastics

<b>Early Years Outcomes</b>	<b>KS1 National Curriculum Aims</b>	<b>KS2 National Curriculum Aims</b>
<p data-bbox="107 847 707 919"><b>The main Early Years Outcomes covered in the Gymnastics units are:</b></p> <ul data-bbox="76 932 748 1378" style="list-style-type: none"><li data-bbox="76 932 748 1086">• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)</li><li data-bbox="76 1098 748 1171">• Experiments with different ways of moving. (PD M&amp;H 40-60)</li><li data-bbox="76 1182 748 1256">• Jumps off an object and lands appropriately. (PD M&amp;H 40-60)</li><li data-bbox="76 1267 748 1378">• Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&amp;H 40-60)</li></ul>	<p data-bbox="786 847 1458 919"><b>The main KS1 national curriculum aims covered in the Gymnastics units are:</b></p> <ul data-bbox="786 932 1458 1107" style="list-style-type: none"><li data-bbox="786 932 1458 1107">• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li></ul>	<p data-bbox="1503 847 2175 919"><b>The main KS2 national curriculum aims covered in the Gymnastics units are:</b></p> <ul data-bbox="1503 932 2175 1203" style="list-style-type: none"><li data-bbox="1503 932 2175 1059">• Develop flexibility, strength, technique, control and balance, for example, through athletics and gymnastics.</li><li data-bbox="1503 1070 2175 1203">• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>

## Progression of skills in Gymnastics

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.
<b>Acquiring and developing skills in gymnastics</b>	Create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Begin to balance with control.  Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.  Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements	Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances.

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Rolls</b>	<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>
<b>Jumps</b>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping Jack</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p>
<b>Vault</b> – with springboard and vault or other suitable raised platform, e.g. gymnastics table		<p>Straight jump off springboard</p>	<p>Hurdle step onto springboard</p> <p>Straight jump off springboard</p> <p>Tuck jump off springboard</p>	<p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p>	<p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p>
Handstands, Cartwheels and Round-offs	<p>Bunny hop</p>	<p>Bunny hop</p> <p>Front support wheelbarrow with partner</p>	<p>Bunny hop</p> <p>Front support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor kick</p>	<p>Handstand</p> <p>Lunge into handstand</p> <p>Cartwheel</p>	<p>Lunge into handstand</p> <p>Lunge into cartwheel</p>

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Travelling &amp; Linking Actions</b>	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot
<b>Shapes and balances</b>	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support
<b>Compete/ Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.

# Athletics

Early Years Outcomes	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p data-bbox="62 616 743 679"><b>The main Early Years Outcomes covered in the Athletics units are:</b></p> <ul data-bbox="85 692 743 1182" style="list-style-type: none"> <li data-bbox="85 692 743 799">• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60)</li> <li data-bbox="85 807 743 879">• Children show good control and co-ordination in large and small movements. (PD – M&amp;H ELG)</li> <li data-bbox="85 887 743 1031">• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60)</li> <li data-bbox="85 1038 743 1110">• Experiments with different ways of moving. (PD M&amp;H 40-60)</li> <li data-bbox="85 1118 743 1182">• They move confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</li> </ul>	<p data-bbox="779 616 1397 983">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.</p> <p data-bbox="904 991 1272 1023"><b>Pupils should be taught to:</b></p> <ul data-bbox="779 1031 1397 1358" style="list-style-type: none"> <li data-bbox="779 1031 1397 1358">• 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;</li> <li data-bbox="779 1238 1397 1358">• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p data-bbox="1433 616 2177 935">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.</p> <p data-bbox="1621 943 1989 975"><b>Pupils should be taught to:</b></p> <ul data-bbox="1433 983 2177 1437" style="list-style-type: none"> <li data-bbox="1433 983 2177 1062">• use running, jumping, throwing and catching in isolation and in combination;</li> <li data-bbox="1433 1070 2177 1230">• 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;</li> <li data-bbox="1433 1238 2177 1318">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li data-bbox="1433 1326 2177 1437">• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

## Progression of skills Athletics

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
<b>Running</b>	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.
<b>Jumping</b>	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Throwing</b>	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>
<b>Compete and perform</b>	<p>Control their body when performing a sequence of movements</p> <p>Participate in simple games</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>
<b>Evaluate</b>	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>



# Outdoor Adventurous Activities

## **KS2 National Curriculum Aims**

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.

Pupils should be taught to:

- 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.

	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Fitness</b>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>
<b>Trails</b>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p>
<b>Problem Solving</b>	<p>Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>
<b>Preparation and organisation</b>	<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p>