

All Saints CE Primary School and Nursery

Physical Education Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	How do you use your body?	How do you dance to the music?	How do you move your body?	How do you control your body?	How will you travel?	How will you solve this problem?
Healthy Living Make healthy choices about food, drink and tooth brushing	Mounts stairs, steps or climbing equipment using alternate feet Walks downstairs, two feet to each step while carrying a small object Use small motor skills e.g. buttons and zips Shows an increasing desire to be independent Use the toilet with support and then independently Start to eat independently and learning how to use a knife and fork	Use and remember sequences and patterns of movements Uses movement to express feelings Creates forms of expression in response to music Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm	Skip, hop and pose for a game Increasingly independent meeting own needs Run skilfully, negotiating space Run safely on whole foot	Continue to develop their movement and ball skills Use large movements Start taking part in some group activities. Be increasingly independent with coats and zips Show a preference for a dominant hand Use one-handed tools Use a comfortable grip with good control	Increasingly follow rules, understanding why they are important Run skilfully, negotiating space Run safely on whole foot Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank Continue to develop their movement and ball skills	Choose the right resources to carry out a plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
Core Vocabulary	Movement, safely, step, steps, squeeze, button, zip, pull, push, toilet, wash hands, wipe, flush, clean, healthy, knife, fork, cut, slice, chew, eat, feet	Travel, slither, shuffle, roll, crawl, slide, skip, walk, run, jump, freeze, lead, follow, body part names, happy, sad, excited, angry, body actions- stretching, reaching, curling, twisting, turning, rhythm, beat, dance	Space, run, walk, safely, direction, forwards, backwards, left, right, turn, skip, hop, pose, freeze, movement, space, control, marching	Throwing, catching, ball, forward, high, low, roll, stopping, kicking, pushing, patting, bouncing, dribbling, movement, shape eg circle, line, team, share, push, pull, grip	Tuck, star, curl, roll, ball, balance, climb, slither, crawl, slide, skip, freeze, control, stretch, position, forwards, backwards, sideways, under, over, through	Share, wait, before, after, team, carry, build, long, short, collaborate, direction, forwards, backwards, sideways, obstacles

Reception	Can you take part in gymnastics?	Can you dance?	Can you move your body?	Can you problem solve?	Can you coordinate your body?	Can you travel in different ways?
<p>Heathy Living Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Core vocabulary	Dressing, undressing, warming up, cooling down, exercise, roll, jump, run, hop, skip, climb, change direction, dance, grip, brush, paint, write, snip, cut, eat, safely, tools, shape, space, direction, instructions, moving,	Ease, fluency, control, grace, grip, write, equipment, twist, turn, rhythm, music, step, beat, high, low, fast, slow.	Stretch, coordination, balance, agility, change direction, fast, slow, speed, climb, alternate, reach, hold, roll, jump.	Safety, navigate, guide, climb, under, over, on top, draw, team, individual, pair work, choose, trail, body shapes.	Strength, balance, coordination, agility, ball, throwing, catching, passing, batting, aiming, precision, confidence, carry, freeze, pause, high, low, crawl, one foot.	Negotiate, space, obstacles, safely, strength, balance, switch, coordination, moving, running, jumping, dancing, hopping, skipping and climbing.

	take off, landing, control, pattern.					
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By the end of EYFS **Physically active/ sports children** will:

- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Negotiate space and obstacles safely, with consideration for themselves and others.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How can you be a team player? Hit Catch Run Unit 1 Attack Defend Shoot Unit 1	How will you move your body to the music? Dance Unit 1 Send and Return Unit 1	How can you use your body to perform? Gymnastics Unit 1 Dance 2	How will you score points for your team? Gymnastics Unit 2 Attack defend Shoot Unit 2	Can you control the ball? Send and Return Unit 2 Run Jump Throw Unit 1	How far can you jump? Run Jump Throw Unit 2 Hit Catch Run Unit 2
	Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching. Perform dances using simple movement patterns.	Master basic movements including developing balance, agility and coordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.
Core vocabulary	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve Attack, defend, compete, roll, rolling, send, throw, under-arm, play against, receive	Stretch, swing, mood, feeling, theme, story, static, friendship/start/middle/ end Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, forehand, backhand, court.	Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, forehand, backhand, court. Add PE 2	Tuck, pike, straddle, star, arch, dish Both gymnastics	Stretch, swing, mood, feeling, theme, story, static, friendship/start/middle/ end Compose, choose, select, emotions, canon, unison, rhythm, character, round, response.	roll, stop, strike, throw, aim, attack, compete, restart, balance, rock, roll, spin, twist, unison, canon, backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest. Relaxation, roll, rock, sequence, shape, slow,

						speed, spin, strength, timing, travel, turn.
Year 2	How can you move with control? Gymnastics Unit 1 How can you be a team player (1)? Attack Defend Shoot Unit 1	How can you move your body to music? Dance Unit 1 How can you be a team player (2)? Attack Defend Shoot Unit 2	How can you use your body to perform? Gymnastics Unit 2 How will you score points for your team (1)? Hit Catch Run Unit 1	How can you use your body to create dance actions? Dance unit 2 How will you score points for your team (2)? Hit Catch Run Unit 2	How can you move with control and coordination? Run Jump Throw Unit 1 How can you track the ball? Send & Return Unit 1	How far can you jump? Run Jump Throw Unit 2 How can you track the ball? Send & Return Unit 2
	Create and perform simple sequences by linking elements and showing basic control. Send and receive a ball using feet. Explore dribbling and passing the ball.	Work as part of a group to create and perform using imagination, shape and balance. Work with others to develop and build basic attacking play with a ball.	Develop core strength and practice floor exercises. Use rhythm to perform a sequence. Use a variety of bats to hit a ball, practice feeding and bowling balls and keep scores.	Develop core strength and practice floor exercises. Use rhythm to perform a sequence. Use a variety of bats to hit a ball, practice feeding and bowling balls and keep scores.	Throw a variety of objects developing power, agility, coordination and balance. Hit and return a ball with increasing accuracy. Play net games throwing, catching and sending balls over a net.	Throw a variety of objects developing power, agility, coordination and balance. Hit and return a ball with increasing accuracy. Play net games throwing, catching and sending balls over a net.
Core vocabulary	Aim, attack, compete, controlling, cooperate, receive, control Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body, tension, muscles, strength, rock, roll, turn, spin	Direction, huddle, mood, feeling, penguin, musicality, respond, galloping, flying rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.	hit, catch, run, wicket, bats, bowl, feed, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps Body, tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth	Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role	Serve bounce drop badminton tennis volley ball squash shuttlecock racquet Run throw handle power quick burpee obstacle control stamina static dynamic collect	Lunges strength power repetition Accuracy agility burn stamina fitness persevere tally develop lap cooperate compete Front back tactics compete score wide deep rotate point
By the end of Key Stage 1 Physically active/ sports children will: will:						
<ul style="list-style-type: none"> • Can dribble a ball using a range of body parts. • Can pass a ball accurately using a range of body parts. • Can receive a ball using a range of body parts. • Can shoot at a target using rolling and kicking. • Can demonstrate basic attacking principles. 						

- Can demonstrate basic defending principles.
- Can make in game decisions about space and act on them accordingly.
- Master basic movements including running, jumping, throwing and catching.
- Can dribble a ball using a variety of equipment.
- Can pass a ball accurately using a variety of equipment.
- Can receive a ball using a variety of equipment.
- Can shoot at a target using a variety of equipment.
- Can use a variety of equipment correctly and safely.
- Strike/kick/pass a ball with accuracy and control when moving.
- Receive the ball in a moving position.
- Can demonstrate control of a racket when balancing objects on it
- Can demonstrate the correct technique when holding a racket
- Can use a forehand technique to push a stationery ball along the floor
- Can serve a ball over a net using suitable body parts
- Can use a backhand technique to push a stationery ball along the floor
- Use basic actions using changes in speed and directions, including travelling, rolling, jumping and climbing.
- Perform basic actions with control and coordination.
- Repeat a sequence of movements to music including transitions and moments of still.
- Create and perform a short sequence with a clear beginning, middle and end, independently or with a partner.
- Use basic actions using changes in speed and directions, including travelling, rolling, jumping and climbing.
- Show good awareness of space, apparatus and the actions of others.
- Perform basic gymnastic actions with control and coordination. Repeat a sequence of gymnastic actions including transitions and moments of still.
- Link and repeat basic actions to copy or create and perform a movement phrases with a beginning, middle and end.
- Create and perform a short sequence with a clear beginning, middle and end, to include apparatus or partner.
- Adjust running pace smoothly.
- Can demonstrate a variety of jumping styles.
- Can describe the effect of throwing from sitting, kneeling or standing.
- Can perform hop and jump combinations with balance and control.
- Can throw and retrieve equipment safely.
- Can accelerate from a variety of static positions and explain the differences.
- Can demonstrate the ability to change speed.
- Can hop for distance.
- Can jump from side to side with balance, speed and rhythm.
- Can run/jog at a consistent pace for a few minutes.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Can you be a team player? Hockey and Netball	How can we use space when we move? Tag Rugby & Dance Unit 1	Why can group movements be exciting?	How can you improve your performance? Gymnastics Unit 2 & Handball	How can you control the ball? Tennis and Basketball	How can you improve your own and your team's performance? Athletics & Rounders

			Gymnastics Unit 1 & Dance Unit 2			
	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	Use running, jumping, throwing and catching in isolation and in combination Apply basic principles suitable for attacking and defending Perform dances using a range of movement patterns	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.	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance	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 Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Core vocabulary	Hockey, sticks, pitch, run, attack, stop, trap, defend, shoot, control, aim, tackle, block, quick sticks Space, pass, mark, dodge, defend, footwork, possession, tactics, intercept, zones	Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike Facial expression, improvisation, rehearse, directory, jazz square, characterisation, 4-action dance phrase, communicate, contrasting, perform, audience, improve	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different Do Se Do, hop step ball change, dynamics, partner work, floor patterns, shape, angular, energetic, strong mirroring, 2 linear.	Japana, control, transition, bounce, broad, sequence, unison, flexibility, strength, half lever, box splits, extension Shoot, defend, attack, block, run, control, pass, 2 teamwork, catch, score, handball, intercepting	Control, bounce, shoot, target, assist, jump ball, 2 attack, defend, shoot, offensive Hit, return, court, forehand, serve, backhand, 2 net, bounce, points, overarm, underarm, tactics	Run, jump, throw, agility, power, speed, track, forces, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine Batting, fielding, bowling, base, long barrier, batter, bowler, fielder, innings, no ball, batting ball, backstop, rounder, half rounder
Year 4	Can you be a team player? Netball and Swimming	How can we use space when we move? Tag Rugby & Swimming	Why can group movements be exciting? Gymnastics Unit 1 & Swimming	How can you improve your performance? Gymnastics Unit 1 & Swimming	How can you control the ball? Tennis and Swimming	How can you improve your own and your team's performance? Athletics & Swimming
	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Swim competently, confidently, and	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Swim competently, confidently, and	Develop flexibility, strength, technique, control and balance Swim competently, confidently, and proficiently over a	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Swim competently, confidently, and	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance Swim competently, confidently, and proficiently over a

	<p>proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>	<p>proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>	<p>distance of at least 25 meters. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>	<p>proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>	<p>Swim competently, confidently, and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>	<p>distance of at least 25 meters. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations</p>
	<p>Control, use space, defend, attack, chest pass, tactics, complete, collaborate, teamwork, score, shoot, footwork, foul, free pass, goal shooter, goal attack, centre, goal defence, goal keeper</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>	<p>attacker, backward pass, defender, tag, try, non-contact, sidestep</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, direction, direction, speed, partner, actions, compositional, stamina, leap</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, direction, direction, speed, partner, actions, compositional, stamina, leap</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>	<p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling,</p> <p>Swimming: Swim, kick, front, back, arms, legs, lie on front, breath, splash, sculling, doggy, paddle, prone, supine, glide, stroke, float, pace backstroke, front crawl, breaststroke, water safety, float</p>

By the end of Lower Key Stage 2 **Physically active/ sports children** will:

- Strike/kick/pass a ball with accuracy and control when moving.
- Receive the ball in a moving position.
- Safely demonstrate the required skills to get the ball from an opponent.
- Find creative solutions to beat a defender in a 1v1 and 2v1 situation.
- Demonstrate the attacking principles to successfully execute a 2v1 situation.
- Hit a self-fed forehand to a target.
- Can perform the ready position prior to striking the ball.
- Make contact with the ball with a controlled racket.
- Accurately throw underarm at a target from a stationary position.
- Accurately throw overarm at a target from a stationary position

- Successfully stop a ball travelling towards them on the floor.
- Accurately throw underarm at a target from a moving position.
- Accurately throw overarm at a target from a moving position.
- Strike a moving ball using the correct technique.
- Perform combinations of movements to a piece of music.
- Adapt a sequence of movement patterns to include different levels, speeds and/or direction.
- Execute movements on the floor or on apparatus with increasing control.
- Land correctly when jumping off a medium/high piece of apparatus.
- Create a group balance with 3 or more people, with all people linked together in some way.
- Demonstrate advanced counter balances with one partner off the ground.
- Complete a 7 piece sequence including a minimum of 2 different components.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe-rescue in different water-based situation

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Can you be a team player? Netball and Hockey	How can we use space when we move? Tag Rugby & Dance Unit 1	Why can group movements be exciting? Gymnastics Unit 1 & Dance Unit 2	How can you improve your performance? Gymnastics Unit 2 & Handball	How can you control the ball? Tennis and Basketball	How can you improve your own and your team's performance? Athletics & Rounders
	Use running, jumping, throwing and catching in isolation and in combination Play competitive games	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Develop flexibility, strength, technique, control and balance	Use running, jumping, throwing and catching in isolation and in combination Play competitive games	Develop flexibility, strength, technique, control and balance
Core vocabulary	Attacker, defender, team, tackle, stick, ball, goal, push, pass, receive, scoring, position, mark, attack, sweep, sweep shot, possession, pressure Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot,	Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall pattern, perform, refine, improve, rhythm Attacker, defender, isolation, mark, tag, W grip, contest, possession, pressure,	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance Assemble, sissonne, saute, chaine, retrograde, inversion,	Speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core, temperature Dribble, block, screen, pivoting, steps, double fault, offensive, foul, free throw	Blocking, pivot, forward, reverse, exploit, layoff, accuracy, rebound, fake, feint Service, rules, volley, overhead, singles, doubles	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelin, receive, pass, power, relay, baton, safety Rules, Power, consistency, accuracy, stump. Conditioned, fitness, miss, hit,

	stationary, shooting, circle, semi-circle	support, turn over, lose pass, offence, formation	instrumentation, fragmentation			strength, encouragement, defensive, offensive
Year 6	Can you be a team player? Play leader training, Netball and Hockey	How can we use space when we move? Tag Rugby & Dance Unit 1	Why can group movements be exciting? Gymnastics Unit 1 & Dance Unit 2	How can you improve your performance? Gymnastics Unit 2 & Handball	How can you control the ball? Tennis and Basketball	How can you improve your own and your team's performance? Athletics & Rounders
	Use running, jumping, throwing and catching in isolation and in combination Play competitive games	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance	Use running, jumping, throwing and catching in isolation and in combination Play competitive games Develop flexibility, strength, technique, control and balance	Use running, jumping, throwing and catching in isolation and in combination Play competitive games	Develop flexibility, strength, technique, control and balance
Core vocabulary	Chest pass, shoulder pass, double bounce, defender, attacker, goal shooter, goal, attack, knock away, dribble Dribble, control, shoot, slap or push, long corner, defender, attacker, position, mark, banana run, hit out	Pass, throw, try, player, team, defender, attacker, set play, three-step rule, footwork, attacking formation, defensive formation, possession, observe, feedback Group, dynamic, action, body stance, power movement, facial expressions, gesture, move in unison, formation, street dance, freeze frame motif, phrase	Flight, power, speed, vault, dismount, movement, combination, sequence, unison, canon Canon, contrast, variation, dynamics, facial expressions, narrative, tension, relationships, accompany, contact, quality, confidence	Flight, power, speed, vault, strength, flexibility, weight on hands, partner balances, apparatus, small equipment Double dribble rule, attackers, screeners, front screen, back screen, dribble, counterattack	Fast break, counterattack, score, retreat dribble, free throw, defender, v-cut, ball handler, basket, offense, crossover dribble, 3-point shot, scoring system Teamwork, doubles, defend, footwork, underarm serve, listening skill, dispute, peers, attacking, defensive, scoring system, improvement, two-handed backhand shot, lob shot	Crouch start, power, sprint, hop phase, step phase, jump phase, dominant foot, heave throw, hinge, straighten, extend, communicate, fitness, running technique Batting team, fielding team, bowler, backstop, fielders, batters, run out caught out, base, high ball, fast ball

By the end of Upper Key Stage 2 **Physically active/ sports children** will:

- Demonstrate understanding of attacking principles in conditioned, small-sided games.
- Demonstrate understanding of defensive principles in conditioned, small-sided games.
- Demonstrate understanding of self and others performance against the objectives.
- Demonstrate selection and application of the skills and tactics when attacking in a small-sided game.
- Demonstrate selection and application of the skills and tactics when defending in a small-sided game.
- Demonstrate an ability to evaluate the performance of self and other.

- Hit a self-fed backhand to a target.
- Hit a moving ball with a forehand to a target.
- Hit a moving ball with a backhand to a target
- Begin to bowl with accuracy and the correct technique.
- Use the correct technique to attack the ball.
- Demonstrate an understanding of basic tactics for defending, both whilst fielding and batting during a game.
- Demonstrate an understanding of basic tactics for attacking, both whilst fielding and batting during a game.
- Catch a ball in a game environment.
- Demonstrate an ability to evaluate the performance of self and others.
- Perform movement patterns with increased consistency and fluency.
- Combine actions and show clarity of shape, control and balance in longer sequences alone or in partners.
- Perform movement patterns with different levels, speeds and direction.
- Repeat longer, more difficult movement patterns accurately, emphasising body shape and changes in direction, alone, with a partner or a small group.
- Combine and perform movement patterns with control and balance with fluency and an increasingly difficult sequence.
- Create and perform a longer, fluent movement patterns, using planned variation and contrasts in actions and speed.
- Execute a forward roll with correct form and technique.
- Execute a full spin linking move with correct form and technique.
- Create a group balance with 4 or more people.
- Demonstrate dynamic movements, using apparatus as an obstacle.
- Demonstrate dynamic movements, using partner as an obstacle.
- Create a group balance with 4 people, with all people linked together in some way.
- Complete a 10 piece sequence including 4 different components.
- Evaluate the performance of others and offer constructive feedback for improvement.
- Demonstrate good running posture.
- Accelerate and decelerate rapidly.
- Jump for distance from two feet to two feet.
- Maintain a good running technique when sprinting over obstacles.
- Jump for distance from one foot to two feet.
- Demonstrate effective technique throwing techniques.
- Demonstrate the ability to maintain a smooth running pace relevant to distance covered.
- Demonstrate effective technique for throwing a javelin.
- Demonstrate understanding of stamina and effectively run over a long distance.
- Sprint over obstacles using constant stride lengths.
- Pass a relay baton at speed using a "push pass".
- Sprint rapidly over short distances as an individual and in relays.
- Demonstrate a range of jumping techniques.
- Take part in outdoor and adventurous activity challenges both individually and within a team.