



Progression Document

Physical Education



Barnburgh Academy Vision

Learning to SHINE together!

Barnburgh Academy Core Values

Perseverance

Courage

Independence

Respect

Ambition

Leger Education Trust Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion

INTENT

At Barnburgh Primary Academy we aim to enable pupils to become physically confident and competent learners, who are able to develop their physical fitness and stretch their physical capabilities. PE will clearly contribute towards this, enabling pupils to enhance their stamina and strengthen their muscles.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our PE curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To have the courage to have a go at a range of sports.
- To compete against other pupils and other schools.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder and to not give up.
- To keep going in the face of defeat.

AMBITION

- To do their best work (individually and as a team), and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something - individually and as part of a team.
- To achieve beyond their personal best.

RESPECT

- To respect the rules of a range of different sports.
- To respect themselves and their team mates.
- To respect the other teams that they may encounter.
- To show good sportsmanship to all involved, including referees.

INDEPENDENCE

- To develop confident physical scientists and sportspeople, who can think and act for themselves.

BEYOND THE SUBJECT

We want our PE curriculum to help children to;

- Develop the competence to be able excel in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

EYFS LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

YEAR 1 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Invasion games – football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Multiskills</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • 	<p>Invasion games – basketball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Multiskills</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Invasion games – Dodgeball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using simple movement patterns 	<p>Gymnastics</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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

YEAR 2 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Invasion games – football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Multiskills</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Invasion games – basketball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Multiskills</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Invasion games – Dodgeball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Gymnastics</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using simple movement patterns <p>Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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

YEAR 3 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p style="text-align: center;">Invasion games – Football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Invasion games – Basketball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • lead healthy, active lives • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Invasion games – Dodgeball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Invasion games – Netball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Striking and fielding games – Rounders</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p style="text-align: center;">Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 4 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Invasion games – Football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Invasion games – Basketball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Invasion games – Dodgeball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • lead healthy, active lives • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Striking and fielding games – Rounders</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best

YEAR 5 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Invasion games – Football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 	<p>Invasion games – Dodgeball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Invasion games – Netball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Gymnastics</p> <ul style="list-style-type: none"> • lead healthy, active lives • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Athletics</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 <p>Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best

YEAR 6 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Invasion games – Football</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">OAA</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • 	<p>Invasion games – Basketball</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • play competitive 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<ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • lead healthy, active lives • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Net and wall games – Tennis</p> <ul style="list-style-type: none"> • lead healthy, active lives • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, 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performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Invasion games – Netball</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p style="text-align: center;">Striking and fielding games – Cricket</p> <ul style="list-style-type: none"> • lead healthy, active lives • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best



Health and Fitness

Curriculum Link with Design Technology: Nutrition and Healthy Eating (all year groups), PSHE and RSE: Health and Wellbeing (all year groups), Science: Animals including Humans (all year groups)

KNOWLEDGE PROGRESSION MAP FOR HEALTH AND FITNESS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That healthy food choices include a variety of fruits and vegetables. That healthy food choices include drinking water. 	<p>Children will know:</p> <ul style="list-style-type: none"> That before exercise our bodies should feel cool. That before exercise we should be able to breathe normally. That after exercise our body should feel warm and sweaty or sticky. That after exercise we will be breathing heavier, may feel out of breath and may feel tired. That mats should be carried with four persons to a mat, one on each corner. That mats should not be carried over other people or working spaces. 	<p>Children will know:</p> <ul style="list-style-type: none"> That before exercise our bodies should feel cool and we should be breathing normally. That it is important for humans to exercise. That muscles need oxygen to work during physical activity. That as they are more active, they get fitter. That their lungs get better at taking in oxygen from the air through exercise. That their hearts get stronger and better at pumping oxygen to their muscles through the blood through exercise. 	<p>Children will know:</p> <ul style="list-style-type: none"> That humans have skeletons and muscles for support, protection and movement. That exercise strengthens your heart, bones and muscles. That exercise boosts your energy levels. That strength and flexibility is important for physical activity. That we need to warm our bodies for exercise. That we need to cool our bodies down after exercise. 	<p>Children will know:</p> <ul style="list-style-type: none"> That exercise can reduce the risk of getting ill. That exercise improves your mood. That the body needs to warm up to get ready for exercise. That they body needs to cool down after exercise. That the body warms up during exercise. That a body cools down as activity decreases. 	<p>Children will know:</p> <ul style="list-style-type: none"> That exercise promotes better sleep. That exercise can reduce stress levels. That we should warm up to prepare bodies for exercise. That we should warm up to get the heart beating faster, ready for exercise. That we should cool down to return our bodies to a normal state. That we should do exercise in good space. That we should keep our body safe by warming up and cooling down. That we should only do exercises that we feel our body is capable of to keep ourselves safe. 	<p>Children will know:</p> <ul style="list-style-type: none"> That exercise can be part of a healthy lifestyle. That exercise and lifestyle can have a positive or negative impact on the way their body functions. That food and physical activity can have an effect on their health. That it is important to warm up to prepare mentally and physically for exercise. That it is important to increase the heart rate and blood flow during a warm up, ready to exercise. That it is important to cool down so that your body gradually reduces its heart rate. That it is important to cool down so your body can begin the process of recovery. That it is important to bring your mind and body back to a resting state during a cool down. That warm ups and cool downs should be performed in good space. That warm ups and cool downs should be performed that raise and lower the heart rate.

SKILLS PROGRESSION MAP FOR HEALTH AND FITNESS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children will be able to: <ul style="list-style-type: none"> Recognise the importance of healthy food choices. 	Children will be able to: <ul style="list-style-type: none"> Describe how the body feels before and after exercise. Carry and place equipment safely. 	Children will be able to: <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	Children will be able to: <ul style="list-style-type: none"> 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. 	Children will be able to: <ul style="list-style-type: none"> How the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Explain reasons for warming up and cooling down. 	Children will be able to: <ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	Children will be able to: <ul style="list-style-type: none"> Explain the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Explain why exercise is good for health, fitness and wellbeing. Explain how they can become healthier.

VOCABULARY PROGRESSION MAP FOR HEALTH AND FITNESS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Healthy Food choices	Warm Sweaty/sticky Breath/breathe Exercise	Breath/breathe Exercise Muscles Oxygen Lungs Heart Blood	Exercise Skeletons Muscles Strength Bones Energy Flexibility	Exercise Illness Mood	Exercise Stress	Exercise Lifestyle Mentally Physically Heart rate Blood flow Recovery

STICKY KNOWLEDGE FOR HEALTH AND FITNESS

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> What foods would you choose to be healthy? Fruits, vegetables, water 	<ul style="list-style-type: none"> What temperature should your body feel before you exercise? Bodies should feel cool before exercise. What temperature should your body feel after you exercise? Bodies should feel warm and sweaty or sticky after exercise. How should your breathing be before exercise? Breathing should be normal before exercise. How should your breathing be after exercise? Breathing will be heavier; you may feel out of breath and may feel tired. 	<ul style="list-style-type: none"> What do muscles need to work during physical activity? Muscles need oxygen to work during physical activity. What do lungs get better at during exercise? Lungs get better at taking in oxygen from the air through exercise. What effect does exercise have on your heart? Hearts gets stronger and better at pumping oxygen to muscles through blood through exercise. 	<ul style="list-style-type: none"> Why do we have skeletons? Humans have skeletons and muscles for support, protection and movement. What impact does exercise have on your heart, bones and muscles? Exercise strengthens your heart, bones and muscles. What impact does exercise have on your energy levels? Exercise boosts your energy levels. What should we do with our bodies before exercise? Bodies need warming up before exercise. What should we do with our bodies after exercise? Bodies need cooling down after exercise. 	<ul style="list-style-type: none"> What benefits does exercise have on your body? Exercise can reduce the risk of getting ill and improves your mood. Why do we do warm ups? The body needs to warm up to get ready for exercise. What happens to body temperature before, during and after exercise? During exercise, the body warms up and as the activity decreases the body cools down. 	<ul style="list-style-type: none"> What benefits does exercise have on your wider life? Exercise promotes better sleep and can reduce stress levels. Why do we do warm ups? Warm ups get the heart beating faster and ready for exercise. Why do we do cool downs? Cool downs return our bodies to a normal state. What type of exercises should we do to stay safe? To keep safe, we should only do exercises that we feel our body is capable of. 	<ul style="list-style-type: none"> What impact can exercise and lifestyle have? Exercise is part of a healthy lifestyle. These can have a positive impact on the way a body function. Exercise can affect health too. What should happen to your body during a warm up? In a warm up, your heart rate and blood flow will increase. What should happen to your body during a cool down? In a cool down, your body will gradually reduce the heart rate. Your body will begin the process of recovery. What is a resting state? And why is it important? A resting state is the state a body is in when resting. It is important to bring your mind and body back to a resting state during a cool down.



Athletics

Curriculum Link with Math: Measures (all year groups)

KNOWLEDGE PROGRESSION MAP FOR ATHLETICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That running is the action of rapidly going forward on your feet. That walking is the action of going forward on your feet at a regular pace. That jumping is pushing yourself off a surface into the air using your legs. That hopping is pushing yourself off a surface into the air using one leg. That skipping is moving lightly, stepping from one foot to the other with a hop or bounce. That good posture means sitting up straight. That changing direction means going a different way. 	<p>Children will know:</p> <ul style="list-style-type: none"> That good posture is making sure your body weight is evenly spread across your body. That good balance is spreading your weight to stand still, so you don't fall and recover if tripping. That pace and speed is the rate at which they are moving. That jogging is running at a slow and steady pace. That sprinting is running at your fastest pace. That changing direction is being able to move towards a different place or position, travelling along a different pathway. That a jumping sequence is a set of jumps. That jumping for height means jumping as high as you can. That jumping for distance is jumping as far as you can. That landing safely means landing so you don't injure yourself or others. That an underarm throw is a throw for short distances using your arm staying under waist height. That an overarm throw is a throw for longer distances over your head height. That a target throw is a throw at a particular target. 	<p>Children will know:</p> <ul style="list-style-type: none"> That running at different paces means changing the speed as you are running. That your stride is the space between one foot and the other when you step. That jogging is the best pace for distance running. That maintaining and controlling a run means keeping the same pace over a distance. That comparing means saying what is the same and different. That a jumping combination means putting different jumps together. That to jump for distance you need to bend your knees, lean forward and push back, spring up and forward, swing your legs forward and land safely on the balls of your feet. That different jumps are needed for different distances. That throwing for accuracy means throwing in the correct way. That throwing for distance means throwing the furthest you can. That throwing at different heights needs different skills. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different techniques for running can affect their performance. That running requires arm and leg actions (arms from hips to lips, knee drives). That running with hurdles requires jumping over an obstacle at speed. That to get over a hurdle safely, you should use one and two feet to take off and to land. That a standing long jump is a two-footed horizontal jump. That an effective take-off for a standing long jump is a crouched or rocking position with bent ankles, knees and hips, arms swinging behind the body before legs are straightened and pushing off the ground. That to land safely with control means landing on both feet at the same time with ankles, knees and hips bent. That throwing with greater control and accuracy means having more impact on where the throw goes. That increasing control on an overarm throw comes from pointing at the target with the non-throwing arm, keeping your elbow bent, moving legs first, then hips, shoulders and arm last, transferring weight from back leg to front leg and releasing the ball at this point. That a push throw is used for activities such as shot put. This requires power, strength and speed. 	<p>Children will know:</p> <ul style="list-style-type: none"> That sprinting involves running a short distance in the fastest possible time. That a good technique for sprinting is keeping a low body position, driving arms quickly, running on the balls of feet, lifting knees in a horizontal position, keeping arms bent and pumping, keeping head still and looking ahead. That a relay race involves covering a certain distance as fast as possible as a team. That each person in a relay runs a different part of the race called a 'leg'. That a baton changeover is where a baton is passed from person to person during a race. That a fluent baton changeover means getting the baton from one person to another as fast and smoothly as they can. That to land safely with control means landing on both feet at the same time with ankles, knees and hips bent. That the distance jumped is from where the jump started to the back part of the body that touches the ground. That a pull throw is a technique used where you pull back an object before releasing it. That a pull throw is a technique used for activities such as javelin. That a throw is measured where the throw starts to where it first lands. 	<p>Children will know:</p> <ul style="list-style-type: none"> That you should react as quick as possible at the start of a sprint race. That you can start a sprint using a standing start. That a standing start is where you place one foot forward and one foot back, bend the knees and lean forward, lift both heels off the ground, synchronize arms and legs so that opposites move together, push off with both feet and drive arms and legs quickly. That you can start a sprint using a crouching start. That a crouching start is where you place your right knee behind the line on the floor, left foot in line with right ankle, turn toes under, hands on floor with fingers behind the line, raise hips and stay still, push off with both feet, bringing back foot forward first and drive arms and legs quickly. That a vertical jump is a jump that involves getting as much height as possible from a standing position. That a vertical jump requires an upward take-off from either one or two feet. That a fling throw is a throw which is thrown from a low position to a high position by transferring body weight from the back leg to the front leg. That a throw is measured where the throw starts to where it first lands. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a sprint finish is used at the end of a long-distance race. That a sprint finish means changing your speed at the end of a race. That a good sprinting technique needs arms pumping, staying light on your feet and keeping knees in a horizontal position. That a lead leg is the leg which goes over the hurdle first. That they will have their own preference for their lead leg. That a good relay requires a smooth baton change. That they will need to use different techniques for different types of jumps. That the distance of a throw is measured from where the throw starts to where it first lands. That this can be measured with a long tape measure.

SKILLS PROGRESSION MAP FOR ATHLETICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Move energetically by walking, jumping, running, hopping and skipping. • Show good posture when sitting. • Negotiate space and obstacles safely. • Show strength, balance and coordination in their movements. • Run, change direction and stop on a given signal. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Vary their pace and speed when running • Run with a basic technique over different distances • Show good posture and balance • Jog and sprint in a straight line • Change direction when jogging and sprinting • Maintain control as they change direction when jogging and sprinting • Perform different types of jumps • Perform a short jumping sequence • Jump as high and as far as possible • Land safely and with control • Work with a partner to develop the control of their jumps • Throw underarm and overarm • Throw a ball towards a target • Improve the distance they can throw by using more power 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 • 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 • Perform and compare different types of jumps • 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 • Throw different types of equipment in different ways, for accuracy and distance • Throw with accuracy at targets of different heights • Investigate ways to alter their throwing technique to achieve greater distance 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance • Focus on their arm and leg action • Begin to combine running with jumping over hurdles • 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 with control • Throw with greater control and accuracy • Show increasing control in their overarm throw • Perform a push throw • Continue to develop techniques to throw for increased distance 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. • Perform a relay, focusing on the baton changeover technique. • Develop a fluent changeover. • Speed up and slow down smoothly. • Land safely with control. • Begin to measure the distance jumped. • Begin to perform an effective standing long jump. • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify their reaction times when performing a sprint start. • Accelerate from a variety of different starting positions. • Confidently and independently select the most appropriate pace for different distances and different parts of a run. • Improve techniques for jumping for height. • Perform an effective vertical jump. • Land safely and with control. • Investigate different jumping techniques. • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Build up speed quickly for a sprint finish. • Use their preferred leg when running over hurdles. • Accelerate to pass other competitors • Work as a team to competitively perform a relay. • Develop the technique for the standing vertical jump. • Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Develop the technique for the push, pull and fling throw and support others in improving their performance. • Accurately measure and record the distance of their throws.

VOCABULARY PROGRESSION MAP FOR ATHLETICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Run Hop Skip Jump Walk Direction	Pace Speed Distance Posture Balance Jog Sprint Control Sequence Safely Underarm throw Overarm throw	Paces Stride Speeds Distances Maintain Control Perform Compare Combine Accuracy	Technique Hips to lips Hurdles Take off Landing Standing long jump Safely Control Accuracy Overarm throw Push throw Distance	Technique Sprinting Relay Baton Changeover Fluent Safely Control Standing long jump Pull throw Distance	Reaction times Sprint start Accelerate Standing start Crouched start Vertical jump Safely Control Fling throw Distance	Sprint finish Lead leg Accelerate Relay Vertical jump Safely Control Perform Apply Push throw Pull throw Fling throw Accurately

STICKY KNOWLEDGE FOR ATHLETICS

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is running? The action of rapidly going forward with your feet. • What is jumping? Pushing yourself off a surface into the air with your legs. 	<ul style="list-style-type: none"> • What is pace and speed? Pace and speed are the rate at which you are moving. • What does jumping for height mean? Jumping for height means jumping as high as you can. • What does jumping for distance mean? Jumping for distance means jumping as far as you can. • What does landing safely mean? Landing safely means landing so you don't injure yourself or others. • What is an underarm throw? An underarm throw is used for short distances using your arm staying under waist height. • What is an overarm throw? An overarm throw is used for longer distances over your head height. • 	<ul style="list-style-type: none"> • What is a stride? Your stride is the space between one foot and the other when you step. • What is the best pace for a long-distance race? Jogging is the best pace for long-distance races. • How do you jump for distance? To jump for distance, you need to bend your knees, lean forward and push back, spring up and forward, swing your legs forward and land safely on the balls of your feet. • What does throwing for accuracy mean? Throwing for accuracy means throwing in the correct way. • What does throwing for distance mean? Throwing for distance means throwing as far as you can. 	<ul style="list-style-type: none"> • How do we get over a hurdle safely? To get over a hurdle safely, you should use one and two feet to take off and to land. • What is an effective take off for a standing long jump? A crouched or rocking position with bent ankles, knees and hips, arms swinging behind the body before legs are straightened and pushing off the ground. • How do we land safely from a jump? Landing safely means landing on both feet at the same time with ankles, knees and hips bent. • What is a push throw? A push throw is used for activities such as shot put. It requires power, strength and speed. • How do you increase your accuracy on an overarm throw? Increasing control on an overarm throw comes from pointing at the target with the non-throwing arm, keeping your elbow bent, moving legs first, then hips, shoulders and arm last, transferring weight from back leg to front leg and releasing the ball at this point. 	<ul style="list-style-type: none"> • What is a good technique for sprinting? A good technique for sprinting is keeping a low body position, driving arms quickly, running on the balls of feet, lifting knees in a horizontal position, keeping arms bent and pumping, keeping head still and looking ahead. • What is a relay race? A relay race is a team race that involves covering certain distances as fast as you can. • What are different parts of a relay race called? Each person in a relay race runs a different part called a leg. • What is a fluent baton change? A fluent baton change means getting the baton from one person to another as smoothly as possible. • What is a pull throw? A pull throw is a technique used where you pull back an object before releasing it. 	<ul style="list-style-type: none"> • How does a starting reaction time effect a race? You should react as quick as possible at the start of sprint race to get the best start against other people. A slow start could make a slower time overall. • What different positions can you use to start a race? You can use a standing start or a crouched start. • What is a vertical jump? A vertical jump is a jump that involves getting as much as height as possible from a standing position. • What is a fling throw? A fling throw is a throw which is thrown to a high position by transferring body weight from the back leg to the front leg. 	<ul style="list-style-type: none"> • What is often used at the end of a long-distance race? A sprint finish is usually used at the end of a long-distance race. • What is a lead leg? A lead leg is the leg which goes over the hurdle first/ • How can you run a 'good' relay? A good relay requires a smooth baton change.



Dance

Curriculum Link with Music: Listening and Performance (all year groups)

KNOWLEDGE PROGRESSION MAP FOR DANCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That a sequence is an order of actions. That dancing is moving to music. That to combine means put together. That to copy actions means to do what someone else has done. 	<p>Children will know:</p> <ul style="list-style-type: none"> That copy and repeat means following what someone else is doing and doing this yourself. That a motif is a sequence of movements that link together to represent an idea. That canon is a movement or movements repeated successively (like a Mexican wave effect). That mirroring is matching the movements of another person as if you were their reflection in a mirror. That unison is identical movements performed at the same time by more than one person. That a simple dance contains elements such as motif, canon, mirroring and unison. 	<p>Children will know:</p> <ul style="list-style-type: none"> That copy, remember and repeat means following what someone else is doing, recalling it and doing it yourself. That a motif is a sequence of movements that link together to represent an idea. That canon is a movement or movements repeated successively (like a Mexican wave effect). That mirroring is matching the movements of another person as if you were their reflection in a mirror. That unison is identical movements performed at the same time by more than one person. That speed variations mean performing dance moves in a slow, controlled way and then at a faster pace, still controlled. That level variations means performing dance moves at ground level, mid-level and high level. That transitions in dance are the links between movements and sections of dance. 	<p>Children will know:</p> <ul style="list-style-type: none"> That to improvise means the process of creating own movements impulsively. That a simple dance combines movements using techniques such as motif, unison, canon and mirroring, using transitions to link these and with varying levels and speeds. That a motif is a sequence of movements that link together to represent an idea. That rhythm is moving to a regular pattern or beat. That expression is demonstrating emotion or thought to an audience through movements or body language. That to choreograph means to compose the sequence of steps and moves for dance. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different dance styles repeat movement patterns or actions. That to improvise means the process of creating own movements impulsively. That composition means learning how to create a dance. That precision in dance means the accuracy of movements. That control in dance means your body is doing what your mind wants it to. That dynamics in dance means how the dance moves. That rhythm is moving to a regular pattern or beat. That spatial awareness is taking account of the space and using it effectively. That self-evaluation is an important tool to reflect and improve. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different dance styles repeat movement patterns or actions. That dances can be individual, partner or group dances. That pace means the speed of the dance. That timing means the movement of the dancer through time and in relationship to the music. That spatial awareness is taking account of the space and using it effectively. That creativity and imagination means using their own thoughts and ideas. That transitions in dance are the links between movements and sections of dance and these should be smooth. That actions must fit the rhythm of the music. That self-evaluation and peer-evaluation are important tools to reflect and improve. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different dance styles repeat movement patterns or actions. That dances can be individual, partner or group dances. That dramatic expression means expression of emotion, character and narrative through dance. That strong and controlled movements means maintaining posture and making your body do what the mind tells it to. That a fluent sequence is where movements are performed, linked together with effective transitions and the dance flows. That appropriately in dance means fitting the style of dance to the music. That pace means the speed of the dance. That timing means the movement of the dancer through time and in relationship to the music. That fluency means moving with ease and grace. That self-evaluation and peer-evaluation are important tools to reflect and improve.

SKILLS PROGRESSION MAP FOR DANCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Take part in group activities which they make up themselves. Remember sequences and patterns of movement which relate to music and rhythm. Move fluently, with control and grace. Combine different movements with ease. Negotiate space and obstacles safely. Move energetically by dancing. Move in time to music. Copy and create actions to music. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> 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 as a whole class. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> 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 Use different transitions within a dance motif Move in time to music Improve the timing of their actions To create a simple dance as a whole class. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Begin to improvise dance movements to music Create motifs from different stimuli (Y3 specific) Begin to compare and adapt movements and motifs to create a larger sequence Use simple dance vocabulary to compare and improve work Perform with some awareness of rhythm and expression Begin to choreograph a sequence of steps and moves to contribute to a whole class dance. To perform a dance in groups and as a whole class. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Confidently improvise with a partner or on their own Compose longer dance sequences in a small group Demonstrate precision and some control in response to stimuli Begin to vary dynamics and develop actions and motifs in response to stimuli Demonstrate rhythm and spatial awareness Change parts of a dance as a result of self-evaluation Use simple dance vocabulary when comparing and improving work To perform a dance in groups. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Show a change of pace and timing in their movements Develop an awareness of their use of space Demonstrate imagination and creativity in the movements they devise in response to stimuli Use transitions to link motifs smoothly together Improvise with confidence, still demonstrating fluency across the sequence Ensure their actions fit the rhythm of the music Modify parts of a sequence as a result of self and peer evaluation Use more complex dance vocabulary to compare and improve work To perform a dance in groups. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dramatic expression in dance movements and motifs Perform with confidence, using a range of movement patterns Demonstrate strong and controlled movements throughout a dance sequence Combine flexibility, techniques and movements to create a fluent sequence Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs Show a change of pace and timing in their movements Move rhythmically and accurately in dance sequences Dance with fluency and control, linking all movements and ensuring that transitions flow Demonstrate consistent precision when performing dance sequences Modify some elements of a sequence as a result of self and peer evaluation Use complex dance vocabulary to compare and improve work To perform a dance in groups.

VOCABULARY PROGRESSION MAP FOR DANCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Sequence Dance Copy combine</p>	<p>Copy Repeat Motif Canon Unison Mirroring</p>	<p>Copy Remember Repeat Motif Canon Unison Mirroring Speed variations Level variations</p>	<p>Improvise Motif Rhythm Expression Choreograph</p>	<p>Improvise Composition Precision Control Dynamics Rhythm Spatial awareness Self-evaluation</p>	<p>Pace Timing Spatial awareness Creativity Imagination Transitions Rhythm Self-evaluation Peer-evaluation</p>	<p>Dramatic expression Strong and controlled movements Fluent sequence Appropriately Pace Timing Fluency Self-evaluation Peer-evaluation</p>

STICKY KNOWLEDGE FOR DANCE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> • What does copy and repeat mean? copy and repeat means following what someone else is doing and doing this yourself. • What does motif mean? motif is a sequence of movements that link together to represent an idea. • What does canon mean? canon is a movement or movements repeated successively (like a Mexican wave effect). • What does mirroring mean? mirroring is matching the movements of another person as if you were their reflection in a mirror. • What does unison mean? unison is identical movements performed at the same time by more than one person. 	<ul style="list-style-type: none"> • What does speed variation mean? speed variations mean performing dance moves in a slow, controlled way and then at a faster pace, still controlled. • What does level variation mean? level variation means performing dance moves at ground level, mid-level and high level. 	<ul style="list-style-type: none"> • What does improvise mean? to improvise means the process of creating own movements impulsively. • What does rhythm mean? rhythm is moving to a regular pattern or beat. • What is expression? expression is demonstrating emotion or thought to an audience through movements or body language. • What does choreograph mean? choreograph means to compose the sequence of steps and moves for dance. 	<ul style="list-style-type: none"> • What does precision in dance mean? precision in dance means the accuracy of movements. • What does control in dance mean? control in dance means your body is doing what your mind wants it to. • What does dynamics mean in dance? dynamics in dance means how the dance moves. • What does spatial awareness mean in dance? spatial awareness is taking account of the space and using it effectively. • What does self-awareness mean in dance? self-evaluation is an important tool to reflect and improve. 	<ul style="list-style-type: none"> • What does pace mean in dance? pace means the speed of the dance. • What does timing mean in dance? timing means the movement of the dancer through time and in relationship to the music. • What does transitions mean in dance? transitions in dance are the links between movements and sections of dance and these should be smooth. 	<ul style="list-style-type: none"> • What does dramatic expression mean in dance? dramatic expression means expression of emotion, character and narrative through dance. • What does a fluent sequence mean in dance? fluent sequence is where movements are performed, linked together with effective transitions and the dance flows.



Invasion Games (netball, basketball, football)

Curriculum Link with PSHE and RSE: Relationships (all year groups)

KNOWLEDGE PROGRESSION MAP FOR INVASION GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That equipment is what we use to play games. That throwing means sending something through the air with your arm and hand. That kicking means pushing a ball with your foot. That aiming means pointing in the direction you want something to go. That running is the action of rapidly going forward on your feet. That stopping means ending what you were doing. That rules keep us safe. That a team is a group of people playing together. That tracking a ball means following the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That sending means cause a ball to go somewhere. That receiving means getting possession of a ball. To look at a partner before sending a ball. That dribbling means moving with a ball. That good space helps to pass a ball. That moving away from a partner helps your team be able to pass the ball. That staying with a partner makes it more difficult for them to receive the ball. That rules help us play fairly. 	<p>Children will know:</p> <ul style="list-style-type: none"> That striking means hit with force. That to strike a ball you must hit it with force. That bouncing a ball while moving is called dribbling. That kicking a ball while moving is called dribbling. That passing means moving the ball to another person. That space means moving to an area where you have room to move. That attacking means the team who have possession of the ball. That defending means the team not in possession of the ball. That games have important rules that must be followed. That keeping your head up allows you to see where defenders are. That if you score the most points, you win the game. That standing between the ball and the attacker will help to stop them from getting the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That control and accuracy means moving in a planned way with precision. That rules must be applied and followed fairly. That invasion games are games which involve a team attacking the other team's zone to score points. That dribbling is an attacking skill which helps the team move towards a goal or away from a defender. That intercept means anticipating a pass, blocking it and regaining possession. That possession means the team who has control of the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a shot can be a kick, hit or throw of the ball intended to score points. That hand-eye coordination is important to strike a moving and stationary ball. That the best use of space means finding areas where passes or shots can be made. That tactics are actions or ideas planned to achieve an overall aim. That rules can be adapted to alter games. That protecting the ball as you dribble with help keep possession. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different throws and catches are appropriate at different times in a game That rules can be devised and adapted to create their own game. That dribbling in different directions can help to lose a defender. That moving into spaces will help create space for a team, even if not receiving the ball. That keeping possession means keeping control of the ball. That winning possession means taking back control of the ball from the other team. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good game will include a range of skills linked together with fluency. That a good awareness of space means knowing how much space your body occupies and where you are in relation to other players. That having a plan of attack or to defend is good team work. That to make quick decisions about when, how and who to pass to will help create a strong team. Which skills to use in different situations.

SKILLS PROGRESSION MAP FOR INVASION GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use large-muscle movements to move equipment. Take part in group activities which they make up themselves. Use a range of large and small apparatus. (Begin to) throw, kick and aim. Negotiate space and obstacles safely. Move energetically by running. Play cooperatively. Move and stop safely in a space. Run, change direction and stop on given signal. Play by rules in a team. Play against someone. Roll and track a ball. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explore sending and receiving with hands and feet to a partner Explore dribbling with feet Recognise good space when playing games. Explore changing direction to move away from a partner. Explore tracking and moving to stay with a partner. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Develop sending and receiving with increased control. Explore dribbling with hands and feet increasing control on the move. Explore moving into space away from others. Develop moving into space away from defenders. Explore staying close to other players to try and stop them getting the ball. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Follow the rules of an invasion game Dribble a ball when under pressure Use space as a team Develop movement skills to lose a defender Develop tracking opponents to limit their scoring opportunities 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Move with the ball showing control and fluency Pass the ball with increasing speed, accuracy and success Make the best use of space to pass and receive the ball Use a range of attacking and defending skills and techniques in a game Vary the tactics they use in a game Adapt rules to alter games Catch a ball with one or two hands with increasing success Receive a ball with feet/object with increasing success Change direction whilst dribbling <p>Begin to intercept and defend one on one</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Consolidate different ways of throwing and catching, and know when each is appropriate in a game Use a variety of ways to dribble in a game with success Use ball skills in various ways and begin to link together Pass a ball with speed and accuracy using appropriate techniques in a game situation Keep and win back possession of the ball effectively in a team game Choose the best tactics for attacking and defending Shoot in a game Know when to pass and when to dribble in a game Use a variety of techniques to lose an opponent. Explore intercepting a ball using one and two hands. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game Show confidence in using ball skills in various ways in a game situation, and link these together effectively Choose and make the best pass in a game situation and link a range of skills together with fluency Keep and win back possession of the ball effectively and in a team game Demonstrate a good awareness of space Think ahead and create a plan of attack or defence Communicate plans to others during a game Lead others during a game

VOCABULARY PROGRESSION MAP FOR INVASION GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Equipment Throwing Kicking Aiming Running Stopping Rules Team Tracking	Sending Receiving Dribbling Good space Moving Staying Rules Direction Tracking	Striking Hitting Bouncing Passing Attacking Defending Score Attacker Defender	Control Accuracy Invasion games Intercept Blocking	Shot Hand-eye coordination Tactics Possession Protecting Fluency	Hit Appropriate Keeping possession Winning possession Regaining possession	Plan of attack Plan of defense Spatial awareness

STICKY KNOWLEDGE FOR INVASION GAMES

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is throwing? Throwing is sending something through the air with your arm and hand. • What is kicking? Kicking is pushing a ball with your foot. 	<ul style="list-style-type: none"> • What does sending a ball mean? Sending means causing a ball to go somewhere. • What does receiving a ball means? Receiving means getting a ball. • What is dribbling? Dribbling means moving with a ball. 	<ul style="list-style-type: none"> • What does attacking mean in games? Attacking means the team who have the ball. • What does defending mean in games? Defending means the team who don't have the ball. • What is it called when you bounce or kick a ball when moving? Bouncing or kicking a ball when moving is called dribbling. 	<ul style="list-style-type: none"> • What does possession mean in a game? Possession means the team who has control of the ball. • What does to intercept mean? To intercept means anticipating a pass, blocking it and regaining possession. 	<ul style="list-style-type: none"> • What is a shot in a game? A shot can be a kick, hit or throw of the ball intended to score points. • How do we use space in a game? Space should be used to find areas where passes or shots can be made. • How can you keep possession of a ball? Protecting the ball as you dribble, use of space and your team will help to keep possession. 	<ul style="list-style-type: none"> • What does keeping possession mean? Keeping possession means keeping control of the ball. • What does winning possession mean? Winning possession means taking back control of the ball from the other team. 	<ul style="list-style-type: none"> • What does good spatial awareness mean? Good awareness of space means knowing how much space your body occupies in relation to other players. • Why is it important to have a plan of attack or defense? A plan of attack or defense is important to make good team work.

Net/Wall Games (Tennis)

Curriculum Link with PSHE and RSE: Relationships (all year groups)

KNOWLEDGE PROGRESSION MAP FOR NET/WALL GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That equipment is what we use to play games. That aiming means pointing in the direction you want something to go. That running is the action of rapidly going forward on your feet. That stopping means ending what you were doing. That rules keep us safe. That tracking a ball means following the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That the centre of the racket is used to control the ball. That an underarm throw is a throw for short distances using your arm staying under waist height. That an underarm throw is best for feeding a partner. That a hit with less power will allow a partner to return the ball 	<p>Children will know:</p> <ul style="list-style-type: none"> That striking means hit with force. That hitting means sending a ball travelling forwards with a bat or racket. That to strike a ball you must hit it with force. That hand-eye coordination is the movement of hands and eyes together to complete activities. That games have important rules that must be followed. That watching the ball as it comes towards you, helps prepare to hit it. 	<p>Children will know:</p> <ul style="list-style-type: none"> That batting means using a bat to send a ball in a particular direction. That rules must be applied and followed fairly. That pointing the racket face in the direction you want the ball to go will help to hit accurately That hitting towards a partner will help them to return the ball easier That moving to the middle of the court enables you to cover the most space 	<p>Children will know:</p> <ul style="list-style-type: none"> That serving means putting the ball into play. That a rally is a continuous series of shots that players exchange without stopping. That a shot can be a kick, hit or throw of the ball intended to score points. That tactics are actions or ideas planned to achieve an overall aim. That rules can be adapted to alter games. When to use a forehand and when to use a backhand. That moving your feet to the ball will help to hit in a more balanced position 	<p>Children will know:</p> <ul style="list-style-type: none"> That a ball can be hit in a variety of ways. That a forehand is when you strike a ball on the same side of your body as your racket hand. That a backhand is when you hit the ball with a racket or paddle with your arm across your body so the back of your hand faces the ball. That a volley is a stroke where a ball is hit before it bounces on the ground. That different shots are used in different situations. That rules can be devised and adapted to create their own game. That using small, quick steps will allow me to adjust my stance to play a shot. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good game will include a range of skills linked together with fluency. That a good awareness of space means knowing how much space your body occupies and where you are in relation to other players. Which shots to choose at different points in the game, under pressure What tactics to apply to different parts of the game

SKILLS PROGRESSION MAP FOR NET/WALL GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use large-muscle movements to move equipment. Take part in group activities which they make up themselves. Use a range of large and small apparatus. (Begin to) aim. Negotiate space and obstacles safely. Move energetically by running. Play cooperatively. Move and stop safely in a space. Run, change direction and stop on given signal. Play by rules. Play against someone. Track a ball. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use hitting skills in a game Practice basic striking, sending and receiving. Explore hitting a dropped ball with a racket Throw a ball over a net into the court area Explore sending a ball with hands and a racket 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Strike or hit a ball with control Position the body to strike a ball Use hand-eye coordination to control a ball Understand the importance of rules in games Develop hitting a dropped ball over a net Accurately underarm throw over a net to a partner 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills Practice the correct batting technique and use it in a game Apply and follow rules fairly Explore returning a ball using shots such as forehand and backhand 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Accurately serve underarm Build a rally with a partner Use at least two different shots in game Use hand-eye coordination to strike a moving and stationary ball Vary the tactics they use in a game Adapt rules to alter games Use appropriate footwork patterns to move around the court 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use different techniques to hit a ball Identify and apply techniques for hitting a tennis ball Explore when different shots are best used Develop a backhand technique and use it in a game Practice techniques for all strokes Devise and adapt rules to create their own game Use footwork to move around the court quickly and effectively 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use good hand-eye coordination to be able to direct a ball when striking or hitting Understand how to serve in order to start a game Demonstrate a good awareness of space Successfully apply a variety of shots to keep a rally going

VOCABULARY PROGRESSION MAP FOR NET/WALL GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Equipment Aiming Running Stopping Rules Tracking	Centre of a racket Control Underarm throw Hit Power Hitting	Striking Hitting Hand-eye coordination Rules	Batting Accuracy Return	Serving Rally Shot Tactics Footwork	Forehand Backhand Volley Appropriate	Spatial awareness

STICKY KNOWLEDGE FOR NET/WALL GAMES

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is aiming? Aiming means pointing in the direction you want something to go. • Why do we have rules? Rules keep us safe. 	<ul style="list-style-type: none"> • What distance is an underarm throw good for? Underarm throws are good for short distances. • What will a hit with less power be good for? A hit with less power will allow a partner to return the ball. 	<ul style="list-style-type: none"> • What does striking mean? Striking means to hit with force. • What can you do to help you prepare to hit a ball? To prepare to hit a ball, you should watch it coming towards you to get in the best position. 	<ul style="list-style-type: none"> • What does batting mean? Batting means using a bat to send a ball in a particular direction. • How can you send a ball in a specific direction? Pointing the racket to face in the direction you want the ball to go will help to hit it accurately. 	<ul style="list-style-type: none"> • What does to serve mean? To serve means putting the ball into play. • What is a rally? A rally is a continuous series of shots that players exchange without stopping. 	<ul style="list-style-type: none"> • What is a forehand? A forehand is when you strike a ball on the same side of your body as your racket hand. • What is a backhand? A backhand is when you hit the ball with a racket or paddle with your arm across your body so the back of your hand faces the ball. • What is a volley? A volley is a stroke where a ball is hit before it bounces on the ground. 	<ul style="list-style-type: none"> • What will help direct a ball when hitting it? The angle of your bat, racket, etc, will help direct a ball when striking or hitting. • How can you help to keep a rally going? You should apply a variety to shots to help keep a rally going.



Target Games (Dodgeball)

Curriculum Link with PSHE and RSE: Relationships (all year groups)

KNOWLEDGE PROGRESSION MAP FOR TARGET GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That equipment is what we use to play games. That throwing means sending something through the air with your arm and hand. That aiming means pointing in the direction you want something to go. That rules keep us safe. That a team is a group of people playing together. That tracking a ball means following the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That sending means cause a ball to go somewhere. That receiving means getting possession of a ball. That an underarm throw is a throw for short distances using your arm staying under waist height. That an overarm throw is a throw for longer distances over your head height. That to catch means to take hold of a ball. That travelling means moving in a space. That direction means the way in which you need to go. That dodging is an action where you move quickly to one side. That speed means the pace at which you are travelling. That games have simple rules that must be followed. 	<p>Children will know:</p> <ul style="list-style-type: none"> That throwing for accuracy means throwing to a certain target. That throwing for distance means throwing the furthest you can. That hand-eye coordination is the movement of hands and eyes together to complete activities. That space means moving to an area where you have room to move. That games have important rules that must be followed. That balance can be gained by stepping with opposite foot to the throwing arm. That moving arm quicker will give more power. 	<p>Children will know:</p> <ul style="list-style-type: none"> That control and accuracy means moving in a planned way with precision. That rules must be applied and followed fairly. That to hit a moving target you must throw slightly ahead of them. How to react to a ball. That using a bigger swing gives more power. 	<p>Children will know:</p> <ul style="list-style-type: none"> That we can throw in a variety of ways for different games. That the best use of space means finding areas where shots can be made. That tactics are actions or ideas planned to achieve an overall aim. That rules can be adapted to alter games. That one-handed throws are used for speed and accuracy. 	<p>Children will know:</p> <ul style="list-style-type: none"> That different throws and catches are appropriate at different times in a game That rules can be devised and adapted to create their own game. To aim low to make it difficult for opponents To stay towards the back of the court to allow more time to catch/dodge 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good awareness of space means knowing how much space your body occupies and where you are in relation to other players. Who to throw at and when to throw in order to get opponents out To make quick decisions as to whether to catch or dodge Which skill to select in each situation

SKILLS PROGRESSION MAP FOR TARGET GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use large-muscle movements to move equipment. Take part in group activities which they make up themselves. Use a range of large and small apparatus. (Begin to) throw and aim. Negotiate space and obstacles safely. Play cooperatively. Move safely in a space. Play by rules. Play as a team. Play against someone. Track a ball. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Throw underarm and overarm Catch a ball Practice accurate throwing and consistent catching Run at different speeds Begin to use space in a game Follow simple rules to play games, including team games 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Throw in different ways, for accuracy and distance Use throwing and catching skill Use hand-eye coordination to control a ball Change speed and direction whilst running Begin to choose and use the best space in a game Understand the importance of rules in games Develop co-ordination and technique when throwing underarm and overarm to a target 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Throw and catch with greater control and accuracy. Throw a ball in different ways (e.g., high, low, fast or slow). Find a useful space and get into it to support teammate Apply and follow rules fairly Explore throwing at a moving target Begin to catch while moving 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Develop different ways of throwing and catching Vary the tactics they use in a game Adapt rules to alter games Throw with increasing accuracy at a target Catch with increasing consistency 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise and adapt rules to create their own game Demonstrate clear technique and accuracy when throwing at a target Demonstrate good technique and consistency in catching Begin to use striking techniques under pressure 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game Demonstrate a good awareness of space

VOCABULARY PROGRESSION MAP FOR TARGET GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Equipment Throwing Aiming Stopping Rules Team Tracking</p>	<p>Sending Receiving Underarm throw Overarm throw Catch Travelling Direction Dodging Speed</p>	<p>Throwing for accuracy Throwing for distance Hand-eye coordination Space</p>	<p>Control Accuracy Reaction Swing</p>	<p>Tactics Alter Vary</p>	<p>Technique Devised Adapt</p>	<p>Spatial awareness Opponents</p>

STICKY KNOWLEDGE FOR TARGET GAMES

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is throwing? Throwing is sending something through the air with your arm and hand. • What is tracking? Tracking a ball means following the ball. 	<ul style="list-style-type: none"> • What is dodging? Dodging is an action where you move quickly to one side. • What is catching? To catch means to take hold of a ball. 	<ul style="list-style-type: none"> • What does throwing for accuracy mean? Throwing for accuracy means throwing to a certain target. • How can you gain balance in a game? Balance can be gained by stepping with the opposite foot to the throwing arm. 	<ul style="list-style-type: none"> • Why does moving with control and accuracy mean? Moving with control means moving in a planned and precise way. • How can you hit a moving target? To hit a moving target, you must throw slightly ahead of them. 	<ul style="list-style-type: none"> • What type of throws are best for speed and accuracy? One-handed throws are used for speed and accuracy. • How do we use space in a game? Space should be used to find areas where shots can be made. 	<ul style="list-style-type: none"> • Why would you stay towards the back of the court? To allow more time to catch or dodge the ball, you should stay towards the back of the court. 	<ul style="list-style-type: none"> • How do you use spatial awareness in a game? Good awareness of space means knowing how much space your body occupies and where you are in relation to other players.



Striking and Fielding Games (rounders, cricket)

Curriculum Link with PSHE and RSE: Relationships (all year groups)

KNOWLEDGE PROGRESSION MAP FOR STRIKING AND FIELDING GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That equipment is what we use to play games. That throwing means sending something through the air with your arm and hand. That aiming means pointing in the direction you want something to go. That running is the action of rapidly going forward on your feet. That stopping means ending what you were doing. That rules keep us safe. That a team is a group of people playing together. That tracking a ball means following the ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That sending means cause a ball to go somewhere. That receiving means getting possession of a ball. That an underarm throw is a throw for short distances using your arm staying under waist height. That an overarm throw is a throw for longer distances over your head height. That to catch means to take hold of a ball. That direction means the way in which you need to go. That speed means the pace at which you are travelling. That games have simple rules that must be followed. That the harder you strike a ball the further it will travel That throwing the ball back is quicker than running To watch the ball as it comes to you. 	<p>Children will know:</p> <ul style="list-style-type: none"> That striking means hit with force. That hitting means sending a ball travelling forwards with a bat or racket. That throwing for accuracy means throwing to a certain target. That throwing for distance means throwing the furthest you can. That hand-eye coordination is the movement of hands and eyes together to complete activities. That games have important rules that must be followed. The role of the batter is to send the ball in a direction to get as many points as possible. That striking quickly will increase power. That there are different roles in a fielding team. To catch successfully, we use wide fingers and pull the ball to your chest. 	<p>Children will know:</p> <ul style="list-style-type: none"> That batting means using a bat to send a ball in a particular direction. That striking a ball for distance means hitting it as far as you can. That control and accuracy means moving in a planned way with precision. That an overarm bowl means the same as an overarm throw but to a target. That rules must be applied and followed fairly. That striking and fielding games are games where one team can score points when another team hit the ball and run to a designated area. Fielders must return the ball to stop the strikers from scoring. That striking to space away from fielders will help to score points. To look at where a batter is before making decisions on play. To move feet towards a ball. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a shot can be a kick, hit or throw of the ball intended to score points. That we can throw in a variety of ways for different games. That tactics are actions or ideas planned to achieve an overall aim. That rules can be adapted to alter games. That using the centre of the bat will provide the most control and accuracy That it is easier to field a ball that is coming towards you than away. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a ball can be hit in a variety of ways. That different throws and catches are appropriate at different times in a game That rules can be devised and adapted to create their own game. Where to throw a ball in relation to a batter. That moving fielders back as a ball is being thrown increases the chance of fielding successfully. The close catch and deep catch techniques. 	<p>Children will know:</p> <ul style="list-style-type: none"> That hitting a bowled ball requires you to step forward with your front leg and make a shot at the ball, swinging the bat upward. That the angle of your bat, racket, etc., will help direct a ball when striking or hitting. That a good awareness of space means knowing how much space your body occupies and where you are in relation to other players.

SKILLS PROGRESSION MAP FOR STRIKING AND FIELDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Use large-muscle movements to move equipment. Take part in group activities which they make up themselves. Use a range of large and small apparatus. (Begin to) throw and aim. Negotiate space and obstacles safely. Move energetically by running. Play cooperatively. Move and stop safely in a space. Run, change direction and stop on given signal. Play by rules in a team. Play against someone. Roll and track a ball. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use hitting skills in a game Practice basic striking, sending and receiving Throw underarm and overarm Pass the ball to another player in a game <p>Follow simple rules to play games, including team games</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Strike or hit a ball with control Learn skills for playing striking and fielding games Position the body to strike a ball Throw in different ways, for accuracy and distance Use hand-eye coordination to control a ball <p>Understand the importance of rules in games</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills with a range of equipment Develop a range of skills in striking and fielding where appropriate Practice the correct batting technique and use it in a game Strike the ball for distance Throw and catch with greater control and accuracy. Throw a ball in different ways (e.g., high, low, fast or slow). Develop a safe and effective overarm bowl Know how to play a striking and fielding game fairly Explore two-handed pick up Explore bowling to a target 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a bat or stick to hit a ball with accuracy and control Develop different ways of throwing and catching Use fielding skills as an individual to prevent a player from scoring Vary the tactics they use in a game Adapt rules to alter games Develop bowling techniques Catch with one and two hands with consistency in a game 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use different techniques to hit a ball Consolidate different ways of throwing and catching, and know when each is appropriate in a game Use fielding skills as a team to prevent the opposition from scoring Devise and adapt rules to create their own game Develop long and short barrier techniques. Explore catching skills 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Hit a bowled ball over longer distance. Use good hand-eye coordination to be able to direct a ball when striking or hitting Throw and catch accurately and successfully under pressure in a game Show confidence in using ball skills in various ways in a game situation, and link these together effectively Demonstrate a good awareness of space Work as a team to develop fielding strategies to prevent the opposition from scoring Follow and create complicated rules to play a game successfully

VOCABULARY PROGRESSION MAP FOR STRIKING AND FIELDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Equipment Throwing Kicking Aiming Running Stopping Rules Team Tracking</p>	<p>Sending Receiving Underarm throw Overarm throw Catch Direction Speed</p>	<p>Striking Hitting Throwing for accuracy Throwing for distance Hand-eye coordination Rules</p>	<p>Batting Striking a ball for distance Control Accuracy Overarm bowl Striking and Fielding games</p>	<p>Shot Tactics Centre of the bat Field Bowling</p>	<p>Close catch Deep catch Long barrier Short barrier</p>	<p>Bowled ball Front leg Angle Spatial awareness</p>

STICKY KNOWLEDGE FOR STRIKING AND FIELDING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What is tracking? Tracking means following the ball. • What is throwing? Throwing means sending something through the air with your arm and hand. 	<ul style="list-style-type: none"> • What distance is an underarm throw good for? Underarm throws are good for short distances. • What distance is an overarm throw good for? Overarm throws are good for long distances. 	<ul style="list-style-type: none"> • What does fielding mean? Fielding means to try and stop the other team from scoring. • What is the role of the batter? The role of the batter is to send the ball in a direction to get as many points as possible. 	<ul style="list-style-type: none"> • What does striking a ball for distance mean? Striking a ball for distance means hitting it as far as you can. • What is an overarm bowl? An overarm bowl means the same as an overarm throw but to a target. 	<ul style="list-style-type: none"> • What is a shot? A shot can be a kick, hit or throw of a ball intended to score points. • What are tactics? Tactics are actions or ideas planned to achieve an overall aim. 	<ul style="list-style-type: none"> • What should you do as a team to increase the chances of fielding successfully? Moving fielders back as a ball is being thrown increases the chances of fielding successfully. • What is a close catch and a deep catch? A close catch is when the fielder catches the ball close to where it was hit. A deep catch is when the fielder catches the ball far from where it was hit. 	<ul style="list-style-type: none"> • What will help direct a ball when hitting it? The angle of your bat, racket, etc., will help direct a ball when striking or hitting. • How do you hit a bowled ball successfully? To hit a bowled ball you should step forward with your front leg and make a shot at the ball, swinging the bat upward.



Gymnastics

KNOWLEDGE PROGRESSION MAP FOR GYMNASTICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That apparatus is equipment we use to go over, under, around and thorough. That going on alternate feet means one after the other. That a pose is a still balance. That to roll means move by turning over. That to crawl means travelling on hands and knees. That jumping is pushing yourself off a surface into the air using your legs. That hopping is pushing yourself off a surface into the air using one leg. That skipping is moving lightly, stepping from one foot to the other with a hop or bounce. That climbing means travelling by going up something. That to combine means put together. That a sequence is an order of actions. That a shape is a position you get your body in. That a balance is to stay still. That to travel means moving from one place to another. 	<p>Children will know:</p> <ul style="list-style-type: none"> That linking means joining things together. That contrasting action means opposites (small/tall). That speed means the pace at which you do something. That a still shape is a shape not moving. That a simple balance is the ability to stay upright or in control of a body movement. That a simple stretch is where a muscle is put in a position to lengthen it. That a simple jump is transferring weight from one or both feet to both feet. That they can move around, under, over and through different objects and equipment. That control and care means thinking about what they are doing and who this might affect. That a log roll (controlled) is a roll sideways from back to front with legs together and hands above your head. That a curled side roll (egg roll) (controlled) is a roll where they curl up (like an egg) with chin tucked in and roll sideways from back to front. That a teddy bear roll (controlled) is a roll where you sit with wide, straight legs and hold your legs with your hand, 	<p>Children will know:</p> <ul style="list-style-type: none"> That holding a still shape means keeping control of a shape for a specific time. That balancing means the ability to stay upright or in control of a body movement. That jumping means transferring weight from one or both feet to both feet. That landing safely means to land in a way that does not hurt the body. That climbing means using hands and feet to move up and down apparatus. That rocking for forward roll means pushing your body back and forth in preparation for a forward roll. That a crouched forward roll is starting in a crouched position with hands on the floor wider than the body where they push the tucked body over in a quick motion. That a straddle shape is where straight arms and legs are out wide and touching each other. That cat spring to straddle is when pupils take weight on hands and arm with feet outside of hands to a wide position where straight hands and legs are out wide touching That a t-lever is where hands are on the floor and one straight leg is raised into the air. 	<p>Children will know:</p> <ul style="list-style-type: none"> That composition means the structure of a routine. That combination means a group of actions. That coordination is the ability to stay upright or in control of the body. That a sequence is a combination of actions. That a vault is to go over a piece of apparatus. That flexibility in movements is the ability to effectively move joints. That a forward roll from standing is starting from a standing position, to crouching a position with hands on the floor wider than the body where they push the tucked body over in a quick motion. That a tucked backward roll is going from a standing position, to a squatted position then rolling backwards, bringing the hips and legs over the body while pushing the hands to land back on your feet. That a star jump is a star shape in the air. That a straddle jump is a straddle shape in the air. That a pike jump is a pike shape in the air. That a straight jump is a straight shape in the air. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a sequence is two or more skills which are performed one after the other. That clarity is being clear with your movements. That fluency means moving with ease and grace. That expression is demonstrating emotion or thought to an audience through movements or body language. That levels mean the height at which a movement is completed. That flight means the distance travelled in the air. That centre of gravity is the point in your body where the distribution of weight is equal. That their centre of gravity can affect a balance. That strength in movements means the ability to hold positions and skills. That technique is the skill or ability used to complete something. That flexibility in movements is the ability to effectively move joints. That a straddle forward roll is a forward roll where the straddle shape (legs wide apart) is 	<p>Children will know:</p> <ul style="list-style-type: none"> That criteria are a standard that must be met. That control means holding your body in a position or movement. That placement describes where a body is orientated. That the base of a balance is the part of the body touching the floor in a balance. That vaulting is a leap over a piece of equipment. That strength is the ability to apply muscular force. That technique means the way you carry out a particular movement. That flexibility is the ability to perform a wide range of movements. That a pike forward roll is a forward roll where you keep the legs straight and together throughout the movement. That a stag jump is a jump where the legs are in a splits position but the front leg is bent at the knee. That a split leap is a leaping movement where you run and jump into splits in the air. That a squat through a vault means placing hands on a piece of equipment That part body weight partner balances are where parts of the body are used in partnership to create a balance. 	<p>Children will know:</p> <ul style="list-style-type: none"> That gymnastics sequences need to involve the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. That precise and controlled placement of body parts means careful holds in balances and movements. That a dive forward roll is a forward roll performed after jumping from two feet onto the hands and then transitioning into the roll. That a backward roll to standing pike is a backwards roll where legs are in a pike position as they come over the top of the body and end in a standing pike position. That a pike backward roll is a backward roll that starts pike down and keeps legs straight and together. That a stag leap is a leaping movement when they run and jump in a stag position (splits position with front leg bent at the knee). That a hurdle step is a movement to help get into the correct lunge position for a take-off. That full body weight partner balances are balances that take the full body weight of each other.

	<ul style="list-style-type: none"> • pull one leg and arm upwards while rolling onto that shoulder onto the back until the other leg raises up, coming back to a seated position, turning 180 degrees. • That a straight jump is jumping from two feet to two feet, jumping straight up, keeping the body straight, arms high and head up. • That a tuck jump is a jump from two feet, bending knees and pushing them upwards towards the chest, keeping back straight and head up, arms over the head then landing back on two feet. • That a jumping jack is a jump from two feet to two feet, spreading arms and legs wide as they jump with legs back together as they land. • That a half turn is a jump from two feet to two feet where you land in the opposite direction. • That a cat spring is when pupils take weight on hands and arm with feet outside of hands. • That apparatus is equipment used in gymnastics. • That a bunny hop is a jump from a squat on the floor where weight is transferred from legs to arms. • That front support wheelbarrow with a partner is when one partner takes the weight of another by their feet. • That travelling by tiptoe means walking softly on the balls of your feet with heels raised. • That travelling by stepping means putting one foot in front of another to get somewhere. • That travelling by jumping means going from one foot or two feet to two feet to get somewhere. • That travelling by hopping means going from one foot to one foot to get somewhere. • That travelling by hopscotch means jumping from two feet to one foot and then from one foot to two feet. 	<ul style="list-style-type: none"> • That a scissor kick is where hands are on the floor; one straight leg is raised in the air and then the other leg is kicked into the air. • That travelling by straight jump half-turn means using the straight jump half turn to move around the space. • That large body part balances are still body movements using large parts of the body. • That balances on apparatus means using still body movements on gymnastics equipment. • That balances with a partner means still body movements with another person. • That front support means holding the body by hands and feet in a stretched-out position facing downwards. • That back support means holding the body by hands and feet in a stretched-out position facing upwards. 	<ul style="list-style-type: none"> • That a cat leap is a movement where you leap into the air by pushing off the ground with one foot and raising one knee then the other while in the air. • That to squat on to means move from a tucked body position on to equipment. • That a handstand is a balance where hands are flat on the floor with the body supported in an upside-down vertical position. • That a lunge is a position where the upper body remains upright while one leg is bent at the knee and placed forward of the body with the other leg positioned straight and behind. • That a cartwheel is a movement where the whole body rotates sideways through an inverted position. • That a jump and hop as a travelling motion means moving from one place to another using jumps and hops. • That chassis steps are quick and fluent hops forward or sideways onto the ball of one foot, bringing the other foot in to meet it before hopping back onto the ball of the first foot. • That travelling by cat leap means using a cat leap to move from one place to another. • That matching partner balances are two people doing the same balance. • That contrasting partner balances are two people making opposite balances. 	<ul style="list-style-type: none"> • maintained throughout. • That a backward roll to straddle is a backward roll where the gymnast extends the legs out into a straddle shape as they come over the top of the body and ends in straddle position (legs straight and out to the side). • That a straight jump full turn is a jump where the body must stay in a straight upright position and turning 360° in the air. • That a cat leap half turn is a cat leap (see Y3) where you turn 180° in the air to face the opposite direction. • That to vault means travelling onto or over a piece of equipment. • That a lunge into is using a lunge to start a movement. • That a round-off is a movement that begins like a cartwheel then brings the legs together quickly as they move over the top and land with both feet together. • That to pivot is to rotate on the ball of your foot. • That point balances are balances that only use a specific number of points. • That balances with and against a partner are using two or more people in a balance. 		
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	<ul style="list-style-type: none">• That travelling by skipping means hopping on the balls of one foot with a bent knee and stepping forward with the other foot then hopping with the same foot before stepping forward with the other foot all to a fast rhythm.• That travelling by galloping means stepping forward and transferring body weight to the back foot with a small jump, then the front foot steps forward again. The same foot remains forward.• That standing balances are balances that start on your feet.• That kneeling balances are balances that start on your knees.• That a pike shape is a straight legged shape where legs are out in front of you.• That a tuck shape is where knees are bent into the body with arms raised.• That a star shape is where straight arms and legs are out wide from the body.• That a straight shape is where the whole body is in a straight line.					
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SKILLS PROGRESSION MAP FOR GYMNASTICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Climb up apparatus using alternate feet. • Stand on one leg and hold a pose. • Use large-muscle movements to move equipment. • Roll, crawl, walk, jump, run, hop, skip and climb. • Move fluently, with control and grace. • Use a range of large and small apparatus. • Combine different movements with ease. • Negotiate space and obstacles safely. • Show strength, balance and coordination. • Move and stop safely in a space. • Run, change direction and stop on given signal. • Create short sequences using shapes, balances and travelling <p>Use apparatus by going around, over and through.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 • Complete rolls, such as: log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled) • Complete jumps, such as: straight jump, tuck jump, jumping jack, half turn, cat spring • Complete jumps with equipment, such as: straight jump off • Complete movements, such as: bunny hop, front support wheelbarrow with partner • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, galloping <p>Complete shapes and balances, such as: standing balances, kneeling balances, pike, tuck, star, straight, straddle shapes</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 • Complete rolls, such as: log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled), rocking for forward roll, crouched forward roll • Complete jumps, such as: straight jump, tuck jump, jumping jack, half turn, cat spring, cat spring to straddle • Complete jumps with equipment, such as: straight jump off, tuck jump off • Complete movements, such as: bunny hop, front support wheelbarrow with partner, t-lever, scissor kick • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump half-turn • Complete shapes and balances, such as: 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 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Complete rolls, such as: crouched forward roll, forward roll from standing, tucked backward roll • Complete jumps, such as: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump, cat leap • Complete jumps with equipment, such as: squat on to, star jump off, tuck jump off, straddle jump off, pike jump off. • Complete movements, such as: handstand, lunge into handstand, cartwheel • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, cat leap • Complete shapes and balances, such as: 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 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 • Complete rolls, such as: forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle • Complete jumps, such as: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight half turn, straight full turn, cat leap half turn, split leap • Complete jumps with equipment, such as: squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault • Complete movements, such as: lunge into handstand, lunge into cartwheel, lunge into round-off • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot • Complete shapes and balances, such as: 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 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances • Adapt their sequences to fit new criteria or suggestions • Perform jumps, shapes and balances fluently and with control • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways • Apply skills and techniques consistently • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences • Complete rolls, such as: forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle • Complete jumps, such as: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight half turn, straight full turn, cat leap full turn, split leap • Complete jumps with equipment, such as: squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, straddle over vault • Complete movements, such as: lunge into cartwheel, lunge into round-off, hurdle step, hurdle step into cartwheel, hurdle step into round-off • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, pivot • Complete shapes and balances, such as: 1, 2, 3 and 4- point balances, balances on apparatus, full body weight partner balances, pike, tuck, star, straight, straddle shapes, front and back support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances • Confidently use equipment to vault and incorporate this into sequences • Apply skills and techniques consistently, showing precision and control • Develop strength, technique and flexibility throughout performances • Complete rolls, such as: forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll • Complete jumps, such as: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, cat leap full turn, split leap, stag leap • Complete jumps with equipment, such as: squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, straddle over vault • Complete movements, such as: lunge into cartwheel, lunge into round-off, hurdle step, hurdle step into cartwheel, hurdle step into round-off • Travel using techniques, such as: tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, cat leap full turn, pivot • Complete shapes and balances, such as: 1, 2, 3 and 4- point balances, balances on apparatus, full body weight partner balances, pike, tuck, star, straight, straddle shapes, front and back support

VOCABULARY PROGRESSION MAP FOR GYMNASTICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Apparatus Alternate feet Pose Roll Crawl Jump Hop Skip Climb Combine Sequence Shape Balance Travel	Linking Contrasting Speed Still shape Simple balance Simple stretch Simple jump Land safely Control Care Log roll Curled side roll Teddy bear roll Straight jump Tuck jump Jumping jack Half turn Cat spring Apparatus Bunny hop Front support wheelbarrow Tiptoe Step Hopscotch Gallop Standing balance Kneeling balance Pike shape Tuck shape Star shape Straight shape Straddle shape	Linking Holding Balancing Jumping Land safely Climbing Rocking for forward roll Crouched forward roll Cat spring Apparatus T-lever Scissor kick Straight jump half-turn Large body balances Balances on apparatus Partner balances Front support Back support	Composition Combinations Coordination Sequence Vault Flexibility Forward roll from standing Tucked backward roll Star jump Straddle jump Pike jump Straight jump Cat leap Squat (on to) Handstand Lunge Cartwheel Jump and hop (travelling) Chassis steps Matching partner balances Contrasting partner balances	Sequence Clarity Fluency Expression Levels Flight Vault Centre of gravity Strength Technique Flexibility Pike forward roll Stag jump Split leap Squat through vault Part body weight balances Vault Lunge Round-off. Straight jump full turn Pivot 4-point balances Balances with and against a partner	Criteria Fluency Placement Centre of gravity Base of a balance Vaulting Strength Technique Flexibility Pike forward roll Stag jump Split leap Squat through vault Part body weight balances	Travelling Balancing Holding shapes Jumping Leaping Swinging Vaulting Stretching Precise and controlled placement of body parts Strength Technique Flexibility Dive forward roll Backward roll to standing pike Pike backward roll Stag leap Vaulting Hurdle step Full body weight partner balances

STICKY KNOWLEDGE FOR GYMNASTICS

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> • What are contrasting actions? Contrasting actions mean opposites, e.g., small, big. • What is a log roll? A log roll (controlled) is a roll sideways from back to front with legs together and hands above your head. • What is a curled side roll? A curled side roll (egg roll) (controlled) is a roll where they curl up (like an egg) with chin tucked in and roll sideways from back to front. • What is a tuck jump? A tuck jump is a jump from two feet, bending knees and pushing them upwards towards the chest, keeping back straight and head up, arms over the head then landing back on two feet. • What is a cat spring? A cat spring is when pupils take weight on hands and arm with feet outside of hands. • What shapes can we make with our body when balancing? We can make pike, tuck, star, straight, straddle shapes. 	<ul style="list-style-type: none"> • How can you prepare for a forward roll? You can prepare for a forward roll by being in a rocking or a crouched position. • What is a straddle position? That a straddle position is where straight arms and legs are out wide and touching each other. • What is a t-lever? A t-lever is where hands are on the floor and one straight leg is raised into the air. • What is a scissor kick? A scissor kick is where hands are on the floor, one straight leg is raised in the air and then the other leg is kicked into the air. • What is front support? Front support means holding the body by hands and feet in a stretched-out position facing downwards. • What is back support? Back support means holding the body by hands and feet in a stretched-out position facing upwards. 	<ul style="list-style-type: none"> • What is coordination in gymnastics? Coordination is the ability to stay upright or in control of the body. • What does to vault mean? A vault is to go over a piece of apparatus. • What is a cat leap? A cat leap is a movement where you leap into the air by pushing off the ground with one foot and raising one knee then the other while in the air. • What does to squat on to mean? To squat on to means move from a tucked body position on to equipment. • What is a lunge position? A lunge is a position where the upper body remains upright while one leg is bent at the knee and placed forward of the body with the other leg positioned straight and behind. • What are chassis steps? chassis steps are quick and fluent hops forward or sideways onto the ball of one foot, bringing the other foot in to meet it before hopping back onto the ball of the first foot. 	<ul style="list-style-type: none"> • What is expression in gymnastics? Expression is demonstrating emotion or thought to an audience through movements or body language. • What is your centre of gravity? What can it affect? Centre of gravity is the point in your body where the distribution of weight is equal. It can affect your balance. • What is a backward roll to straddle? A backward roll to straddle is a backward roll where the gymnast extends the legs out into a straddle shape as they come over the top of the body and ends in straddle position (legs straight and out to the side). • What are point balances? Point balances are balances that only use a specific number of points. • What does to pivot mean? To pivot is to rotate on the ball of your foot. 	<ul style="list-style-type: none"> • What is placement in gymnastics? Placement describes where a body is orientated. • What is the base of a balance? The base of a balance is the part of the body touching the floor in a balance. • What is a pike forward roll? A pike forward roll is a forward roll where you keep the legs straight and together throughout the movement. • What is a stag jump? A stag jump is a jump where the legs are in a splits position but the front leg is bent at the knee. • What is a split leap? A split leap is a leaping movement where you run and jump into splits in the air. • What is a squat through a vault? A squat through a vault means placing hands on a piece of equipment. 	<ul style="list-style-type: none"> • What needs to be included in a successful gymnastics sequence? Gymnastics sequences need to involve the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • What is a dive forward roll? A dive forward roll is a forward roll performed after jumping from two feet onto the hands and then transitioning into the roll. • What is a stag leap? A stag leap is a leaping movement when they run and jump in a stag position (splits position with front leg bent at the knee). • What is a hurdle step? A hurdle step is a movement to help get into the correct lunge position for a take-off.



Outdoor Adventurous Activities

Curriculum Link with PSHE and RSE: Relationships (all year groups), Geography: Geographical Skills and Fieldwork (all year groups)

KNOWLEDGE PROGRESSION MAP FOR OAA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That you can see things on a map. That a team is a group of people together. 	<p>Children will know:</p> <ul style="list-style-type: none"> That symbols on a map help to find important places. That directions can be up, down, left, right, forwards and backwards. That a map is a picture of an area of land. That co-operation means working together well. That teamwork means working with one or more people to achieve something. That solving problems means finding a solution to a question. That a trail is a set of signs or objects to follow. 	<p>Children will know:</p> <ul style="list-style-type: none"> The four compass points: north, south, east and west. That a compass is a tool to show direction. That a key is a guide which explains what the symbols on a map mean. Turns can be described as half turns, a quarter turn, a three-quarter turn or a full turn. Turns can be described as clockwise or anti-clockwise. That a diagram is a simplified drawing of something. That communication means exchanging information. That trust means believing in someone's ability to do something 	<p>Children will know:</p> <ul style="list-style-type: none"> That orientate means to align and position a map to navigate correctly. That effective communication means successfully sharing ideas to complete a task. That symbols on a map are a pictorial representation of real-world features. That appropriate equipment for an activity means choosing the apparatus most suitable for the task. That a set time means completing an activity in a given time. That coordinates are values on a map which show the position of a shape or space. 	<p>Children will know:</p> <ul style="list-style-type: none"> That creating a short trail means making a path to follow. That an orienteering course is an activity where you must navigate an area using a map and/or compass. That a range of roles within a team will make a successful team. That a key in the context of the environment means using symbols in a small box to show what is in the local surroundings. That improving trails to increase the challenge of the course means adapting the path to provide extra challenge. The eight compass points: north, south, east, west, north-east, north-west, south-east, south-west. 	<p>Children will know:</p> <ul style="list-style-type: none"> That to orientate themselves with increasing confidence and accuracy means to align and position a map to navigate confidently and correctly. That navigation equipment is resources used to help you plan a route (e.g. map and compass). That the quickest route to accurately navigate an orienteering course is the way in which the time will be the least. That four-figure grid references are used to locate a particular grid square on a map by following the four figures. 	<p>Children will know:</p> <ul style="list-style-type: none"> That particular roles in a team mean assigned jobs to different members of the group. That an informed decision means making a choice using all the information available. That leadership skills are qualities used to take on roles within a group to complete a task. That an improved technique means to carry something out in a better way. That six-figure grid references contain 6 numbers that give us a precise location inside the box.

SKILLS PROGRESSION MAP FOR OAA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely. Move energetically by running, jumping, hopping, skipping and climbing. Draw information from a simple map. Play cooperatively. Play as a team. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of simple maps Explain what symbols on a map are Follow directions Co-operate with peers Take part in teamwork challenges Solve problems together Follow a trail 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of simple maps Use a range of simple diagrams Use simple compass directions to describe a route Use directional language to describe a route Follow directions Follow a route Co-operate with peers Communicate with peers Trust each other To navigate a trail or map 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Orientate themselves with increasing confidence and accuracy around a short trail Identify and use effective communication to begin to work as a team Identify symbols used on a key Begin to choose equipment that is appropriate for an activity Begin to complete activities in a set period of time 	<p>Children will be able to:</p> <ul style="list-style-type: none"> 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 Communicate clearly with other people in a team, and with other teams Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each Associate the meaning of a key in the context of the environment Try a range of equipment for creating and completing an activity Make an informed decision on the best equipment to use for an activity Work as part of a team Complete an orienteering course more than once and begin to identify ways of improving completion time Start to improve trails to increase the challenge of the course 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Start to orientate themselves with increasing confidence and accuracy around an orienteering course Design an orienteering course that can be followed and offers some challenge to others Begin to use navigation equipment to orientate around a trail Use clear communication to effectively complete a particular role in a team Complete orienteering activities both as part of a team and independently Identify a key on a map and begin to use the information in activities Choose the best equipment for an outdoor activity Create an outdoor activity that challenges others Identify the quickest route to accurately navigate an orienteering course Complete an orienteering course on multiple occasions, in a quicker time due to improved technique Improve a trail to increase the challenge of the course 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Orientate themselves with confidence and accuracy around an orienteering course when under pressure Design an orienteering course that is clear to follow and offers challenge to others Use navigation equipment (maps, compasses) to improve the trail Use clear communication to effectively complete a particular role in a team Compete in orienteering activities both as part of a team and independently Use a range of map styles and make an informed decision on the most effective Identify the quickest route to accurately navigate an orienteering course Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills Complete an orienteering course on multiple occasions, in a quicker time due to improved technique Listen to feedback and improve an orienteering course from it

VOCABULARY PROGRESSION MAP FOR OAA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Map Team</p>	<p>Symbols Map Up Down Left Right Forwards Backwards Co-operation Teamwork</p>	<p>North South East West Key Quarter turn Half turn Three-quarter turn Full turn Clockwise Anti-clockwise Trust Communication</p>	<p>Navigate Orientate Effective communication Symbols Set time Coordinates</p>	<p>Short trail Orienteering course Key (in the context of the environment) North South East West North-east North-west South-east South-west</p>	<p>Navigational equipment Quickest route Four-figure grid references</p>	<p>Six-figure grid references Leadership skills Improved technique</p>

STICKY KNOWLEDGE FOR OAA

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> • What are (basic) symbols on a map for? Symbols (basic) on a map help to find important places. • What language can we use to describe directions? Directions can be up, down, left, right, forwards and backwards. • What is a map? A map is a picture of an area of land. • What does co-operation mean? Co-operation means working together well. • What does teamwork mean? Teamwork means working with one or more people to achieve something. 	<ul style="list-style-type: none"> • What are the four compass points? The four compass points are north, south, east and west. • What is a compass? A compass is a tool to show direction. • What is a key (on a map)? A key is a guide which explains what the symbols on a map mean. • What language can we use to describe turns? Turns can be described as half turns, quarter turns, three-quarter turns or full turns. • What is trust? Trust means believing in someone's ability to do something. 	<ul style="list-style-type: none"> • Why does to orientate mean? To orientate means to align and position a map to navigate it correctly. • What are symbols on a map? Symbols on a map are a pictorial representation of real-world features. • What is a set time? A set time means completing an activity in a given time. • What are coordinates? Coordinates are values on a map which show the position of a shape or space. 	<ul style="list-style-type: none"> • What is a short trail? A short trail means making a path to follow. • What is an orienteering course? An orienteering course is an activity where you must navigate an area using a map and/or compass. • What is a key (in the context on the environment)? A key (in the context on the environment) means using symbols in a small box to show what is in the local surroundings. • What are the eight compass points? The eight compass points are north, south, east, west, north-east, north-west, south-east and south-west. 	<ul style="list-style-type: none"> • What is navigational equipment? Navigational equipment is resources used to help you plan a route (e.g., map and compass). • What is a four-figure grid reference? Four-figure grid references are used to locate a particular square on a map by following the four figures. 	<ul style="list-style-type: none"> • What leadership skills do we need to effectively complete a team challenge? Qualities used to take on a range of roles within a group to complete a task. • What is a six-figure grid reference? Six-figure grid references are used to locate a precise location inside a box.



Swimming

Curriculum Link with PSHE and RSE: Health and Wellbeing (all year groups)

KNOWLEDGE PROGRESSION MAP FOR SWIMMING

CONFIDENCE AWARD	CURRICULUM AWARD	CHALLENGE AWARD
<p>Children will know:</p> <ul style="list-style-type: none"> • That you need to take a deep breath before submerging. • That submerging means going underwater. • That you need to inhale through your mouth when your face is above the water. • That you need to exhale through your mouth or nose when your face is underwater. • That floating can help keep you safe. • That floating uses less energy than swimming. • That you can enter the pool safely by the steps. • That floating means to rest on the surface of the water. • That inhale means take air in and exhale means push air out. • That the water safety code is there to keep us safe. • That a red beach flag means high hazard. • That a red and yellow stripes beach flag means swimming area with lifeguard supervision. • That a black and white chequered flag means watersports area. • That an orange windsock means strong winds. 	<p>Children will know:</p> <ul style="list-style-type: none"> • That lifting hips will help you stay afloat. • That keeping legs together in a crawl keeps you straight in the water. • That turning your head to the side when swimming helps you breathe. • That treading water keeps you upright and in the same place. • That to be fully submerged means completely underwater. • That to glide means move with a smooth motion. • That a log roll in the water means rotating the body keeping a streamlined position. • That shallow water is not very deep. <p>That the water safety code includes: stop and think, stay together, float and call 999.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • That a straddle jump is with legs and arms stretched out wide. • That backstroke means travelling on your back with arms lifted alternately out of the water in a backward circular motion with legs extended and kicking. • That front crawl means your body is facing down in the water, flutter kicking continuously and your arms are reaching in front of your head alternately. • That breaststroke means travelling with the arms pushed forwards and then swept back in a circular movement while the legs are tucked towards the body and then kicked out. • That butterfly stroke means swimming on your chest with both arms thrusting out of the water in a circular motion while moving the hips and legs up and down. • That sculling is a back and forth motion with your hands in the water. • That a surface dive means entering the water below the surface of the water, usually hands first. • That the help position is where you cross your arm across your chest and pull your knees to your chest.

SKILLS PROGRESSION MAP FOR SWIMMING

CONFIDENCE AWARD	CURRICULUM AWARD	CHALLENGE AWARD
<p>Children will be able to (with or without aids, equipment or support):</p> <ul style="list-style-type: none"> • Enter and exit the water safely (with and without steps, swivel, jumps). • Move forwards, backwards and sideways for a distance of five metres. • Scoop the water and wash face, wash hair, be at ease with water showered from overhead. • Blow bubbles a minimum of three times with nose and mouth submerged. • Take part in a teacher led partner orientated game. • Demonstrate an understanding of pool rules. • Move into a stretched floating position using aids, equipment or support. • Regain an upright position from floating on the front (aids may be used). • Regain an upright position from floating on the back (aids may be used). • Push and glide in a horizontal position to/from the pool wall. • Travel on the back and front for five metres aided. • Have an understanding of the Water Safety Code and beach flags. 	<p>Children will be able to (without aids, equipment or support):</p> <ul style="list-style-type: none"> • Jump in from side and submerge (minimum depth 0.9 metres). • Fully submerge to pick up an object. • Push and glide from the wall to the pool floor. • Perform a sequence of changing shapes (minimum of three) whilst floating at the surface. • Push and glide on the front with arms extended and log roll onto the back to gain an upright position. • Push and glide on the back with arms extended and log roll onto the back to gain an upright position. • Travel 10 metres on the back unaided. • Travel 10 metres on the front unaided. • Demonstrate an action for getting help (shallow/deep water). • Answer 3 questions on the Water Safety Code. • Kick 10 metres front crawl (one item of equipment optional to assist buoyancy). • Tread water for 30 seconds. 	<p>Children will be able to (without aids, equipment or support):</p> <ul style="list-style-type: none"> • Perform three different jumps into deep water to include a straddle jump in clothes. • Swim 10 metres backstroke. • Swim 10 metres front crawl. • Swim 10 metres breaststroke. • Kick 10 metres butterfly on the front or on the back (one item of equipment optional). • Shout and signal rescue. • Perform a sculling sequence for 30-45 seconds to include a rotation. • Tread water for 1 minute in clothes. • Swim 10 metres in clothes. • Exit deep water without the use of steps in clothes. • Perform a surface dive. • HELP position for 5 minutes.

SKILLS PROGRESSION MAP FOR SWIMMING

CONFIDENCE AWARD	CURRICULUM AWARD	CHALLENGE AWARD
<p>Enter Exit Submerge Pool rules Floating Water Safety Code Beach flags Inhale Exhale</p>	<p>Afloat Tread Fully submerged Glide Log roll Shallow Deep Water Safety Code</p>	<p>Straddle jump Backstroke Front crawl Breaststroke Butterfly stroke Sculling Surface dive</p>

STICKY KNOWLEDGE FOR SWIMMING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

CONFIDENCE AWARD	CURRICULUM AWARD	CHALLENGE AWARD
<ul style="list-style-type: none"> • What temperature should your body feel before you exercise? Bodies should feel cool before exercise. • What temperature should your body feel after you exercise? Bodies should feel warm and sweaty or sticky after exercise. • How should your breathing be before exercise? Breathing should be normal before exercise. • How should your breathing be after exercise? Breathing will be heavier; you may feel out of breath and may feel tired. 	<ul style="list-style-type: none"> • What do muscles need to work during physical activity? Muscles need oxygen to work during physical activity. • What do lungs get better at during exercise? Lungs get better at taking in oxygen from the air through exercise. • What effect does exercise have on your heart? Hearts gets stronger and better at pumping oxygen to muscles through blood through exercise. • Why do we have skeletons? Humans have skeletons and muscles for support, protection and movement. • What impact does exercise have on your heart, bones and muscles? Exercise strengthens your heart, bones and muscles. • What impact does exercise have on your energy levels? Exercise boosts your energy levels. • What should we do with our bodies before exercise? Bodies need warming up before exercise. • What should we do with our bodies after exercise? Bodies need cooling down after exercise. 	<ul style="list-style-type: none"> • What benefits does exercise have on your body? Exercise can reduce the risk of getting ill and improves your mood. • Why do we do warm ups? The body needs to warm up to get ready for exercise. • What happens to body temperature before, during and after exercise? During exercise, the body warms up and as the activity decreases the boy cools down.