



## Barleyhurst Park Curriculum Progression for PE

	Nursery	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental movement skills		<ul style="list-style-type: none"> <li>-To be able to run in different directions with control.</li> <li>-To be able to jump forwards from 2 feet to 2 feet.</li> <li>-To be able to hop on either foot with control.</li> <li>-To gallop using preferred leg.</li> <li>-To be able to skip over a rope.</li> <li>-To gain height when jumping.</li> <li>-To take turns with a partner when performing a task.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to run and change directions quickly with control</li> <li>-To be able to jump for distance with control.</li> <li>-To be able to hop in different directions with control.</li> <li>-To gallop with rhythm &amp; control in different directions.</li> <li>-To skip in different directions with control.</li> <li>-To gain power to get height in jump.</li> <li>-To challenge &amp; improve skills.</li> <li>-To work cooperatively with a partner to lead and complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to run and change directions quickly with control.</li> <li>-To be able to jump for distance with control.</li> <li>-To be able to hop in different directions with control.</li> <li>-To gallop in different directions at speed.</li> <li>-To skip with a rope.</li> <li>-To gain power to get height in jump.</li> <li>-To challenge &amp; improve skills.</li> <li>-To devise a game to develop a skill and work cooperatively.</li> </ul>				
Invasion Games		<ul style="list-style-type: none"> <li>-To slide a bean bag towards a target.</li> <li>-To roll a ball towards a target.</li> <li>-To bounce and catch a ball with 2 hands.</li> <li>-To throw underarm to a target.</li> <li>-To catch a ball with 2 hands.</li> <li>-To control a ball with dominant foot.</li> <li>-To move a ball towards a target. -To be able to move the rugby ball with 2 hands.</li> <li>-To take turns with a partner when performing a task.</li> </ul>	<ul style="list-style-type: none"> <li>-To slide a bean bag towards a target.</li> <li>-To describe a partner's rolling action.</li> <li>-To dribble a ball with control.</li> <li>-To throw accurately underarm to a target.</li> <li>-To catch a ball with 2 hands consistently from close distance.</li> <li>-To control a moving ball with dominant foot.</li> <li>-To move a ball towards a target with control.</li> <li>-To be able to control the rugby ball on move.</li> <li>-To describe a partner's actions.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to change direction at speed with control.</li> <li>-To be able to move a ball with hands on the move.</li> <li>-To pass the ball with 2 hands to a partner.</li> <li>-To control a moving ball with dominant foot.</li> <li>-To move a ball towards a target with control.</li> <li>-To be able to control the rugby ball with 2 hands.</li> <li>-To develop a game that improves a skill.</li> <li>-To work with partner to follow rules and score points.</li> <li>-To develop a game to practise a skill.</li> </ul>	<ul style="list-style-type: none"> <li>-To retrieve and carry a ball one handed, travelling in a variety of different ways.</li> <li>-To demonstrate correct catching technique.</li> <li>-To perform a one handed over arm throw.</li> <li>-To pass and move into a space.</li> <li>-To know the 3-step rule.</li> <li>-To pass the ball then move into a space to receive the ball.</li> <li>-To develop correct shooting technique by throwing accurately at a target.</li> <li>-To create a game to develop and improve the one handed overarm pass.</li> <li>- To co-operate with others to work in a team.</li> <li>-To play in a conditioned passing game and</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to pass and receive with increased control and accuracy.</li> <li>-To be able to use a variety of passes to keep possession.</li> <li>-To be able to use the jump stop and pivot.</li> <li>-To understand the travel rule.</li> <li>-To be able to pass and receive the ball on the move.</li> <li>-To be able to keep head up whilst dribbling.</li> <li>-To be able to dribble with both R and L hands.</li> <li>-To be able to use correct shooting technique from close range.</li> <li>-To know how to mark a player using a defensive stance.</li> <li>-To learn to dribble and pass the ball towards the basket.</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>-To perform 3 different passes with control and accuracy.</li> <li>-To land correctly when catching a ball in netball.</li> <li>-To pass and receive on the move demonstrating correct footwork.</li> <li>-To shoot with accuracy (scoring 50% of the time).</li> <li>-To dodge to move into a space.</li> <li>-To mark a player without the ball.</li> <li>-To know where each position stands on court for a centre pass in Hi5 netball.</li> <li>-To know 3 basic rules for netball.</li> <li>-To know what to practise to improve performance.</li> <li>-To play in a conditioned passing game and show awareness of attack and defence positions.</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>-To pass and receive with increased control and accuracy.</li> <li>-To use correct footwork and understand the travel rule.</li> <li>-To pass the ball on the move and to signal for the ball effectively.</li> <li>-To keep head up whilst dribbling the ball and to beat a defender when dribbling.</li> <li>-To shoot with more accuracy (70%) at a target and to use fast break to move the ball up court quickly.</li> <li>-To learn the correct man to man defence technique.</li> <li>-To learn how to outwit a defender using 1 v1 skills such as jab step &amp; fake and drive.</li> <li>-To understand basic positions in basketball.</li> </ul>



					<p>implement simple team tactics and scoring system. * Handy Ball</p> <ul style="list-style-type: none"> <li>-To demonstrate correct 2 footed landing.</li> <li>-To perform a chest pass to a partner.</li> <li>-To pass the ball using a bounce or overhead pass.</li> <li>-To demonstrate the correct technique for shooting.</li> <li>-To show a change in speed to lose an opponent.</li> <li>-To perform a dodge to receive a pass.</li> <li>-To mark a player without a ball to stop the attacker receiving a pass.</li> <li>-To plan simple tactics to play the core task.</li> <li>- To support other team players by moving into space to receive the ball.</li> </ul> <p>* Netball</p> <ul style="list-style-type: none"> <li>-To dribble a ball with control.</li> <li>-To pass the ball over a short distance to stationary player.</li> <li>-To pass the ball over a longer distance to stationary player.</li> <li>-To pass and move with a partner unopposed.</li> <li>-To shoot the ball accurately at a target.</li> <li>-To work as a team to pass the ball with increasing speed and accuracy.</li> <li>-To perform a block tackle.</li> <li>-To plan simple tactics to play the core task.</li> <li>- To implement hockey skills and simple tactics into a game situation by working in a team.</li> </ul> <p>* Hockey</p>	<p>- To implement basketball skills into a game situation by working in a team. *Basketball</p> <ul style="list-style-type: none"> <li>-To control the ball when travelling.</li> <li>-To pass the ball with control.</li> <li>-To pass and receive the ball with control.</li> <li>-To shoot the ball at a target from varying distances to score a point.</li> <li>-To pass the ball to a partner avoiding a defender.</li> <li>-To make a decision on when to successfully intercept the ball.</li> <li>-To mark a player with the ball.</li> <li>-To recall at least 3 basic rules of the game.</li> <li>- To implement football skills into a game situation</li> <li>-To support other pupils in the group.</li> </ul> <p>* Football</p>	<ul style="list-style-type: none"> <li>-To dribble the ball at speed and change direction.</li> <li>-To demonstrate dribbling and passing the ball on the move.</li> <li>-To perform reverse stick to change direction.</li> <li>-To dribble the ball around a defender and tackle the ball from another player.</li> <li>-To shoot at goal from a crossed ball.</li> <li>-To demonstrate dodging to lose your opponent.</li> <li>-To mark another player without the ball.</li> <li>-To plan tactics for a short corner situation.</li> <li>-To plan an activity to develop passing over both long and short distances.</li> <li>- To implement hockey skills into a game to be successful in a competitive situation.</li> </ul> <p>* Hockey</p>	<p>-To demonstrate attacking and defence tactics in a game.</p> <ul style="list-style-type: none"> <li>-To perform dribbling and turning skills to keep possession of the ball.</li> <li>-To pass the ball accurately over both short and long distances.</li> <li>-To choose when and where to pass the ball to another player.</li> <li>-To shoot from different angles in front of the goal.</li> <li>-To close down play to perform a block tackle.</li> <li>-To perform basic goalkeeping skills.</li> <li>-To control the ball with different parts of the body.</li> <li>-To demonstrate the correct technique for a throw in.</li> <li>-To implement football skills learnt into a game situation by playing in different roles i.e. attacker, defender, goalkeeper and referee.</li> </ul> <p>* Football</p>
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	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>To be able to walk and run with control.</p> <p>To be able to hop on a preferred foot.</p>	<p>-To be able to run with control.</p> <p>-To be able to change speed when running.</p> <p>-To be able to jump forwards from 2 feet to 2 feet.</p> <p>-To be able to jump in different ways.</p> <p>-To be able to throw objects forwards.</p> <p>-To throw underarm towards a target.</p> <p>-To work with a partner to complete a challenge.</p>	<p>-To be able to move with control at speed.</p> <p>-To be able to vary the speed of running.</p> <p>-To be able to land with control when Jumping.</p> <p>-To demonstrate how to jump over objects.</p> <p>-To be able to throw objects to gain distance.</p> <p>-To be able to throw objects towards a target.</p> <p>-To follow instructions to complete an athletics circuit.</p> <p>-To work with a partner to record a score.</p>	<p>-To be able to run quickly towards a target.</p> <p>-To demonstrate a controlled change of speed when running.</p> <p>-To perform a combination of jumps with control.</p> <p>-To demonstrate different ways of leaving floor to gain height.</p> <p>-To be able to throw objects using different styles to gain distance.</p> <p>-To demonstrate ability to throw an object to a target.</p> <p>-To follow instructions to complete an athletics circuit.</p> <p>-To score activities accurately.</p>	<p>-To run at speed over short distances.</p> <p>-To sustain a suitable pace when running for a longer time.</p> <p>-To investigate throwing styles from different start positions.</p> <p>-To investigate the correct technique to improve distance when throwing over arm.</p> <p>-To perform a balanced landing on 2 feet when jumping forwards.</p> <p>-To combine hopping and jumping with control.</p> <p>-To maintain good running technique when sprinting over obstacles.</p> <p>-To work as a team to score points in an athletics circuit.</p> <p>-Perform an activity from core task 1</p> <p>- To be able to safely participate in competitive activity or personal challenge.</p>	<p>-To describe 3 tips for sprinting.</p> <p>-To demonstrate changes in running style between sprinting and distance events.</p> <p>-To describe best the stance for a one-handed push and pull throw.</p> <p>-To throw using a straight arm technique similar to discus.</p> <p>-To identify 3 tips when jumping for distance and height.</p> <p>-To practise and improve technique for race walking.</p> <p>-To pass and receive a baton effectively.</p> <p>-To follow instructions to set up station safely as part of an athletics circuit.</p> <p>-Perform an activity from core task 2</p>	<p>-To sprint over short distances with a correct running style.</p> <p>-To run at a sustained and consistent pace.</p> <p>-To demonstrate a controlled shot put throwing action.</p> <p>-To demonstrate the discus throwing technique.</p> <p>-To describe the triple jump combination correctly.</p> <p>-To jump for distance taking off on one foot and landing on 2.</p> <p>-To use rhythm when running over obstacles.</p> <p>-To measure and record performance in a variety of different events.</p> <p>-Perform one of the core task activities</p> <p>- Participate in competition and personal challenges to improve performance.</p>	<p>-To pass a relay baton using a downward sweep.</p> <p>-To plan and devise an endurance circuit to sustain pace over a longer time.</p> <p>-To throw a javelin using a pull action.</p> <p>-To demonstrate a dynamic heave throw.</p> <p>-To perform a scissor jump from a short run up.</p> <p>-To perform the triple jump sequence in the correct order.</p> <p>-To plan and lead an athletics festival.</p> <p>-To take part in another group's festival and give feedback on each event.</p> <p>-To participate in competition and personal challenges to improve performance.</p>



	Nursery	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Indoor & outdoor fitness		<ul style="list-style-type: none"> <li>-To follow &amp; copy a partner's actions.</li> <li>-To listen and follow instructions.</li> <li>-To be able to skip with control (no rope).</li> <li>-To perform exercises with control.</li> <li>-To exercise continuously for 3 minutes.</li> <li>-To perform exercises.</li> <li>-To understand the importance of keeping fit for everyday life.</li> <li>* Indoor fitness</li> <li>-To be able to point to the heart and perform exercises that increase heart rate.</li> <li>-To feel and describe changes in breathing rate.</li> <li>-To perform exercises to make leg muscles stronger.</li> <li>-To change direction with control.</li> <li>-To improve co-ordination skills by performing a speed bounce and throwing at a target.</li> <li>-To balance with control when moving the beanbag.</li> <li>-To understand the importance of keeping fit for everyday life.</li> <li>* Outdoor fitness</li> </ul>	<ul style="list-style-type: none"> <li>-To copy &amp; refine a partner's moves.</li> <li>-To know what the heart does and what exercises help it.</li> <li>-To perform basic rope skills.</li> <li>-To name muscles being exercised.</li> <li>-To keep moving for 5 minutes.</li> <li>-To perform core exercises safely and with control.</li> <li>* Indoor fitness</li> <li>-To perform a variety of fundamental movement and sport skills.</li> <li>-To change direction quickly with control.</li> <li>-To name different ways of moving.</li> <li>-To perform activities to improve leg and arm strength.</li> <li>-To create exercises linked to a sporting theme.</li> <li>-To say what happens to the heart when we exercise.</li> <li>-To understand the importance of keeping fit for everyday life.</li> <li>* Outdoor fitness</li> </ul>	<ul style="list-style-type: none"> <li>-To explain: what is a fitness circuit?</li> <li>-To design a fitness circuit using set activities.</li> <li>-To describe where core muscles are in your body.</li> <li>-To measure breathing rate and record score after different types of activity.</li> <li>-To use core muscles to help with balance and strength.</li> <li>-To state that 'High Intensity Interval Training (HIIT)' is a good way of strengthening heart and lungs.</li> <li>-To be able to safely participate in competitive activity or personal challenge.</li> <li>* Indoor fitness</li> <li>-To set a personal challenge to beat own score.</li> <li>-To describe cardio-vascular fitness.</li> <li>-To show endurance when performing in a boot camp circuit i.e. no stopping between activities.</li> <li>-To strengthen core muscles by performing exercises to improve core strength.</li> <li>-To increase leg strength by performing squat and lunge exercises.</li> <li>-To perform in activities to raise heart rate and explain why this happens.</li> <li>-To be able to safely participate in competitive activity or personal challenge.</li> <li>* Outdoor fitness</li> </ul>	<ul style="list-style-type: none"> <li>-To perform in a circuit of activities to improve strength, conditioning and cardiovascular.</li> <li>-To perform in a circuit of activities to improve speed and stamina.</li> <li>-To perform consistently good coordination skills when under pressure.</li> <li>-To improve agility and coordination skills when performing a set routine.</li> <li>-To co-operate well with a partner when performing tasks to improve core.</li> <li>-To show a rapid change in direction when performing agility exercises</li> <li>- To be able to safely participate in competitive activity or personal challenge.</li> <li>* Indoor fitness</li> <li>- To perform in activities to improve muscular endurance without stopping.</li> <li>-To choose the correct pace for each activity.</li> <li>-To perform a variety of cardiovascular activities without stopping.</li> <li>-To be able to define the terms agility, balance and coordination and help design an activity to improve each area of fitness.</li> <li>-To give clear and safe instructions to another team to teach them your obstacle course.</li> <li>-To define the terms Speed, Reaction time and Power.</li> <li>- To be able to safely participate in competitive activity or personal challenge</li> <li>* Outdoor fitness</li> </ul>



	Nursey	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> <li>-To climb up apparatus using alternate feet.</li> <li>-To be able to stand on one leg for 3-5 seconds.</li> <li>-To be able to hop on a preferred foot.</li> <li>-To be able to stand on tip toes.</li> </ul>	<ul style="list-style-type: none"> <li>-To follow instructions safely.</li> <li>-To be able to perform 5 basic shapes with control.</li> <li>-To hold large and small shapes whilst balancing.</li> <li>-To demonstrate a safe (chair) landing from a jump.</li> <li>-To perform a straight jump with control from a bench.</li> <li>-To travel sideways using a roll.</li> <li>-To transfer weight from hands to feet (bunny hop).</li> <li>-To link 2 skills on floor.</li> <li>-To know how to use apparatus safely.</li> <li>-To link 2 skills on floor and apparatus.</li> <li>-To work cooperatively with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to perform 8 basic shapes with control.</li> <li>-To be still whilst holding balances on different body parts.</li> <li>-To perform 2 jumps with control.</li> <li>-To describe a partner's jumps.</li> <li>-To develop skills for a forward roll.</li> <li>-To transfer weight from hands to feet using the bench.</li> <li>-To perform 3 different skills on low apparatus.</li> <li>-To link 3 or more skills on a variety of apparatus.</li> <li>-To demonstrate a gym sequence using 2/3 skills on floor and apparatus.</li> <li>-To set and overcome personal challenges to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to link 4 shapes smoothly.</li> <li>-To demonstrate a change in speed smoothly linking 3 balances.</li> <li>-To jump for height and perform a shape in the air.</li> <li>-To perform a tuck jump with control.</li> <li>-To perform rolls that move in a circular motion.</li> <li>-To transfer weight from hands to feet using the bench.</li> <li>-To create a sequence on the low apparatus which includes 4 different skills.</li> <li>-To create a sequence on the higher apparatus which includes 4 different skills.</li> <li>-Perform one of the core task activities.</li> <li>-To work cooperatively with a partner to develop skills</li> </ul>	<ul style="list-style-type: none"> <li>-To demonstrate and hold the 10 basic shapes with control.</li> <li>-To perform contrasting balances with a change of speed and level.</li> <li>-To be able to land a variety of jumps with control.</li> <li>-To perform matching actions with a partner using contrasting shapes.</li> <li>-To perform rolls that move in a circular way.</li> <li>-To be able to transfer weight from hands to feet with rhythm and control.</li> <li>-To perform contrasting shapes and balances on the low apparatus.</li> <li>-To perform a squat on vault on low apparatus.</li> <li>-Perform one of the core task activities.</li> <li>-To create sequences, observe and evaluate performances.</li> </ul>	<ul style="list-style-type: none"> <li>-To perform 3 shapes in unison with a partner to include twisted shape.</li> <li>-To move into a balance from different starting positions.</li> <li>-To perform a shoulder roll in opposite directions.</li> <li>-To explore ways of turning on the spot and off a bench.</li> <li>-To take weight on hands when moving over a bench.</li> <li>-To practise and remember the sequence needed for take-off when vaulting.</li> <li>-To learn a set sequence and add a change of height.</li> <li>-To safely move large apparatus into set positions.</li> <li>-Perform one of the core task activities on apparatus.</li> <li>-To create sequences, observe and evaluate performances.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to perform 5 symmetrical shapes in unison with a partner.</li> <li>-To work with a partner to perform matching and mirroring balances.</li> <li>-To hold a counter balance with a partner at different heights.</li> <li>-To perform 3 symmetrical jumps with a partner.</li> <li>-To show a change in speed when performing rolls.</li> <li>-To move into balances from different actions e.g. roll into balance, shape into balance.</li> <li>-To land with control after flight.</li> <li>-To safely set up large apparatus in either a L or T shape in a given area.</li> <li>-Perform one of the core task activities on a variety of different apparatus with a partner.</li> <li>-To participate in competition and personal challenges to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>-To work with a partner to perform weight bearing partner balances safely.</li> <li>-To move from a balance into a roll with control.</li> <li>-To be able to turn during flight and land safely.</li> <li>-To travel on, over and around apparatus taking weight on hands and feet.</li> <li>-To perform a group balance.</li> <li>-To create a group sequence to include both unison and canon.</li> <li>-To safely set up large apparatus in a given area.</li> <li>-To adapt and amend sequence to include twisting and turning.</li> <li>-To perform one of the core task activities.</li> <li>-To participate in competition and personal challenges to improve performance.</li> </ul>



	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and fielding		<ul style="list-style-type: none"> <li>-To retrieve a bean bag using hands.</li> <li>-To be able to roll a ball towards targets.</li> <li>-To stop a moving ball along the floor.</li> <li>-To throw a small ball underarm to a target.</li> <li>-To be able to catch a ball with 2 hands.</li> <li>-To strike a ball along the floor using your hand.</li> <li>-To hand strike a ball towards a target.</li> <li>-To demonstrate good control when moving the ball with hands.</li> <li>-To work cooperatively with a partner to keep score.</li> </ul>	<ul style="list-style-type: none"> <li>-To retrieve an object using hands.</li> <li>-To be able to roll a ball towards targets.</li> <li>-To stop a moving ball along the floor.</li> <li>-To throw a small ball underarm to a target.</li> <li>-To be able to catch a ball with 2 hands.</li> <li>-To strike a ball along the floor using your hand with control.</li> <li>-To hand strike a ball towards a target from 5-10m.</li> <li>-To demonstrate good control when moving the ball with hands.</li> <li>-To work cooperatively with a partner to keep score.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to roll &amp; stop a ball with control.</li> <li>-To throw underarm with control to a target.</li> <li>-To be able to throw a ball underarm to a partner.</li> <li>-To catch a ball with 2 hands from short distance.</li> <li>-To hit/strike a ball with a hand to a partner.</li> <li>-To hit a ball using a bat/racket.</li> <li>-To use a simple scoring system.</li> <li>-To work as a small group to play a game.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to stop a ball using a long barrier when fielding.</li> <li>-To throw a ball underarm with increasing accuracy for a partner to catch.</li> <li>-To bowl a ball underarm through a hoop.</li> <li>-To experiment how to throw a ball further.</li> <li>-To hit a ball from a tee or a self-feed.</li> <li>-To develop a practice to improve batting technique.</li> <li>-To work as a team when fielding.</li> <li>-To be able to catch a ball and stump a post quickly.</li> <li>-Play the core task.</li> <li>-To play in a small sided striking and fielding game.</li> <li>-To bat a ball into space and to retrieve a ball and throw to another player when fielding.</li> </ul>	<ul style="list-style-type: none"> <li>-To retrieve a ball and return it to a wicket.</li> <li>-To learn 3 tips for hitting a cricket ball.</li> <li>-To hit a drop feed ball with a cricket bat.</li> <li>-To choose the correct throw for different distances.</li> <li>-To bowl a ball underarm at a wicket.</li> <li>-To demonstrate correct technique for hands when close catching and deep field catching.</li> <li>-To refine batting technique to protect the wicket using a forward defensive shot.</li> <li>-To make a decision when to run to the wicket to score a run.</li> <li>-Play the core task.</li> <li>-To play in a small sided striking and fielding game.</li> <li>-To bat a ball into space and run to a wicket. To retrieve, throw, catch a ball and bowl underarm when fielding</li> </ul> <p>* Cricket</p>	<ul style="list-style-type: none"> <li>-To show the correct batting action for rounders.</li> <li>-To learn 3 rules for bowling.</li> <li>-To bat a bowled ball into a space.</li> <li>-To throw from back stop to a post accurately.</li> <li>-To decide when to stop running around the posts when batting.</li> <li>-To catch a ball under pressure.</li> <li>-To explain how to score in rounders when batting.</li> <li>-To play a game of rounders and understand the basic rules for batting and fielding.</li> <li>-Play the core task.</li> <li>-To play in a small sided simplified game of rounders.</li> </ul> <p>* Rounders</p>	<ul style="list-style-type: none"> <li>-To throw a ball underarm at a wicket from a variety of directions.</li> <li>-To improve batting accuracy and directional batting using a forward drive.</li> <li>-To hit a ball bowled underarm using a forward drive.</li> <li>-To increase distance when throwing over arm.</li> <li>-To perform close catching and deep fielding catching with consistency.</li> <li>-To demonstrate an overarm bowling technique.</li> <li>-To stop the ball using 2 different techniques and return accurately to partner.</li> <li>-To demonstrate wicket keeping stance and sideways movement.</li> <li>-Play the core task.</li> <li>-To play in a small sided striking and fielding game.</li> <li>-To bat a ball into space and run to a wicket. To retrieve, throw and catch a ball and bowl overarm when fielding.</li> </ul> <p>* Cricket</p>



	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance		<ul style="list-style-type: none"> <li>-To show movements that represent animals.</li> <li>-To show both scared and strong expressions and actions.</li> <li>-To move with control at different speeds showing a change of direction.</li> <li>-To cooperate with a partner when moving.</li> <li>-To be able to remember and repeat a pattern.</li> <li>-To use actions to express feelings in a dance.</li> <li>* Flash</li> <li>-To show both scared and strong expressions and actions.</li> <li>-To move with control at different speeds showing a change of direction.</li> <li>-To cooperate with a partner when moving.</li> <li>-To use actions to express feelings in a dance.</li> <li>-To be able to move to a count of 4 beats.</li> <li>-To be able to remember and repeat a pattern.</li> <li>-To be able to move to a count of 4 beats.</li> <li>-To show movements that represent animals.</li> <li>* Weather/Seasons</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to perform controlled movement actions.</li> <li>-To be able to turn and move in time with a tambourine.</li> <li>-To move from high to low with control.</li> <li>-To be able to take off and land with control.</li> <li>-To link 3 similar moves together.</li> <li>-To be able to start and stop, with control, in time to the tambourine.</li> <li>* Toys</li> <li>-To be able to perform controlled animal movements.</li> <li>-To move together with your colour group.</li> <li>-To move from high to low when changing animal.</li> <li>-To use hand and arm gesture in dance movement.</li> <li>-To mirror a partner's moves.</li> <li>-To remember the order of the dance.</li> <li>-To link movements together to form a dance phrase.</li> <li>* Walk on the Wild Side</li> </ul>	<ul style="list-style-type: none"> <li>-To remember and repeat a short motif.</li> <li>-To move confidently around the space demonstrating superhero actions.</li> <li>-To move from low to high and high to low with control.</li> <li>-To gain height in the air and land on either foot.</li> <li>-To turn with a partner at different speeds.</li> <li>-To show emotion through facial and whole-body gestures.</li> <li>-To perform a short motif based upon superheroes characters.</li> <li>* Superheroes</li> <li>-To use gesture to show caterpillar and butterfly movement actions using different parts of the body.</li> <li>-To remember and repeat a short motif of 4 actions.</li> <li>-To be able to describe a partner's movement and say which mini beast they are moving as.</li> <li>-To copy a partner to create a sequence of 4 mini beast movement actions.</li> <li>-To use different speeds to travel and turn confidently around the space.</li> <li>-To co-operate with a partner and whole class to create the final pose of the dance.</li> <li>-To remember and perform some of the phrases in the dance.</li> <li>-To create and perform a short motif using the stimulus of mini beasts.</li> <li>* Mini Beasts</li> </ul>	<ul style="list-style-type: none"> <li>-To move into and out of held positions with control.</li> <li>-To travel using different pathways.</li> <li>-To move together as a small group in the same direction staying connected at all times.</li> <li>-To move from high to low in a variety of different ways.</li> <li>-To use a turning movement to travel in different directions.</li> <li>-To tell a story through movement: Building a stone age house.</li> <li>-Remember and perform a dance.</li> <li>-To develop a motif to include own moves and discuss quality of movements.</li> <li>* The Flintstones (Stone Age)</li> <li>-To use rolling movement to travel from side to side across the floor.</li> <li>-To move in a variety of ways using different pathways.</li> <li>-To move into and out of held positions with control.</li> <li>-To show a variety of ways of moving from high to low.</li> <li>-To tell a story through movement using gesture.</li> <li>-To remember the order of the dance phrases.</li> <li>-Remember and perform dance.</li> <li>-To develop a motif to include own moves and discuss quality of movements.</li> <li>* Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>-To demonstrate stillness holding a position with control at different levels.</li> <li>-To march in time to the music and in unison with your group.</li> <li>-To create a motif for the chorus to show the Gladiator attacking and defending.</li> <li>-To use gesture and facial expression to show the crowd's reaction to a gladiator fight.</li> <li>-To analyse and describe the differences between the Gladiators.</li> <li>-To stay in character throughout the whole dance even when transitioning between phrases.</li> <li>-Remember and perform dance.</li> <li>-To change dynamics in a dance i.e. levels, speed, pathway and direction.</li> <li>-To develop a motif.</li> <li>* Gladiator</li> <li>-To copy and follow your partner changing dynamics when moving e.g. height and speed.</li> <li>-To create a motif to show the theme of the dance.</li> <li>-To use gesture to express the feeling of receiving an electric shock.</li> <li>-To perform a variety of different shapes in the air and hold a pose on a controlled landing.</li> <li>-To choreograph a short sequence working together in pairs or a small group creating movements based on chosen theme.</li> <li>-To transition smoothly between phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-To use gesture to show a farewell/ goodbye action.</li> <li>-To work as a group to create a rocket pose.</li> <li>-To create a movement that reflects the feeling of weightlessness.</li> <li>-To create a dance motif for the chorus to perform in unison as a whole class.</li> <li>-To respond to a stimulus to create 3 group poses.</li> <li>-To show smooth transitions from one phrase of dance to another.</li> <li>-Remember and perform dance.</li> <li>-To perform a dance phrase in front of the class.</li> <li>-To choreograph different sections of the dance.</li> <li>* Space</li> <li>-To use gesture to show a sporting action.</li> <li>-To be able to analyse performance and give feedback.</li> <li>-To explore different ways of moving showing changes in level or speed.</li> <li>-To perform a sequence in unison &amp; canon.</li> <li>-To work cooperatively in a small group to produce a sequence using different formations.</li> <li>-To perform a dance using smooth transitions.</li> <li>-To perform a dance phrase in front of the class.</li> <li>-To choreograph different sections of the dance.</li> <li>* Sports</li> </ul>	<ul style="list-style-type: none"> <li>-To use gesture to develop a phrase to demonstrate waking.</li> <li>-To explore different ways of turning at different levels.</li> <li>-To mirror a partner with fluidity and in time to the music.</li> <li>-To create a group phrase using opposing action words e.g. stretch and curl.</li> <li>-To be able to dance in unison as a whole class.</li> <li>-To create a sequence to perform in time with a group and to the music.</li> <li>-To perform in unison with a partner, in groups and as a whole class.</li> <li>-To choreograph group phrases linked to the theme.</li> <li>* Survival</li> <li>-To create a motif of movements that show strength.</li> <li>-To be able to perform a variety of linked moves that reflect intimidation.</li> <li>-To develop a short motif to include action/reaction moves with a partner.</li> <li>-To be able to trust your partner to take/hold/move your body within a dance.</li> <li>-To move into/out of held positions with fluidity and in time to music.</li> <li>-To perform own sequence within a whole group dance.</li> <li>-To be able to evaluate another pair's work.</li> <li>-To perform with a partner, in groups and as a whole class.</li> </ul>



						<ul style="list-style-type: none"> <li>-Remember and perform dance.</li> <li>-To change dynamics in a dance i.e. levels, speed, pathway and direction.</li> <li>-To develop a motif.</li> </ul> <p>* Electricity</p>		<ul style="list-style-type: none"> <li>-To choreograph group phrases linked to the theme.</li> </ul> <p>* West Side Story</p>
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	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Net wall games		<ul style="list-style-type: none"> <li>-To move quickly to change direction.</li> <li>-To control a ball with hands.</li> <li>-To bounce the ball to a partner/ target.</li> <li>-To be able to control ball with hands.</li> <li>-To be able to catch a moving ball.</li> <li>-To hand hit ball forwards along floor.</li> <li>-To move a ball on/with a racket.</li> <li>-To follow Instructions to complete a circuit.</li> </ul> <p>* Net Wall</p>	<ul style="list-style-type: none"> <li>-To control &amp; send a bean bag.</li> <li>-To move safely in space.</li> <li>-To send &amp; receive a rolling ball.</li> <li>-To take it in turns to complete activity.</li> <li>-To cooperate with a partner.</li> <li>-To bounce a ball to a moving target.</li> <li>-To devise a game to practice bouncing/aiming.</li> <li>-To be able to catch a moving ball.</li> <li>-To be able to "hand hit" the ball to a partner.</li> <li>-To be able to control a ball with a racket.</li> <li>-To be able to control a ball with a racket (not hitting).</li> <li>-To follow rules to play a game.</li> <li>-To cooperate with a partner group to use space safely.</li> </ul> <p>* Net Wall</p>	<ul style="list-style-type: none"> <li>-To be able to control the ball whilst moving.</li> <li>-To bounce a ball into space.</li> <li>-To be able to move quickly to track/catch a bouncing ball.</li> <li>-To be able to "hand hit" a moving ball towards partner.</li> <li>-To be able to control a moving ball with a racket (along floor).</li> <li>-To be able to control a moving ball with a racket (in air).</li> <li>-To challenge yourself to improve your tennis skills.</li> <li>-To compete fairly in games.</li> <li>-To be able to cooperate with partner to develop games to improve skills.</li> </ul> <p>* Net Wall</p>	<ul style="list-style-type: none"> <li>-To demonstrate the Get ready position.</li> <li>-To perform a 2 handed throw using forehand and backhand action.</li> <li>-To return to the centre of the court after each throw.</li> <li>-To control a ball with a racket.</li> <li>-To hit a self-feed with a racket after 2 bounces towards a target.</li> <li>-To hit a ball with a racket after 2 bounces back to partner to catch.</li> <li>-To move to the ball.</li> <li>-To implement simple tactics to score a point.</li> <li>-Play the core task.</li> <li>-To feed a ball underarm to a partner. -To hit a ball with a racket over a net/cones.</li> </ul> <p>* Net Wall games</p>	<ul style="list-style-type: none"> <li>-To decide whether to use an underarm or overarm throw depending on distance of target.</li> <li>-To remain well balanced when moving to catch a ball.</li> <li>-To catch a high ball with 2 hands before it bounces.</li> <li>-To hit a self-feed with a racket after 1 bounce.</li> <li>-To hit a forehand shot towards a target.</li> <li>-To move to return the ball from a bounce feed on the forehand side.</li> <li>-To perform a forehand volley from a full toss feed.</li> <li>-To know 3 rules of mini tennis.</li> <li>-Play core task.</li> <li>-To hit a ball towards a target.</li> <li>-To use a variety of shots.</li> </ul> <p>* Short tennis</p>	<ul style="list-style-type: none"> <li>-To be able to control the shuttle with a racket.</li> <li>-To be able to serve underarm.</li> <li>-To return a shuttle.</li> <li>-To form the overhead action.</li> <li>-To learn basic rules and tactics for a game i.e. boundary lines and hitting towards a space.</li> <li>-To form the backhand shot.</li> <li>-To select the best shot to use depending on height and direction of shuttle.</li> </ul> <p>* Badminton</p>	<ul style="list-style-type: none"> <li>-To be able to throw up a ball for a self-feed for an underarm serve.</li> <li>-To return a ball using a forehand shot after 1 bounce.</li> <li>-To perform a forehand volley.</li> <li>-To describe the action used for a drop shot.</li> <li>-To explain why we move back to centre of the court after each hit.</li> <li>-To serve using an overarm action.</li> <li>-To return the ball using a back hand shot.</li> <li>-To work with a partner to cover the court in doubles.</li> <li>-Perform a rally with a partner using a variety of different shots.</li> </ul> <p>* Tennis</p>





	<u>Nursery</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
OAA		<ul style="list-style-type: none"> <li>-To understand directions.</li> <li>-To be able to copy/model partner.</li> <li>-To recognise colours and collect matching items.</li> <li>-To recognise symbols and collect objects.</li> <li>-To follow a partner and use different ways to communicate.</li> <li>-To follow instructions and recognise similarities.</li> <li>-To share ideas and work together.</li> <li>-To plan how to solve a problem as a group.</li> <li>- To be able to work safely in a large space with partner/group.</li> <li>-To trust a partner to guide you safely.</li> <li>* Explorers</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to a partner and follow their directions.</li> <li>-To describe a pathway using at least 3 directions.</li> <li>-To understand basic symbols.</li> <li>-To discuss with group to work out where to go.</li> <li>-To lead a partner safely through an obstacle course.</li> <li>-To listen carefully and remember instructions.</li> <li>-To share ideas to help create a letter.</li> <li>-To plan how to solve the problem as a group.</li> <li>-To work together to solve problems.</li> <li>-To listen and share idea.</li> <li>* Explorers</li> </ul>		<ul style="list-style-type: none"> <li>-To recognise &amp; find 4 directions NSEW.</li> <li>-To use NSEW to lead and direct others.</li> <li>-To orientate a map and find a starting point.</li> <li>-To use a key to find symbols.</li> <li>-To be able to listen to &amp; follow instructions.</li> <li>-To be able to remember and repeat actions.</li> <li>-To be able to communicate clearly to solve task.</li> <li>-To work independently to develop an activity.</li> <li>-To work cooperatively with a partner to achieve a task.</li> <li>* Explorers</li> </ul>		<ul style="list-style-type: none"> <li>-To be able to direct your partner accurately around a course.</li> <li>-To use clear instructions to safely guide a partner across obstacles.</li> <li>-To be able to recognise landmarks on a map.</li> <li>-To listen and work effectively as a group to complete challenges.</li> <li>-To work cooperatively with a partner by showing trust.</li> <li>-To remember, repeat and follow a sequence of instructions.</li> <li>-To listen and work effectively as a group to complete challenges.</li> <li>-To create, explain and lead a task for others.</li> <li>-To communicate effectively as a group to achieve a task.</li> <li>* Explorers</li> </ul>	
Swimming								<ul style="list-style-type: none"> <li>-To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>-To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>-To perform safe self-rescue in different water-based situations.</li> <li>-To become water confident.</li> </ul>