



Bedford Primary School Progression Map: EYFS – Year 2

Curriculum Area: Physical Education

	EYFS	Year 1 Outdoor/Indoor	Year 2 Outdoor/Indoor	End of Key Stage 1 Expectations (NC)
Skills Focus	Autumn Term: Developmental Movement Play Tummy work, crawling, rolling, turning, balancing Dance/ Yoga skills Spring Term: Developmental Movement Play Jumping, balancing, travelling, pushing/catching/throwing Yoga Summer Term: Developmental Movement Play Combination of skills used in games & activities Yoga/ Gymnastics	Autumn 1: Fitness/Fundamentals Autumn 2: Ball skills/Yoga Spring 1: Invasion/Gymnastics Spring 2: Sending & Receiving/Dance Summer 1: Striking & Fielding/Net & wall Summer 2: Athletics/Team building	Autumn 1: Fitness/Fundamentals Autumn 2: Ball skills/Yoga Spring 1: Invasion/Gymnastics Spring 2: Sending & Receiving/Dance Summer 1: Striking & Fielding/Net & wall Summer 2: Athletics/Team building	Pupils should be taught to: Pupils should be taught to: 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
Fitness	AGILITY: Explore changing direction safely. BALANCE: Explore balancing whilst stationary and on the move. CO-ORDINATION: Explore moving different body parts together. SPEED: Explore moving and stopping with control. STRENGTH: Explore taking weight on different body parts. STAMINA: Explore moving for extended periods of time. 40-60mths - Experiments with different ways of moving. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	AGILITY: Change direction whilst running BALANCE: Explore balancing in more challenging activities with some success. CO-ORDINATION: Explore coordination through the use of equipment. SPEED: Explore running at different speeds. STRENGTH: Explore exercises using their own body weight. STAMINA: Explore moving for longer periods of time and identify how it makes them feel.	AGILITY: Demonstrate improved technique when changing direction on the move. BALANCE: Demonstrate increased balance whilst travelling along and over equipment CO-ORDINATION: Perform actions with increased control when coordinating their body with and without equipment. SPEED: Can demonstrate running at different speeds. STRENGTH: Demonstrate increased control in body weight exercises. STAMINA: Show an ability to work for longer periods of time.	participate in team games, developing simple tactics for attacking and defending
Early Learning Goal:	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.			
Gymnastics	SHAPES: Show contrast with their bodies including wide/narrow, straight/curved. BALANCES: Explore shapes in stillness using different parts of their bodies. ROLLS: Explore rocking and rolling. JUMPS: Explore jumping safely. 40-60 mths - Jumps off an object and lands appropriately. - Travels with confidence and skill around, under, over and through balancing and climbing equipment	SHAPES: Explore basic and still shapes straight, tuck, straddle, pike BALANCES: Perform balances making their body tense, stretched and curled. ROLLS: Explore barrel, straight and forward roll progressions. JUMPS: Explore shape jumps including jumping off low apparatus.	SHAPES: Explore using shapes in different gymnastic balances. BALANCES: Remember, repeat and link combinations of gymnastic balances. ROLLS: Explore barrel, straight and forward roll and put into sequence work. JUMPS: Explore shape jumps and take off combinations.	perform dances using simple

Dance	● ACTIONS: Explore how their body moves. Copy basic body actions and rhythms. ● DYNAMICS: Explore actions in response to music and an idea ● SPACE: Explore pathways and the space around them and in relation to others. ● RELATIONSHIPS: Are given opportunities to perform in front of others.	● ACTIONS: Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. ● DYNAMICS: Explore varying speeds to represent an idea. ● SPACE: Explore pathways within their performances. ● RELATIONSHIPS: Begin to explore actions and pathways with a partner. ● PERFORMANCE: Begin to use counts within their performance.	● ACTIONS: Accurately remember, repeat and link actions to express an idea. ● DYNAMICS: Develop an understanding of dynamics. ● SPACE: Develop the use of pathways and travelling actions to include levels. ● RELATIONSHIPS: Explore working with a partner using unison, matching and mirroring. ● PERFORMANCE: Develop the use of facial expressions in their performance.	movement patterns.
Athletics	● RUNNING: Explore running and stopping. Explore running on the balls of their feet. ● JUMPING: Explore jumping and hopping safely. ● THROWING: Explore throwing to a target.	● RUNNING: Explore running at different speeds. Explore running over obstacles. ● JUMPING: Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. ● THROWING: Explore throwing for distance and accuracy.	● RUNNING: Develop the sprinting action. Explore rhythm when running over obstacles. ● JUMPING: Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. ● THROWING: Develop overarm throwing for distance.	
Invasion Games	● SENDING & RECEIVING: Explore S&R with hands and feet using a variety of equipment. ● DRIBBLING: Explore dropping and catching with two hands and moving a ball with their feet. ● ATTACKING & DEFENDING: Explore changing direction and tagging games. ● SPACE: Recognise their own space. 40-60mths Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	● SENDING & RECEIVING: Explore S&R with hands and feet to a partner. ● DRIBBLING: Explore dribbling with hands and feet. ● ATTACKING: Explore changing direction to move away from a partner. ● DEFENDING: Explore tracking and move to stay with a partner. ● SPACE: Recognise good space when playing games.	● SENDING & RECEIVING: Developing S&R with increased control. ● DRIBBLING: Explore dribbling with hands and feet with increasing control on the move. ● ATTACKING: Developing moving into space away from defenders. ● DEFENDING: Explore staying close to other players to try and stop them getting the ball. ● SPACE: Explore moving with a ball towards goal.	
Striking & Fielding Games	● STRIKING: Explore sending a ball to a partner. ● FIELDING: Explore tracking and stopping a rolling ball. ● THROWING & CATCHING: Explore rolling, throwing and catching using a variety of equipment. 40-60mths ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	● STRIKING: Explore striking a ball with their hand and equipment. ● FIELDING: Develop tracking and retrieving a ball for their team. ● THROWING: Explore technique when throwing over and underarm. ● CATCHING: Develop coordination and technique when catching.	● STRIKING: Develop striking a ball with their hand and equipment with some consistency. ● FIELDING: Understand that there are different roles within a fielding team. ● THROWING: Develop coordination and technique when throwing over and underarm. ● CATCHING: Catch with two hands with some coordination and technique.	

Net & Wall Games	• HITTING: Explore hitting a ball with their hands. • FEEDING & RALLYING: Explore sending a ball to a partner. • FOOTWORK: Explore changing direction, running and stopping.	• HITTING: Explore hitting a dropped ball with a racket. • FEEDING: Throw a ball over a net to land into the court area. • RALLYING: Explore underarm rallying with a partner. • FOOTWORK: Use the ready position to move towards a ball.	• HITTING: Develop hitting a dropped ball over a net. • FEEDING: Accurately underarm throw over a net to a partner. • RALLYING: Explore underarm rallying with a partner catching after one bounce. • FOOTWORK: Consistently use the ready position to move towards a ball.	
Yoga	• BALANCE: Explore shapes in stillness using different parts of their bodies. • FLEXIBILITY: Explore shapes and actions to stretch their bodies. • STRENGTH: Explore taking weight on different body parts. • MINDFULNESS: Explore their own feelings in response to an activity or task.	• BALANCE: Perform balances and poses making their body tense, stretched and curled. • FLEXIBILITY: Explore poses and movements that challenge their flexibility • STRENGTH: Explore strength whilst transitioning from one pose to another. • MINDFULNESS: Recognise their own feelings in response to a task or activity.	• BALANCE: Remember, copy, and repeat sequences of linked poses. • FLEXIBILITY: Show increased awareness of extension in poses. • STRENGTH: Demonstrate increased control in performing • MINDFULNESS: Explore controlling their focus and sense of calm.	
Team Building	• PROBLEM SOLVING: Explore activities in which they make their own decisions in response to a task. • NAVIGATIONAL SKILLS: Make decisions about where to move in space. • COMMUNICATION: Develop their confidence in expressing themselves. • REFLECTION: Begin to identify when they were successful.	• PROBLEM SOLVING: Suggest ideas in response to a task. • NAVIGATIONAL SKILLS: Follow a simple diagram/map. • COMMUNICATION: Communicate simple instructions and listen to others. • REFLECTION: Identify when they were successful Reflection and make basic observations about how to improve.	• PROBLEM SOLVING: Begin to plan, and with some success, apply strategies to overcome a challenge. • NAVIGATIONAL SKILLS: Understand how to use, follow and create a simple diagram/map. • COMMUNICATION: Work cooperatively with a partner and a small group. • REFLECTION: Verbalise when they were successful and areas that they could improve.	
Early Learning Goal: • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.				



Bedford Primary School Progression Map: Year 2 – Year 4

Curriculum Area: Physical Education

	Year 2 Outdoor/Indoor	Year 3 Outdoor/Indoor	Year 4 Outdoor/Indoor
Skills Focus	Autumn 1: Fitness/Fundamentals Autumn 2: Ball skills/Yoga Spring 1: Invasion/Gymnastics Spring 2: Sending & Receiving/Dance Summer 1: Striking & Fielding/Net & wall Summer 2: Athletics/Team building	Autumn 1: Tennis/Gymnastics Autumn 2: Basketball/Yoga Spring 1: TAG Rugby/Fitness Spring 2: Football/Dance Summer 1: Rounders/ Cricket Summer 2: Athletics/Outdoor Adventure Activities	Autumn 1: Tennis/Gymnastics Autumn 2: Basketball/Yoga Spring 1: TAG Rugby/Fitness Spring 2: Football/Dance Summer 1: Rounders/ Cricket Summer 2: Athletics/Outdoor Adventure Activities
Fitness	• AGILITY: Demonstrate improved technique when changing direction on the move. • BALANCE: Demonstrate increased balance whilst travelling along and over equipment • CO-ORDINATION: Perform actions with increased control when coordinating their body with and without equipment. • SPEED: Can demonstrate running at different speeds. • STRENGTH: Demonstrate increased control in body weight exercises. • STAMINA: Show an ability to work for longer periods of time.	• AGILITY: Show balance when changing direction. • BALANCE: Explore more complex activities which challenge balance. • CO-ORDINATION: Can coordinate their bodies with increased consistency in a variety of activities. • SPEED: Explore sprinting technique. • STRENGTH: Explore building strength in different muscle groups. • STAMINA: Explore using their breath to increase their ability to work for longer periods of time.	• AGILITY: Show balance when changing direction at speed. • BALANCE: Show control whilst completing activities which challenge balance. • CO-ORDINATION: Explore increased speed when coordinating their bodies. • SPEED: Demonstrate improved sprinting technique. • STRENGTH: Identify activities which help to strengthen different muscle groups • STAMINA: Demonstrate using their breath to maintain their work rate.
Gymnastics	• SHAPES: Explore using shapes in different gymnastic balances. • BALANCES: Remember, repeat and link combinations of gymnastic balances. • ROLLS: Explore barrel, straight and forward roll and put into sequence work. • JUMPS: Explore shape jumps and take off combinations.	• SHAPES: Explore matching and contrasting shapes. • BALANCES: Explore point and patch balances and transition smoothly into and out of them. • ROLLS: Develop the straight, barrel, and forward roll. • JUMPS: Develop stepping into shape jumps with control.	• SHAPES: Develop the range of shapes they use in their sequences. • INVERTED MOVEMENTS: Develop strength in bridge and shoulder stand. • BALANCES: Develop control and fluency in individual and partner balances. • ROLLS: Develop the straight, barrel, forward and straddle roll and perform with increased control. • JUMPS: Develop control in performing and landing rotation jumps.

Dance	• ACTIONS: Accurately remember, repeat and link actions to express an idea. • DYNAMICS: Develop an understanding of dynamics. • SPACE: Develop the use of pathways and travelling actions to include levels. • RELATIONSHIPS: Explore working with a partner using unison, matching and mirroring. • PERFORMANCE: Develop the use of facial expressions in their performance.	• ACTIONS: Create actions in response to a stimulus individually and in groups. • DYNAMICS: Use dynamics effectively to express an idea. • SPACE: Use directions to transition between formations. • RELATIONSHIPS: Develop an understanding of formations. • PERFORMANCE: Perform short, self-choreographed phrases showing and awareness of timing	• ACTIONS: Respond imaginatively to a range of stimuli related to character and narrative. • DYNAMICS: Change dynamics confidently within a performance to express changes in character • SPACE: Confidently use changes in level, direction and pathway • RELATIONSHIPS: Use action and reaction to represent an idea. • PERFORMANCE: Perform complex dances that communicate narrative and character well, performing clearly and fluently
Athletics	• RUNNING: Develop the sprinting action. Explore rhythm when running over obstacles. • JUMPING: Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. • THROWING: Develop overarm throwing for distance.	• RUNNING: Develop the sprinting technique and apply it to relay events. Develop fluency and rhythm when running over obstacles. • JUMPING: Develop technique in a range of approaches and take off positions. Develop jumping for height and safety on landing. • THROWING: Explore the technique for a pull throw.	• RUNNING: Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. • JUMPING: Develop technique when jumping for distance. Explore fluency and technique in the vertical jump. • THROWING: Explore power and technique when throwing for distance in a pull throw.
Invasion Games	• SENDING & RECEIVING: Developing S&R with increased control. • DRIBBLING: Explore dribbling with hands and feet with increasing control on the move. • ATTACKING: Developing moving into space away from defenders. • DEFENDING: Explore staying close to other players to try and stop them getting the ball. • SPACE: Explore moving with a ball towards goal.	• SENDING & RECEIVING: Explore S&R abiding by the rules of the game. • DRIBBLING: Explore dribbling the ball abiding by the rules of the game under some pressure. • ATTACKING: Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games. • DEFENDING: Track opponents to limit their scoring opportunities. • SPACE: Develop moving with a ball towards goal with some control.	• SENDING & RECEIVING: Develop passing to a teammate using a variety of techniques appropriate to the game. • DRIBBLING: Develop control whilst dribbling under pressure. • ATTACKING: Develop decision making around when to pass and when to shoot. • DEFENDING: Develop defending one on one and know when to win the ball. • SPACE: Move into space to help their team keep possession and score goals.

Striking & Fielding Games	• STRIKING: Develop striking a ball with their hand and equipment with some consistency. • FIELDING: Understand that there are different roles within a fielding team. • THROWING: Develop coordination and technique when throwing over and underarm. • CATCHING: Catch with two hands with some coordination and technique.	• STRIKING: Begin to strike a bowled ball using different equipment. • FIELDING: Explore bowling and fielding skills to include a two-handed pick up and long and short barriers. • THROWING: Use overarm and underarm throwing in game situations. • CATCHING: Catch with some consistency in game situations.	• STRIKING: Develop batting technique consistent with the rules of the game. • FIELDING: Develop bowling with some consistency, abiding by the rules of the game. • THROWING: Use overarm and underarm throwing with increased consistency in game situations. • CATCHING: Beginning to catch with one and two hands with some consistency in game situations.
Net & Wall Games	• HITTING: Develop hitting a dropped ball over a net. • FEEDING: Accurately underarm throw over a net to a partner. • RALLYING: Explore underarm rallying with a partner catching after one bounce. • FOOTWORK: Consistently use the ready position to move towards a ball.	• SHOTS: Explore returning a ball using focus shots such as the forehand and backhand. • SERVING: Explore serving from an underarm serve. • RALLYING: Explore rallying with a forehand. • FOOTWORK: Consistently use and return to the ready position in between shots.	• SHOTS: Demonstrate increased Shots technique when using shots both cooperatively and competitively • SERVING: Develop technique in serving underarm with increased consistency. • RALLYING: Develop rallying using both forehand and backhand with increased technique. • FOOTWORK: Begin to use appropriate footwork patterns to move around the court.
Yoga	• BALANCE: Remember, copy, and repeat sequences of linked poses. • FLEXIBILITY: Show increased awareness of extension in poses. • STRENGTH: Demonstrate increased control in performing • MINDFULNESS: Explore controlling their focus and sense of calm.	• BALANCE: Demonstrate increased control when in poses and explore control in paired poses. • FLEXIBILITY: Explore poses and movement in relation to their breath. • STRENGTH: Explore arm balances with some control. • MINDFULNESS: Develop their ability to stay still and keep their focus.	• BALANCE: Explore using their breath to maintain balance within a pose. • FLEXIBILITY: Demonstrate increased extension in their poses. • STRENGTH: Demonstrate increased control and strength when in a pose. • MINDFULNESS: Can engage with mindfulness activities with increased focus.
Team Building/ OOA	• PROBLEM SOLVING: Begin to plan, and with some success, apply strategies to overcome a challenge. • NAVIGATIONAL SKILLS: Understand how to use, follow and create a simple diagram/map. • COMMUNICATION: Work cooperatively with a partner and a small group. • REFLECTION: Verbalise when they were successful and areas that they could improve.	• PROBLEM SOLVING: Can plan and implement strategies to solve problems. • NAVIGATIONAL SKILLS: Developing map reading skills. • COMMUNICATION: Can follow and give instructions and are accepting of other peoples' ideas. • REFLECTION: Can reflect on when and why they were successful at solving challenges.	• PROBLEM SOLVING: Plan independently and in small groups, implementing a strategy with increased success. • NAVIGATIONAL SKILLS: Identify key symbols on a map and use a key to help navigate around a grid. • COMMUNICATION: Confidently communicate ideas and listen to others. • REFLECTION: With increased accuracy, Reflection critically reflect on when and why they were successful at solving challenges.



Bedford Primary School Progression Map: Year 4 – Year 6

Curriculum Area: Physical Education

	Year 4 Outdoor/Indoor	Year 5 Outdoor/Indoor	Year 6 Outdoor/Indoor	End of Key Stage 2 Expectations (NC)
Skills Focus	Autumn 1: Tennis/Gymnastics Autumn 2: Basketball/Yoga Spring 1: TAG Rugby/Fitness Spring 2: Football/Dance Summer 1: Rounders/ Cricket Summer 2: Athletics/Outdoor Adventure Activities	Autumn 1: Tennis/Gymnastics Autumn 2: Basketball/Yoga Spring 1: TAG Rugby/Fitness Spring 2: Football/Dance Summer 1: Rounders/ Cricket Summer 2: Athletics/Outdoor Adventure Activities	Autumn 1: Tennis/Gymnastics Autumn 2: Basketball/Yoga Spring 1: TAG Rugby/Fitness Spring 2: Football/Dance Summer 1: Rounders/ Cricket Summer 2: Athletics/Outdoor Adventure Activities	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination
Fitness	• AGILITY: Show balance when changing direction at speed. • BALANCE: Show control whilst completing activities which challenge balance. • CO-ORDINATION: Explore increased speed when coordinating their bodies. • SPEED: Demonstrate improved sprinting technique. • STRENGTH: Identify activities which help to strengthen different muscle groups STAMINA: Demonstrate using their breath to maintain their work rate.	• AGILITY: Demonstrate improved body posture and speed when changing direction. • BALANCE: Change their body position to maintain a controlled centre of gravity • CO-ORDINATION: Demonstrate increased speed when coordinating their bodies. • SPEED: Identify the best pace for a set distance or time. • STRENGTH: Demonstrate increased technique in body weight exercises. • STAMINA: Use their breath to increase their ability to move for sustained periods of time.	• AGILITY: Change direction with a fluent action and can transition smoothly between varying speeds. • BALANCE: Show fluency and control when travelling, landing, stopping and changing direction. • CO-ORDINATION: Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. • SPEED: Can adapt running technique to meet the needs of the distance. • STRENGTH: Can complete body weight exercises for increased repetitions, with control and fluency • STAMINA: Use their breath to increase their ability to move for sustained periods of time.	• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Gymnastics	• SHAPES: Develop the range of shapes they use in their sequences. • INVERTED MOVEMENTS: Develop strength in bridge and shoulder stand. • BALANCES: Develop control and fluency in individual and partner balances. • ROLLS: Develop the straight, barrel, forward and straddle roll and perform with increased control. • JUMPS: Develop control in performing and landing rotation jumps.	• SHAPES: Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions • INVERTED MOVEMENTS: Explore progressions of a cartwheel and a handstand. • BALANCES: Explore symmetrical and asymmetrical balances. • ROLLS: Develop control and fluency in the straight, barrel, forward, straddle and backward roll. • JUMPS: Select a range of jumps to include in sequence work.	• SHAPES: Combine shapes more fluently and effectively. • INVERTED MOVEMENTS: Develop control in progressions of a cartwheel & a headstand. • BALANCES: Explore counter balances and counter tension balances. • ROLLS: Develop fluency and consistency in the straddle, forward and backward roll. • JUMPS: Combine and perform a range of gymnastic jumps more fluently and effectively.	• take part in outdoor and adventurous activity challenges both individually and within a team
Dance	• ACTIONS: Respond imaginatively to a range of stimuli related to character and narrative. • DYNAMICS: Change dynamics confidently within a performance to express changes in character • SPACE: Confidently use changes in level, direction and pathway • RELATIONSHIPS: Use action and reaction to represent an idea.	• ACTIONS: Choreograph planned dances by using, adapting and developing actions and steps from different dance styles. • DYNAMICS: Confidently use dynamics to express different dance styles. • SPACE: Use direction and patterning to express different dance styles. • RELATIONSHIPS: Confidently use formations, canon and unison to express a dance idea.	• ACTIONS: Show controlled movements which express emotion and feeling. • DYNAMICS: Explore, improvise and combine Dynamics movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group. • SPACE & RELATIONSHIPS: Use a variety of basic compositional principles when creating their own dances.	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	● PERFORMANCE: Perform complex dances that communicate narrative and character well, performing clearly and fluently	● PERFORMANCE: Perform dances expressively, using a range of performance skills, showing accuracy and fluency.	● PERFORMANCE: Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.	● 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
Athletics	● RUNNING: Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. ● JUMPING: Develop technique when jumping for distance. Explore fluency and technique in the vertical jump. ● THROWING: Explore power and technique when throwing for distance in a pull throw.	● RUNNING: Apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. ● JUMPING: Develop power, control and consistency in jumping for distance. Explore technique and rhythm in the triple jump. ● THROWING: Develop technique and power in javelin and shot put.	● RUNNING: Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Hurdle with greater control and coordination. ● JUMPING: Develop take off position when jumping for height. Develop power, control and technique in the triple jump. ● THROWING: Develop power, control and technique when throwing discus and javelin.	
Invasion Games	● SENDING & RECEIVING: Develop passing to a teammate using a variety of techniques appropriate to the game. ● DRIBBLING: Develop control whilst dribbling under pressure. ● ATTACKING: Develop decision making around when to pass and when to shoot. ● DEFENDING: Develop defending one on one and know when to win the ball. ● SPACE: Move into space to help their team keep possession and score goals.	● SENDING & RECEIVING: Develop control when S&R under pressure. ● DRIBBLING: Select and apply a variety of dribbling techniques to game situations. ● ATTACKING: Explore creating tactics with others and applying them to game situations. ● DEFENDING: Develop tracking and marking with a variety of techniques and increased success. ● SPACE: Move to create space for themselves and others in their team.	● SENDING & RECEIVING: Develop making quick decisions about when, how and who to pass to. ● DRIBBLING: Dribble consistently using a range of techniques with increasing control under pressure. ● ATTACKING: Explore creating attacking tactics with others in response to the game. ● DEFENDING: Explore creating and applying defending tactics with others in response to the game. ● SPACE: Move to the correct space when transitioning from attack to defence.	
Striking & Fielding Games	● STRIKING: Develop batting technique consistent with the rules of the game. ● FIELDING: Develop bowling with some consistency, abiding by the rules of the game. ● THROWING: Use overarm and underarm throwing with increased consistency in game situations. ● CATCHING: Beginning to catch with one and two hands with some consistency in game situations.	● STRIKING: Explore defensive and driving hitting techniques and directional batting. ● FIELDING: Develop over and underarm Fielding bowling technique. Select and apply long and short barriers appropriate to the situation. ● THROWING: Demonstrate clear technique when using a variety of throws under pressure. ● CATCHING: Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	● STRIKING: Strike a bowled ball with increasing accuracy and consistency ● FIELDING: Consistently select and Fielding apply the appropriate fielding action for the situation. ● THROWING: Consistently make good decisions on who and when to pass to in order to get batters out. ● CATCHING: Consistently demonstrate good technique in catching skills under pressure.	
Net & Wall Games	● SHOTS: Demonstrate increased Shots technique when using shots both cooperatively and competitively ● SERVING: Develop technique in serving underarm with increased consistency. ● RALLYING: Develop rallying using both forehand and backhand with increased technique. ● FOOTWORK: Begin to use appropriate footwork patterns to move around the court.	● SHOTS: Develop the range of shots used in the games they play. ● SERVING: Develop their range of serving techniques appropriate to the game they are playing. ● RALLYING: Use a variety of shots to keep a continuous rally. ● FOOTWORK: Demonstrate effective footwork patterns to move around the court	● SHOTS: Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. ● SERVING: Serve accurately and consistently. Beginning to apply tactics to their serve. ● RALLYING: Successfully apply a variety of shots to keep a continuous rally ● FOOTWORK: Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.	

Yoga	• BALANCE: Explore using their breath to maintain balance within a pose. • FLEXIBILITY: Demonstrate increased extension in their poses. • STRENGTH: Demonstrate increased control and strength when in a pose. • MINDFULNESS: Can engage with mindfulness activities with increased focus.	• BALANCE: Use their breath to maintain balance within a pose. • FLEXIBILITY: Develop flexibility by connecting their movement with their breath. • STRENGTH: Demonstrate increased control and strength when in and transitioning between poses. • MINDFULNESS: Understand that there are methods they can use to control how they feel.	• BALANCE: Link combinations of poses for balance with increased control in transition. • FLEXIBILITY: Confidently transition from one pose to another showing extension connected to their breath. • STRENGTH: Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses. • MINDFULNESS: Explore methods they can use to control how they feel with some success.
OOA	• PROBLEM SOLVING: Plan independently and in small groups, implementing a strategy with increased success. • NAVIGATIONAL SKILLS: Identify key symbols on a map and use a key to help navigate around a grid. • COMMUNICATION: Confidently communicate ideas and listen to others. • REFLECTION: With increased accuracy, Reflection critically reflect on when and why they were successful at solving challenges.	• PROBLEM SOLVING: Explore tactical planning within a team to overcome increasingly challenging tasks. • NAVIGATIONAL SKILLS: Develop navigational skills and map reading in increasingly challenging tasks including map orientation. • COMMUNICATION: Explore a variety of communication methods with increasing success. • REFLECTION: Reflect on when they were successful at solving challenges and alter their methods in order to improve.	• PROBLEM SOLVING: Pool ideas within a group, selecting and applying the best method to solve a problem. • NAVIGATIONAL SKILLS: Orientate a map efficiently to navigate around a course. • COMMUNICATION: Inclusively communicate with others, share job roles and lead when necessary • REFLECTION: With increasing accuracy Reflection they reflect on when and how they were successful at solving challenges and alter their methods in order to improve.
Swimming		• STROKES: Demonstrate increased Strokes technique in a range of strokes, swimming over a distance of 25m. • BREATHING: Begin to explore front crawl breathing technique (taken from Y3) • WATER SAFETY: Explore techniques for personal survival to include survival strokes such as sculling and treading water (taken from Y3)	Catch up sessions for those who have not met NC standards