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|  | | **Latchford St James CofE Primary School – PE Progression Map EYFS –Y6** | | | | | | | | |
| **Purpose of Study** | | | | At Latchford St James Primary School, we aim to provide children with the opportunity to experience a range of different sports while enhancing their fundamental movement skills. Our curriculum is designed to revisit and build on skills taught throughout Nursery to Year 6. We aim to develop competence to excel in a broad range of physical activities. We ensure that all children are physically active for sustained periods of time and have the opportunity to engage with competitive sports and activities so that no child is disadvantaged. We encourage all children and staff to lead healthy and active lives. We aim to ensure that PE learning is fun and memorable for the children and they have a positive attitude and positive memories of PE and sport. | | | | | | |
| **Aims** | | | | All pupils should be given the opportunity to:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | | | | | | |
|  | **Nursery** | | **Reception** | | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **HT1** | **Introduction to PE**  **Unit 1** | | **Introduction to PE**  **Unit 2** | | **Fundamentals**  **Team Building** | **Fundamentals**  **Team Building** | **Rugby**  **Fundamentals** | **Rugby**  **Swimming** | **Dance**  **Fitness** | **Dance**  **Fitness** |
| I am beginning to demonstrate balance.  I am beginning to negotiate space safely.  I am beginning to take turns with others.  I can explore movement skills.  I can make guided choices.  I follow instructions with support. | | I can make independent choices.  I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I play co-operatively and take turns with others.  I understand the rules and can explain why it is important to follow them.  I use movement skills with developing balance and coordination. | | I can change direction when moving at speed.  I can recognize changes in my body when I do exercise.  I can run at different speeds.  I can select my own actions in response to a task.  I can show hopping and jumping movements.  I can work co-operatively with others to complete tasks.  I show balance and co-ordination when static and moving at a slow speed.  I can communicate simple instructions.  I can follow instructions.  I can follow path and lead others.  I can listen to others’ ideas.  I can listen to others’ ideas.  I can suggest ideas to solve tasks.  I can work with a partner and a small group.  I understand the riles of the game. | I am beginning to provide feedback using key words.  I am beginning to turn and jump in an individual skipping rope.  I can describe how my body feels during exercise.  I can show balance when changing direction.  I can show hopping, skipping and jumping movements with some balance and control.  I can work co-operatively with a partner and a small group.  I show balance and co-ordination when running at different speeds.  I can follow instructions carefully.  I can say when I was successful at solving challenges.  I can share my ideas and help to solve tasks.  I can work co-operatively with a partner and a small group.  I show honesty and can play fairly.  I understand how to use, follow and create simple diagram/ map. | Rugby Outcomes to be inputted following discussion with Warrington Wolves.  I am able to jump and turn a skipping rope.  I can change direction quickly.  I can identify when I was successful.  I can link hopping and jumping actions.  I demonstrate balance when performing other fundamental skills.  I understand how to body moves differently at different speeds.  I understand why it is important to warm up. | Rugby Outcomes to be inputted following discussion with Warrington Wolves.  Swimming outcomes see Butterfly Swimming Programme Document with LiveWire Swim. | I can accurately copy and repeat set choreography.  I can choreograph phrases individually and with others considering actions and dynamics.  I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.  I can lead a group through short warm-up routines.  I can refine he way I use actions, dynamics, relationships and space in my dance response to a stimulus.  I can suggest ways to improve my own and other people’s work using key terminology.  I can use counts when choreographing to stay in time with others and the music.  I can use feedback provided to improve my work.  I can analyse my performance in relation to the fitness component being used.  I can work with others to manage activities.  I demonstrate good balance and control when performing other fundamental skills.  I show accuracy and power when throwing for a distance.  I understand the different components of fitness and how they help me in other activities.  I understand what my maximum effort looks and feels like, and I am determined to achieve this. | I can choreograph a dance work safely using a prop.  I can lead a small group through a short warm-up routine.  I can perform dances confidently and fluently with accuracy and good timing.  I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.  I can use appropriate language to elevate and refine my own and others’ work.  I can use feedback provided to improve the quality of my work.  I can work creatively and imaginatively on my own, with a partn and in a group to choreograph and structure dances.  I can change my running technique to adapt to different distances.  I can collect, record and analyse scoresto identify areas where I have made the most improvement.  I can work with others to organize, manage and record information at a station  I encourage and motivate others to work to their best.  I understand that there are different areas of fitness and how this helps me in different activities.  I understand the different components of fitness and ways to test and develop them.  I work to my maximum consistently when presented with challenges. |
| **Cross Curricular Links** | **Literacy**  Create actions for words.  Use and understand vocabulary from a poem.  **Maths**  Counting  Use of directions  **Communication and language**  Learning of key vocabulary  Contribute to class discussions  Answer questions to clarify learning  **Personal, social and emotional development**  Work with a partner  Listen to and follow instructions.  **Expressive art and design**  Share ideas through movement  **Understanding the world**  Use of poems to understand different people and environments. | | **Maths**  Counting  Create shapes  Use of direction  **Communication and Language**  Learning of key vocabulary  Contribute to class discussions  Answer questions to clarify learning  **Personal, social and emotional development**  Work with a partner and small group  Take turns and share equipment  Listen to and follow instructions  **Understanding the world**  Learn about different groups of people  Explore themes on everyday life  **Expressive art and design**  Share ideas through movement | | **English**  Learning of key vocabulary  Listening and following instructions  Expressing ideas  Communicating with others.  **Maths**  Counting  Measuring distances.  Using directions.  **Science**  Exploring how to balance  Exploring how to jump, hop and skip for distance.  Understanding changes to the body during exercise. | **English**  Learning of key vocabulary  Listening and following instructions  Expressing ideas to solve a problem.  Communicating with others.  **Maths**  Counting from zero to ten seconds while sprinting.  Uding jumps to time a partner.  Addition  Recognising symbols.  **Science**  Exploring what helps to make them balance  Exploring how to jump, hop and skip for distance.  Understanding changes to the body during exercise. | **Maths**  Counting  Measuring distances  Understanding scales  **English**  Communicating with others  Expressing ideas  Learning of key vocabulary  Listening to and following instructions.  **Science**  Understanding changes to the body when exercising. | n/a | **English**  Communicating with others  Expressing ideas  Learning of key vocabulary  Listening to and following instructions.  **Maths**  Counting to stay in time with music and a group.  Using distances to create accurate formations  Estimating distances  **Music**  Expressing an understanding of rhythm through movement.  Counting music to create movement.  **Science**  Recognise the impact of exercise and lifestyle on the way their bodies function. | **English**  Communicating with others  Expressing ideas  Learning of key vocabulary  Listening to and following instructions.  **Maths**  Counting to stay in time with music and a group.  Using distances to create accurate formations  Recording and analysing data  Estimating distances.  **Music**  Expressing an understanding of rhythm through movement.  Counting music to create movement.  **Science**  Recognise the impact of exercise and lifestyle on the way their bodies function. |
| **HT2** | **Fundamentals**  **Unit 1** | | **Fundamentals**  **Unit 2** | | **Dance**  **Fitness** | **Fitness**  **Gymnastics** | **Ball Skills**  **Dance** | **Swimming**  **Fundamentals** | **Basketball**  **Badminton** | **Badminton**  **Handball** |
|  | I am beginning to negotiate space safely.  I am beginning to take turns with others.  I am building my confidence to try new challenges.  I can explore movement skills, beginning to demonstrate balance and coordination when playing games.  I follow instructions with support.  I play games honestly guided by rules with support. | | I am confident to try new challenges, deciding on the skills I use to complete the task.  I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I play co-operatively, take turns and congratulate others.  I play games honestly with consideration of the rules.  I show an understanding of my feelings and can regulate my behaviour.  I use movement skills with developing balance and coordination. | | I can recognise changes in my body when I do exercise.  I can share my ideas with other people in the class.  I can talk about what exercise does to my body.  I recognize how exercise makes me feel.  I try my best in the challenges I am set.  I understand why it is important to warm up.  I am beginning to use counts.  I can copy, remember and repeat actions.  I can move confidently and safely.  I can use different parts of the body in isolation and together.  I can work with others to share ideas and share actions.  I choose appropriate movements for different dance ideas.  I say what I liked about someone else’s performance.  I show some sense of dynamic and expressive qualities in my dance. | I can describe how my body feels during exercise.  I can show hopping and jumping movements with some balance and control.  I persevere with new challenges.  I show determination to continue working over a longer period of time.  I understand that running at a slower speed will allow me to run for a longer period of time.  I work with others to turn rope and encourage others to jump at the right time.  I am beginning to provide feedback using key words.  I am proud of my work and confident to perform in front of others.  I can perform the basic gymnastic actions with some control and balance.  I can plan and repeat simple sequences of actions.  I can use directions and levels to make my work look interesting.  I can use shapes when performing other skills.  I can work safely with others and apparatus. | I can catch different sized objects with increasing consistency with two hands.  I can dribble a ball with control.  I can persevere when learning a new skill.  I can provide feedback using key words.  I can show a variety of throwing techniques.  I can throw with accuracy and increasing consistency to a target.  I can track the path of a ball that is not sent directly to me.  I am respectful of others when watching them perform.  I can provide feedback using key words.  I can repeat, remember and perform a dance phrase.  I can use counts to keep in time with a partner and group.  I can use dynamic and expressive qualities in relation to an idea.  I can work with a partner and in a small group. Sharing ideas.  I can create short dance phrases that communicate an idea. | Swimming outcomes see Butterfly Swimming Programme Document with LiveWire Swim.  I can change direction quickly under pressure.  I can explain what happens when I exercise.  I can identify when I was successful and what I need to do to improve.  I can link hopping and jumping actions with other fundamental skills.  I can work with others to complete skipping challenges.  I demonstrate good balance and control when performing other fundamental skills.  I understand and can demonstrate how and when to speed up and slow down when running. | I am developing a wider range of skills and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can use feedback provided to improve my work.  I can work cooperatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to apply this.  I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from other and near to my goal.  I can provide feedback using key words.  I can track down an opponent to slow them down.  I understand my role as an attacker and as a defender.  I work cooperatively with my group to self-manage games. | I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the riles of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognize my own and others strengths and areas for development and can suggest ways to improve.  I am confident to lead others and can contribute appropriate ideas to group work.  I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.  I can create and use space to help my team to maintain possession and create scoring opportunities.  I can perform a range of skill with control and can select the appropriate action for the situation under pressure.  I can work in collaboration with others to self-mange games so that they run smoothly.  I recognize my own and others’ strengths and areas for development and can suggest ways to improve.  I use the rules of the game honestly and consistently when playing and refereeing. |
| Cross curricular links | **Maths**  Counting  Use of direction  **Communication and Language**  Learning of key vocabulary  Contribute to class discussions  Answer questions to clarify learning  **Personal, social and emotional development**  Working with a partner and small group  Learn to take turns  Listen to and follow instructions.  **Expressive art and design**  Share ideas through movement | | **Maths**  Counting  Use of direction  **Communication and Language**  Learning of key vocabulary  Contribute to class discussions  Answer questions to clarify learning  **Personal, social and emotional development**  Working with a partner and small group  Learn to take turns  Listen to and follow instructions.  **Expressive art and design**  Share ideas through movement  **Understanding the world**  Learn about different environments | | **English**  Learning key vocabulary  Reading task cards and following instructions  Communicating with others.  Listening and following instructions  Expressing ideas  **Maths**  Counting how many repetitions are made.  Working to a time length.  Using counts to stay in time with music and a partner  Use of numbers  **Science**  Understanding that humans feel differently when performing different exercises.  Exploring exercises to develop different areas of fitness.  Discussing how trees and leaves move. | **Maths**  Counting how many repetitions are made.  Working to a time length.  Counting the number of actions to include.  Counting number of actins to include in the aerobic warm up and counting to 10 seconds.  Creating shapes with their body.  Holding balances for 5 seconds.  **Science**  Understanding that humans feel differently when performing different exercises.  Exploring exercises to develop different areas of fitness.  Exploring animals and how they move  Learning how to tense their muscles to stay balanced.  **English**  Learning of key vocabulary  Reading task cards and following instructions.  Communicating with others.  Listening, understanding and following instructions.  Communicating ideas  Providing feedback on others performances.  Describing shapes. | **English**  Learning of key vocabulary  Understand and follow instructions, linking actions to counts  Communication with a partner and group  Communicating and exploring ideas to create a dance phrase.  **Maths**  Addition  Estimating distances  Counting to stay in time with music and a group.  Using distances to create accurate formations.  **Music**  Exploring rhythm  Counting music to create movement. | **English**  Learning key vocabulary  Listening to and following instructions  Communication with others  Expressing ideas  **Science**  Understanding changes to the body when exercising  **Maths**  Counting  Measuring distances  Understanding scales | **English**  Learning key vocabulary  Understand and follow instructions  Communication with others  **Science**  Understanding power, force and trajectory.  **Maths**  Estimating distances  Addition and counting | **English**  Learning key vocabulary  Understand and follow instructions  Communication with others  **Science**  Understanding power, force and trajectory.  **Maths**  Estimating distances  Use of angles  Addition |
| **HT3** | **Ball Skills**  **Unit 1** | | **Ball Skills**  **Unit 2** | | **Invasion Games**  **Sending and Receiving** | **Dance**  **Target Games** | **Dodgeball**  **Fitness** | **Ball Skills**  **Dance** | **Swimming**  **Gymnastics** | **Gymnastics**  **Cricket** |
|  | I am beginning to explore a range of ball skills.  I am beginning to negotiate space safely.  I am beginning to take turns with others.  I can make guided choices.  I persevere the support when trying new challenges.  I play ball games guided by the rules with support. | | I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I persevere when trying new challenges.  I play ball games with consideration of the rules.  I play co-operatively and take turns with others.  I use ball skills with developing competence and accuracy. | | I am beginning to dribble a ball with my hands and feet.  I can change direction to move away from a defender.  I can recognize space when playing games.  I can send and receive a ball with hands and feet.  I can use simple rules to play fairly.  I move to stay with another player when defending.  I recognize changes in my body when I do exercise.  I understand when I am a defender and when I am an attacker.  I am beginning to send and receive a ball with my feet.  I can catch a ball with some success.  I can recognize changes in my body when I do exercise.  I can roll a ball towards a target.  I can throw a ball to a partner.  I can track a ball that is coming towards me.  I can work co=operatively with a partner. | I am beginning to provide feedback using key words.  I can copy, remember, repeat and create dance phrases.  I can describe how my body feels during exercise.  I can show a character and idea through the actions and dynamics I choose.  I can use counts to stay in time with the music.  I can work with a partner using mirroring and unison in our actions.  I show confidence to perform.  I am able to select the appropriate skill for the situation.  I can throw, roll or strike a ball to a target with some success.  I can work co-operatively with a partner and a small group.  I understand the principles of a target game and can use different scoring systems when playing games.  I understand what good technique looks like and can use key words in the feedback I provide. | I am learning the riles of the game and I am beginning to use them to play fairly.  I can provide feedback using key words.  I can throw with some accuracy and I am beginning to catch with some consistency.  I understand the aim of the game.  I work co-operatively with my group to self=-manage games.  I can go slower or stop then go again when I get tired.  I can lean forward to speed up.  I can persevere when I find a challenge hard.  I can take small steps to change direction.  I can work safely with others.  I demonstrate balance when performing other fundamental skills.  I understand that there are different areas of ftness. | I can accurately use a range of throwing techniques to throw to a target.  I can catch different sized objects with increasing consistency with one and two hands.  I can consistently track the path of a ball that is not sent directly to me.  I can dribble a ball with increasing control and co-ordination.  I can persevere when learning a new skill.  I can provide feedback using key terminology and understand what I need to do to improve.  I can choose actions and dynamics to convey a character or idea.  I can copy and remember set choreography.  I can provide feedback using appropriate language relating to the lesson.  I can respond imaginatively to a range of stimuli relating to character and narrative.  I can use changes in timing and spacing to develop a dance.  I can use counts to keep in time with others and the music.  I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.  I show respect for others when working as a group and watching others perform. | Swimming outcomes to be inputted following discussion with LiveWire Swim.  I can create and perform sequences using apparatus, individually and with a partner.  I can lead a partner through short warm-up routines.  I can use canon and syncronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.  I can use feedback provided to improve my work.  I can use set criteria to make simple judgements about performance and suggest ways they could be improved.  I can use strength and flexibility to improve the quality of a performance.  I can work safely when learning a new skill to keep myself and others safe. | I can combine and perform gymnastic actions, shapes and balances with control and fluency.  I can create and perform sequences using compositional devices to improve the quality.  I can lead a small group through a short warm-up routine.  I can use appropriate language to evaluate and refine my own and others’ work.  I can work collaboratively with others to create a sequence.  I understand how to work safely when learning a new skill.  I understand what counter balance and counter tension is and can show examples with a partner.  I can select the appropriate action for the situation.  I can strike a bowled ball with increasing consistency and accuracy.  I can use a wider range of fielding skills with increasing control under pressure.  I can use the riles of the game consistently to play fairly.  I can work in collaboration with others so that games run smoothly.  I recognize my own and others strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder. |
| Cross curricular Links | **Maths**  Counting  Use of direction  Recognise speed  **Communication and Language**  Learning of key vocabulary  Contribute to class discussion  Answer questions to clarify learning  **Understanding the world**  Learn about different minibeasts, their actions and habitats  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions  **Expressive art and design**  Share ideas through movement | | **Maths**  Counting  Use of direction  **Communication and Language**  Learning of key vocabulary  Contribute to class discussion  Answer questions to clarify learning  **Understanding the world**  Learn about different types of weather  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions  **Expressive art and design**  Share ideas through movement | | **English**  Learning of key vocabulary  Listening to and following instructions  Communication skills  Communicating with others  Expressing ideas  Listening and following instructions  **Maths**  Counting  Estimating distances  Adding points in a game situation  Counting the catches made  **Science**  Observing changes to the body while exercising. | **English**  Learning of key vocabulary  Listening and following instructions  Expressing ideas through movement  Communicating with a partner.  Communication skills  **Maths**  Using counts to stay in time with music and a partner  Use of numbers  Counting  Estimating distances  **Science**  Discussing animals, trees, weather and rivers of the rainforest  Discussing how a mirror image works. | **English**  Learning of key vocabulary  Understand and follow instructions  Understand rules and apply them to game situations  Communicating tactics and discussing what made them successful.  Understand and follow instructions  Communication skills  **Maths**  Adding points in the tournament to work out their overall placing.  Addition and counting  Estimating distances  **Science**  Exploring overarm throwing and discussing their findings relating to technique and accuracy. | **English**  Learning of key vocabulary  Sharing and communicating ideas  Discussing and agreeing on a plan  Communication skills  Understand and follow instructions  Communication with a partner and group to express an idea.  **Maths**  Estimating distances  Addition  Counting to stay in time with music and a group  Using distances to create accurate formations  **Music**  Exploring rhythm  Counting music to create movement  **Science**  Exploring state4s of matter and expressing an understanding through movement. | **English**  Learning key vocabulary  Understand and safely follow instructions.  Structuring and providing feedback to others.  Reading and understanding resource cards.  **Maths**  Learning degrees of rotation through jumps  Creating an understanding of inversion through shoulder stands, bridges and cartwheels  Mirroring and matching movements  Creating symmetrical and asymmetrical shapes. | **English**  Learning of key vocabulary  Understand and safely follow instructions  Structuring and providing feedback to others  Reading and understanding resource cards.  Communication skills  **Maths**  Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands.  Mirroring and matching movements  Creating symmetrical and asymmetrical shapes.  Estimating distances  Addition  **Science**  Developing an understanding of momentum and how it helps to build force and enable rolls.  Learning the names of muscles in body tension exercises. |
| **HT4** | **Dance**  **Unit 1** | | **Dance**  **Unit 2** | | **Gymnastics**  **Ball Skills** | **Invasion Games**  **Sending and Receiving** | **Gymnastics**  **Handball** | **Gymnastics**  **Basketball** | **Swimming**  **OAA** | **OAA**  **Netball** |
|  | I am beginning to negotiate space safely.  I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.  I am building confidence to try new challenges and perform in front of others,  I can explore movement skills.  I can follow instructions with support.  I show respect towards others. | | I am confident to try new challenges and perform in front of others.  I can combine movements, selecting actions in response to the task.  I can negotiate space safely with consideration for myself and others.  I can follow instructions involving several ideas or actions.  I show respect towards others when providing feedback.  I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. | | I am confident to perform in front of others.  I can link simple actions together to create a sequence.  I can make my body tense, relaxed, stretched and curled.  I can recognise changes in my body when I do exercise.  I can remember and repeat actions and shapes.  I can say what I liked about someone else’s performance.  I can use apparatus safely and wait for my turn.  I am beginning to catch with two hands.  I am beginning to dribble a ball with my hands and feet.  I am beginning to understand simple tactics.  I can roll and throw with some accuracy towards a target.  I can say when someone was successful.  I can track a ball that is coming towards me.  I can work co-operatively with a partner. | I can describe how my body feels during exercise.  I can dodge and find space away from the other team.  I can move with a ball towards goal.  I can sometimes dribble a ball with my hands and feet.  I can stay with another player to try and win the ball.  I know how to score points and can remember the score.  I know who is on my team and I can attempt to send the ball to them.  I am beginning to provide feedback using key words.  I am beginning to trap and cushion a ball that is coming towards me.  I can accurately throw and kick a ball to a partner.  I can catch a ball passed to me, with and without a bounce.  I can roll a ball to hit a target.  I can track a ball and stop it using my hands and feet.  I can work co-operatively with a partner and a small group.  I can work safely to send a ball towards a partner using a piece of equipment. | I can adapt sequences to suit different types of apparatus.  I can choose actions that flow well into one another.  I can complete actions with increasing balance and control.  I can provide feedback using key words.  I can use matching and contrasting actions in a partner sequence.  I use a greater number of my own ideas for movements in response to a task.  With help, I can recognise how performances could be improved.  I am learning the rules of the fame and am beginning to use the honestly.  I can defend an opponent to slow them down.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can throw, catch and shoot the ball with some control.  I understand my role both as a defender and as an attacker.  I work co-operatively with my group to self-manage games. | I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can plan and perform sequences with a partner that include a change of level and shape.  I can provide feedback using appropriate language relating to the lesson.  I can safely perform balances individually and with a partner.  I can watch, describe and suggest possible improvements to others’ performances and my own.  I understand how body tension can improve the control and quality of my movements.  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team and score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the fame and I can use them often and honestly. | Swimming outcomes to be inputted following discussion with LiveWire Swim.  I am inclusive of others and can share job roles.  I can navigate around a course using a map.  I can orientate a map confidently.  I can reflect on when I was successful at solving challenges and alter my methods in order to improve.  I can use critical thinking to approach a task.  I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. | I am inclusive of others, can share job roles and lead when necessary.  I can orientate a map efficiently to navigate around a course.  I can pool ideas within a group, selecting and applying the best method to solve a problem.  I can use critical thinking skills to form ideas and strategies to solve challenges.  I can work effectively with a partner and a group to solve challenges.  With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve.  I can create and use space to help my team.  I can pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use marking, and/or interception to improve my defense.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognize my own and others strength and areas for development and can suggest ways to improve. |
| Cross curricular links | **Literacy**  Create actions for words  Use and understand vocabulary from resources  **Maths**  Counting  Use of directions  **Communication and language**  Learning of key vocabulary  Answer questions to clarify learning  Contribute to class discussions  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions.  **Understanding the world**  Learn about morning routine  Learn different modes of transport.  **Expressive art and design**  Share ideas through movement | | **Maths**  Counting  Use of directions  Creating shapes  **Communication and language**  Learning of key vocabulary  Answer questions to clarify learning  Contribute to class discussions  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions.  **Understanding the world**  Make observations of different groups of animals, their actions and habitats.  **Expressive art and design**  Share ideas through movement. | | **English**  Learning of key vocabulary  Listening, understanding and following instructions  Communicating ideas.  Providing feedback on others performances  Creating letters with their body to spell words.  Describing shapes  Exploring ideas  Communicating with others  **Maths**  Counting the number of actions to include  Holding balances for 5 seconds  Creating shapes with their bodies.  Counting  Keeping the score  **Science**  Exploring how to jump and land safely.  Identifying changes in the body during exercise. | **English**  Learning of key vocabulary  Listening and following instructions  Communication skills  Expressing ideas, how to send and receive a ball, when they were successful and why.  Communicating with others in pairs and small groups.  **Maths**  Counting  Estimating distances. | **English**  Learning of key vocabulary  Understand and follow instructions  Structuring and providing feedback to others.  Communication skills  **Maths**  Creating symmetrical shapes  Creating matching and contrasting shapes.  Estimating distances. | **English**  Learning of key vocabulary  Understand and safely follow instructions  Structuring and providing feedback to others.  Communication skills  **Maths**  Learning degrees of rotation  Creating an understanding of inversion.  Addition and counting  Estimating distances | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  **Maths**  Addition  **Geography**  Read maps to navigate a course  Learn to orientate a map  Identify symbols on a key  Work with scale  Use cardinal points. | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  **Maths**  Solving addition and subtraction problems  Using fractions e.g. thirds  Addition  Estimating distances  **Geography**  Reading maps to navigate around a course.  Learning how to orientate a map. |
| **HT5** | **Games**  **Unit 1** | | **Games**  **Unit 2** | | **Athletics**  **Striking and Fielding Games** | **Athletics**  **Ball Skills** | **Athletics**  **Tennis** | **Athletics**  **Football** | **Athletics**  **Cricket** | **Athletics**  **Dodgeball** |
|  | I am beginning to explore a range of ball skills.  I am beginning to negotiate space safely.  I am beginning to take turns with others.  I am beginning to understand how I feel in different situations.  I can explore movement skills.  I follow instructions with support.  I play games honestly guided by the rules with support. | | I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I play co-operatively, take turns and encourage others.  I play games honestly with consideration of the rules.  I show an understanding of my feelings and can regulate my behaviour.  I use ball skills with developing competence and accuracy.  I use movement skills with developing balance and co-ordination. | | I am able to throw towards a target.  I am beginning to show balance and co-ordination when changing direction.  I am developing overarm throwing.  I can recognize changes in my body when I do exercise.  I can run at different speeds.  I can work with others and make safe choices.  I try my best.  I understand the difference between a jump, leap and a hop and can choose which allows me to jump the furthest.  I can catch a beanbag and a medium-sized ball.  I can hit a ball using my hand.  I can roll a ball towards a target.  I can track a ball that is coming towards me.  I know how to score points.  I understand the rules and I am beginning to use these to play honestly and fairly.  I understand when I am successful. | I can describe how my body feels during exercise.  I can identify good technique.  I can jump and land with control.  I can use an overarm throw to help me throw for stance.  I can work with others, taking turns and sharing ideas.  I show balance and co-ordination when running at different speeds.  I try my best.  I am beginning to provide using key words.  I am beginning to understand and use simple tactics.  I can dribble a ball with my hands and feet with some control.  I can roll and throw a ball to hit a target.  I can send and receive a ball using both kicking and throwing and catching skills.  I can track a ball and collect it.  I can work co-operatively with a partner and a small group. | I am developing jumping for distance.  I can identify when I was successful.  I can take part in a relay activity, remembering when to run and what to do.  I can throw a variety of objects, changing my action for accuracy and distance.  I can use different take off and landings when jumping.  I can use key points to help me to improve my sprinting technique.  I can work with a partner and in a small group, sharing ideas.  I show determination to achieve my personal best.  I am learning the rules of the game, and I am beginning to use them to play fairly.  I can provide feedback using key words.  I can return the ball to a partner.  I can use basic racket skills.  I understand the aim of the game.  I understand the benefits of exercise.  I work co-operatively with my group to self-manage games. | I can demonstrate the difference in sprinting and jogging techniques.  I can explain what happened in my body when I warm up.  I can identify when I was successful and what I need to do to improve.  I can jump for distance with balance and control.  I can throw with some accuracy and power to a target area.  I show determination to improve my personal best.  I support and encourage others to work to their best.  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | I can choose the best pace for a running even.  I can identify goof athletic performance and explain why it is good.  I can perform a range of jumps showing some technique.  I can show control at take-off and landing in jumping activities.  I can take on the role of coach, official and timer when working in a group.  I can use feedback to improve my sprinting technique.  I persevere to achieve my personal best.  I show accuracy and power when throwing for distance.  I am developing a wider range of fielding skill and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can strike a bowled ball with increasing consistency.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand there are different skills for different situations, and I am beginning to use this. | I can compete withing the rules showing fair play and honesty.  I can help others to improve their technique using key teaching points.  I can identify my own and others’ strengths and areas for development and can suggest ways to improve.  I can perform jumps for distance using good technique.  I can select and apply the best pace for a running event.  I can show accuracy and good technique when throwing for distance.  I understand that there are different areas of fitness and how this helps me in different activities.  I use different strategies to persevere to achieve my personal best.  I can officiate and help to manage a game by refereeing.  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognize my own and others strength and areas for development and can suggest ways to improve. |
| Cross curricular Links | **Maths**  Counting  Use of direction  **Communication and Language**  Learning of key vocabulary  Answer questions to clarify learning  Contribute to class discussion  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions.  **Understanding the world**  Learn about different modes of transport  **Expressive Art and design**  Share ideas through movement. | | **Maths**  Counting  Using of direction  **Communication and Language**  Learning of key vocabulary  Answer questions to clarify learning  Contribute to class discussion  **Personal, social and emotional development**  Work with a partner and small group  Listen to and follow instructions.  **Expressive art and design**  Share ideas through movement  **Understanding the world**  Learn about different environments around the world  Identify climates and animals around the world. | | **English**  Learning of key vocabulary  Communicating ideas with a partner.  Listening to and following instructions  Communication skills  **Maths**  Counting  Estimating distances  Measuring how far they throw.  Counting  Addition  Estimating distances  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises.  Understanding which part of the body is used in jumping for height.  Exploring stance to increase power in their throw.  Understanding changes to the body during exercise. | **Maths**  Counting  Estimating distances  Counting  Keeping score  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises.  Understanding which part of the body is used in jumping for height.  Exploring stance to increase power in their throw.  **English**  Learning of key vocabulary  Communicating ideas with a partner.  Listening and following instructions  Expressing ideas  Communicating with others. | **English**  Learning of key vocabulary  Communicating ideas  Reading task cards  Understand and follow instructions  Communication skills  **Maths**  Timing partner events  Measuring distances with cones  Estimating speeds to match their partner’s pace.  Counting  Estimating distances  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises  Estimating distances  Exploring the impact of strength and speed on distance produced.  Exploring transferring weight to create power.  Observing changes in the body and breathing after exercise. | **Maths**  Timing partner in events  Measuring distances with cones  Estimating speeds to match their partner’s pace.  Addition  Estimating distances  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises  Estimating distances  Exploring the impact of strength and speed on distance produced.  Exploring transferring weight to create power.  **English**  Learning of key vocabulary  Communicating ideas  Reading task cards  Communication skills | **Maths**  Making 90 degree angles at the elbow in sprinting  Timing peers with a stopwatch  Measuring distance jumped and thrown with measuring tapes and cones.  Estimating distances  Addition  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises.  Estimating distances  Exploring transferring weight to create power in throws.  **English**  Learning of key vocabulary  Communicating ideas  Reading and communicating coaching cards  Structuring feedback for peers.  Communication skills | **Maths**  Making 90 degree angles at the elbow in sprinting  Timing peers with a stopwatch  Measuring distance jumped and thrown with measuring tapes and cones.  Adding points in the tournament to work out their overall placing.  Creating areas sets distances apart.  **Science**  Understanding the effect exercise has on the body.  Understanding how the body reacts to different exercises.  Estimating distances  Exploring transferring weight to create power in throws.  **English**  Learning of key vocabulary  Communicating ideas  Reading and communicating coaching cards  Understand and follow instructions  Structuring feedback for peers.  Understand rules and apply them to game situations when playing and refereeing.  Communicating tactics and discussing what made them and their team successful. |
| **HT6** | **Gymnastics**  **Unit 1** | | **Gymnastics**  **Unit 2** | | **Target Games**  **Yoga** | **Striking and Fielding Games**  **Yoga** | **OAA**  **Hockey** | **OAA**  **Fitness** | **Volleyball**  **Netball** | **Rounders**  **Volleyball** |
|  | I am beginning to negotiate space safely.  I am beginning to take turns.  I am building my confidence to try new challenges.  I can explore movement skills.  I can match skills to tasks and apparatus.  I can use a range of large and small apparatus with an awareness of safety.  I follow instructions with support. | | I am confident to try new challenges.  I can combine movements, selecting actions in response to the task and apparatus.  I can confidently and safely use a range of large and small apparatus.  I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.  I work co-operatively with others and take turns. | | I can recognize changes in my body when I do exercise.  I can use an overarm throw aiming towards a target.  I can throw with some accuracy over increasing distances.  I can use an underarm throw aiming towards a target.  I can work co-operatively with a partner.  I understand what good technique looks like.  I can recognize how yoga makes me both feel physically and mentally.  I can remember and repeat actions, linking poses together.  I can say what I liked about someone else’s flow.  I can show an awareness of space when travelling.  I can work with others to create poses. | I am beginning to provide feedback using key words.  I am developing underarm and overarm throwing skills.  I can hit a ball using equipment with some consistency.  I can track a ball and collect it.  I can use simple tactics.  I know how to score points and can remember the score.  I understand the rules of the fame and can use these to play fairly in a small group.  I am beginning to provide feedback using key words.  I can copy, remember and repeat yoga flows.  I can describe how my body feels during exercise.  I can move from one pose to another thinking about my breath.  I can use clear shapes when performing poses.  I can work with others to create simple flows showing some control. | I am developing map reading skills.  I can follow and give instructions.  I can listen to and am accepting of others’ ideas.  I can plan and attempt to apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges and am beginning to understand why.  I can work collaboratively with a partner and a small group.  I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can cribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I work co-operatively with my group to self-manage games. | I can accurately follow and give instructions.  I can confidently communicate ideas and listen to others.  I can identify key symbols on a map and use a key to help navigate around a grid.  I can plan and apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges.  I can work collaboratively and effectively with a partner and a small group.  I can collect and record my scores and identify areasI need to improve.  I can use key points to help me to improve my sprinting technique.  I share ideas and work with others to manage activities.  I show balance when changing direction at speed.  I show control when completing activities to improve balance.  I show determination to continue working over a period.  I understand there are different areas of fitness, and that each area challenges my body differently. | I am developing a wider range of skills, and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can use feedback provided to improve my work.  I can use the rules to referee a game.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations, and I am beginning to use these.  I can communicate with my team and move into space to keep possession and score.  I can identify when I was successful and what I need to do to improve.  I can pass, receive and shoot the ball with some control under pressure.  I can stay with an opponent, and I am confident to attempt to intercept.  I know what position I am playing in and how to contribute when attacking and defending.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations, and I am beginning to apply this. | I am confident to make decisions when refereeing.  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the riles of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognize my own and other strengths and areas for development and can suggest ways to improve.  I can strike a bowled ball with increasing consistency.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play fairly.  I can work collaboratively with others to get batters out.  I can work in collaboration with others so that games run smoothly.  I recognise my own and other strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder. |
| Curriculum Links | **Maths**  Counting  Use of direction  Creating shapes  **Communication and Language**  Learning of key vocabulary  Contribute to class discussion  Answer questions to clarify learning  **Personal, social and emotional development**  Take turns with a partner  Listen to and follow instructions.  **Understanding the world**  Make observations of different groups of animals, their actions and habitats.  **Expressive Arts and design**  Share ideas through movement | | **Literacy**  Create actions for words  Use and understand stories  **Maths**  Counting  Use of direction  Creating shapes  **Communication and Language**  Learning of key vocabulary  Contribute to class discussion  Answer questions to clarify learning  **Personal, Social and Emotional Development**  Work with a partner and group  Listen to and follow instructions  **Understanding the world**  Use of stories to understand different people and environments  **Expressive arts and design**  Share ideas through movement | | **English**  Learning of key vocabulary  Listening to and following instructions.  Communication skills.  Reading resource cards.  **Maths**  Estimating distances  Counting  Use of shapes | **English**  Learning of key vocabulary  Communication skills  Listening to and following instructions  Communicating with others  Reading resource cards.  **Maths**  Counting  Estimating distances  Addition  Use of shapes | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  **Maths**  Addition  Oreder by height and size  Read symbols  Estimating distances  **Geography**  Read maps to navigate a course  Learn to orientate a map. | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  **Geography**  Read maps to navigate a course  Learn to orientate a map  **Maths**  Solve logic problems  Addition and counting  Estimating distances  **Science**  Gather and record data | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  **Maths**  Using fractions e.g. third  Addition  Estimating distances | **English**  Learning of key vocabulary  Understand and follow instructions  Communication skills  Understand rules and apply them to game situations.  Discussing tactics and communicating ideas with a partner or team.  **Maths**  Estimating distances  Estimating distances between bases  Keeping the score using half and full rounders. |