

Bowhill Primary School Curriculum Statement PE

PE	
Why we teach PE	At Bowhill Primary School, our PE curriculum is designed to inspire a lifelong love of physical activity and promote the value of a healthy, active lifestyle. We aim to provide all children with opportunities to develop their physical skills, teamwork, and resilience, fostering confidence and a sense of achievement. The purpose of our PE curriculum is threefold: Physical Development and Wellbeing We strive to equip children with the fundamental movement skills, physical fitness, and knowledge they need to lead healthy and active lives. Through a diverse range of activities, they learn the importance of physical wellbeing and how it contributes to their overall health, happiness, and academic success. Teamwork and Personal Growth By engaging in team sports, individual challenges, and cooperative activities, children develop essential life skills such as communication, collaboration, perseverance, and leadership. Our curriculum nurtures their self-esteem, helping them to recognise the value of effort, celebrate their achievements, and learn from setbacks. Inclusivity and Passion for Sport Our curriculum celebrates inclusivity by ensuring every child, regardless of ability, can participate, enjoy, and excel in PE. By introducing them to a wide variety of sports and physical activities, we aim to ignite a passion for movement that extends beyond the classroom and into their daily lives. Physical Education is a cornerstone of our children's development. It empowers them to embrace a positive attitude towards their health and wellbeing, builds resilience and teamwork, and encourages them to strive for their best—laying the foundation for a healthy, active, and fulfilling future.
How we teach PE	At Bowhill Primary School, we deliver high-quality PE through a partnership with Premier Sport, who work alongside our class teachers to provide expert instruction while offering excellent professional development opportunities for staff. Our approach is structured and consistent: 1. High-Quality Planning and Delivery Premier Sport collaborates with teachers to deliver engaging, purposeful lessons, supported by detailed planning resources. This strengthens teacher confidence and reduces workload, enabling effective lesson delivery. 2. Building on Prior Learning Each lesson begins with a review of prior skills and knowledge, ensuring progression and helping children make meaningful connections in their learning. 3. Core Skills and Vocabulary Key techniques and vocabulary are explicitly taught and practiced during lessons, enabling children to articulate and apply their understanding in context. 4. Research-Informed Strategies Lessons are delivered in manageable steps, with clear modelling and practice. Continuous assessment and feedback ensure children develop and refine their skills. This partnership ensures our children receive exceptional PE teaching, while our staff gain the expertise and confidence to deliver high-quality physical education independently.

At Bowhill Primary School, we want our children to develop a deep and fluent understanding of physical education, equipping them with the skills, knowledge, and experiences to lead healthy, active lives. Our PE curriculum focuses on:

- **Core Physical Skills:** Fundamental movement skills, coordination, balance, and agility.
- **Team Sports and Strategies:** Collaboration, tactics, and fair play through a variety of sports and games.
- **Personal Fitness:** Understanding the importance of physical activity for health and wellbeing, and setting personal fitness goals.
- **Resilience and Growth:** Developing perseverance, confidence, and a positive mindset in the face of challenges.
- **Inclusivity and Lifelong Engagement:** Encouraging participation in physical activity for all abilities and nurturing a love for movement.
- **Evaluating and Improving Performance:** Reflecting on performance, setting goals, and striving for improvement.

Through structured lessons, hands-on activities, and expert guidance, our curriculum ensures that children leave Bowhill Primary with the skills, confidence, and enthusiasm to embrace physical activity throughout their lives.

E core concepts

Health and Fitness



Stability



Control



Teamwork



Swimming



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	In our reception classes at Bowhill Primary School, we focus on providing rich, hands-on experiences that spark curiosity and lay the foundation for future learning in physical education. Through play, exploration, and guided activities, children: • Develop Fundamental Movement Skills: Build coordination, balance, and agility through activities like climbing, jumping, and running. • Explore Spatial Awareness: Use movement games to understand space and direction in their environment. • Engage in Active Play: Participate in activities that encourage teamwork, turn-taking, and sharing. • Learn About Healthy Choices: Begin to understand the importance of staying active and making healthy lifestyle decisions. • Celebrate Movement and Expression: Enjoy creative movement and dance, building confidence and joy in physical activity. Our EYFS provision nurtures a love of movement, setting the stage for lifelong physical engagement and healthy habits.					
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Sporty Superheroes Space Explorers	Jungle Adventure	Gymnastics	Multiskills	TBC	TBC
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Invasion Games Gymnastics	Net and Wall Dance	OAA Gymnastics	Invasion games Dance	OAA Net and Wall	Striking and Fielding Athletics
Year 2	Invasion Games Dance	Net and Wall Gymnastics	Net and Wall Gymnastics (Dance)	Striking and Fielding OAA (Dance)	Gymnastics Athletics (Dance)	Athletics OAA (Dance)
KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 3/4	Dance Striking and Fielding (Gymnastics)	Invasion Games (Dance) (Gymnastics) OAA	Gymnastics Net and Wall (OAA)	Invasion Games Dance (Gymnastics) Net and Wall	Athletics OAA (Gymnastics)	Striking and Fielding Net and Wall (Athletics)
Year 5/6	Invasion Games Swimming (Dance)	Net and Wall (Gymnastics) Dance	OAA Gymnastics (Striking and fielding)	Invasion Games OAA (Dance)	Athletics Net and Wall (Gymnastics) (OAA)	Striking and Fielding Dance Athletics (OAA)

Units in brackets are rotated between year group classes as part of our CPD program.

EYFS – All Units

Early Learning
Goals**Physical Development**

1. Gross Motor Skills:
 - Children will:
 - Develop coordination, control, and movement through activities like climbing, running, jumping, and ball games.
 - Show confidence in large-scale movements, including balancing and spatial awareness.
 - Use a range of equipment and tools effectively, such as bikes, balls, and climbing frames.
2. Fine Motor Skills:
 - While focused on precision, fine motor activities like using small equipment (e.g., beanbags or small balls) support hand-eye coordination foundational for PE skills.

Personal, Social, and Emotional Development

1. Self-Regulation:
 - Learn to manage emotions and behaviours in group games, follow rules, and take turns during physical activities.
2. Managing Self:
 - Understand the importance of physical activity and health, including the role of exercise, rest, and healthy eating in staying well.
3. Building Relationships:
 - Develop teamwork skills by collaborating with others during group games and activities.

Expressive Arts and Design

1. Creating with Materials:
 - Engage in creative movement, such as dance and imaginative play, exploring different ways to express themselves physically.
2. Being Imaginative and Expressive:
 - Use movement to express feelings, ideas, and stories, fostering creativity through physical activity.

Communication and Language

- Although not a physical development goal, PE links to communication through giving and following instructions, discussing movement strategies, and expressing ideas during activities

Year A: Progression of knowledge: Net and Wall Games

Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner Practice a range of movements with control demonstrating balance & coordination Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined learner Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	Competent learner Practice a range of movements with control demonstrating balance & coordination Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined learner Show a positive attitude towards activities and other pupils Work well with others by showing respect	Competent learner Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination & agility Understanding of effective leadership Active & healthy learner Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time Reflective learner Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations Engaged learner Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined learner Demonstrate a positive attitude to all	Competent learner Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control Active & healthy learner Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness Reflective learner Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined Learner Demonstrate self-discipline in all tasks

	Stay on task throughout the lesson	activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour
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Year A: Progression of skills: Net and Wall Games			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object)	Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting,	Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and	Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and

Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession	receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession	moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)	moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)
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Year A: Progression of knowledge: Striking and fielding			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner: Demonstrate some understanding of simple tactics for striking and fielding Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health	Competent learner: Demonstrate some understanding of simple tactics for striking and fielding Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health	Competent learner: Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination & agility Understanding of effective leadership Active & healthy learner: Describe why physical activity is good for health and well being Recognise and describe how their body	Competent learner: Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control Active & healthy learner: Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness

Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	feels during and after activities Understand how to remain active for sustained periods of time Reflective learner: Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations Engaged learner: Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined Learner: Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Reflective learner: Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner: Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined Learner: Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour
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Year A: Progression of skills: Striking and fielding			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance	Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance	Batting – simplified versions of games Strike into space Correct grip for different pieces of equipment (cricket/rounders bats) Create tactics to achieve desired result	Batting Identifying weaknesses in organisation of fielders and taking advantage of this Communication skills – verbal and non-verbal

Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run – forwards, backwards, sideways and diagonally Chase – closing space between self and travelling ball Jump – receive object/stop object travelling away from self Stabilisation skills (maintaining physical stability): Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self Ball manipulation skills (ways to use an object): Send – throw an object to designated target Receive – catch with hands Pick up – static or moving object Carry – run with a bat in hands Striking & Fielding Principles Fielding – retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/points Batting – strike an object into space to gain n advantage and allow to score runs/rounders/points	Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run – forwards, backwards, sideways and diagonally Chase – closing space between self and travelling ball Jump – receive object/stop object travelling away from self Stabilisation skills (maintaining physical stability): Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self Ball manipulation skills (ways to use an object): Send – throw an object to designated target Receive – catch with hands Pick up – static or moving object Carry – run with a bat in hands Striking & Fielding Principles Fielding – retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/points Batting – strike an object into space to gain n advantage and allow to score runs/rounders/points	and outwit your opponents. Understanding the importance of striking into space and varying shots played – apply game principles Shot selection and importance of timing to increase chances of success. Decision making on where to hit and why Fielding- simplified versions of games, game scenarios Prevent opposition from scoring by closing space as best as you can Create tactics to achieve desired result Understanding the area and positions/roles within a team Awareness of playing area and how to run a batter out Awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught) Bowling- simplified versions Bounce feed/underarm/figure of 6 breakdown (overarm action) Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps Chase – retrieving an object (once struck) following the direction it is travelling in Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain	Identifying patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy Game management Fielding Create tactics to achieve desired result Identifying strengths of opposition and reducing/stopping this Communication skills – verbal and non-verbal Identifying patterns of play (favoured shot of batter) Awareness of pitch width and dept and covering best as possible Game management Bowling Identifying patterns of play (favoured shot of batter) Umpiring Applying rules and making decisions aligned to the rules; run out/no ball/strike/boundary crossing Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders Ball manipulation skills (Bowler/Fielders) – apply game principles/rules
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		an advantage to score Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw	Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw
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Year A: Progression of knowledge: OAA	
Year 3 and 4	Year 5 and 6
Competent learner Confidently demonstrate creativity in their work Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Understanding of effective leadership Active & healthy learner Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time Reflective learner Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations Engaged learner Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined learner Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Competent learner Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity Active & healthy learner Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness Reflective learner Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined Learner Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour

Year A: Progression of skills: OAA

Year 3 and 4	Year 5 and 6
Principles of safety when working indoors and outdoors Map reading and plotting Responding to challenges in different environments Planning and recording in activities Problem solving Trust exercises	Principles of safety when working indoors and outdoors Planning, recording, navigation and evaluation Problem solving Leadership Map design

Year A: Progression of knowledge: Athletics

Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner Practice a range of movements with control demonstrating balance & coordination Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner Communicate, select, prepare and handle appropriate resources effectively	Competent learner Practice a range of movements with control demonstrating balance & coordination Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner	Competent learner Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities Understanding of effective leadership Active & healthy learner Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time Reflective learner Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations Engaged learner	Competent learner Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control Active & healthy learner: Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness Remain active for sustained periods of time Reflective learner Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner

Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined Learner Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined Learner Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour
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Year A: Progression of skills: Athletics			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Running Technique -Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel Throwing action - Underarm -Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy -Swing hand forwards and release when passes hip	Running Technique -Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel Throwing action - Underarm -Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy	Outdoor Track Events: Running – How long will it take you to finish? Long Distance: -Pacing yourself, cannot sprint for the full race -Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race -Complete the race as fast as you can -Accelerate at the start from a standing position 1. Stronger leg at the front with a bend	Outdoor Track Events Running – Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed Hurdles: -Keeping a consistent stride will help in jumping over the hurdles without

Throwing action - Overarm -Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet	-Swing hand forwards and release when passes hip Throwing action - Overarm -Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are at the furthest point behind the body, push through feet and swing arms forward, landing on both feet	at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly forwards with eyes looking straight throughout the race 4. Dip head forward as you finish to cross the line quicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles -Complete the race as fast as you can Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when passing the baton Outdoor Field Events: Throwing – How far can you throw? Can you measure your distance? Howler/Javelin: -Overarm action used to throw as far as you can Jumping – How far can you jump? Can you measure your distance? Standing Long Jump: -Two footed jump landing on both feet Indoor Track & Field Events: Running Lap Running -Runners start in the middle of 2 reversaboard or cones, distanced accordingly. -Runner will run to first board, to the	disrupting your rhythm Relay Race: -The changeover is vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker Outdoor Field Events Throwing – Refining technique, Qualifying heats & Placing for medals Howler/Javelin: -A straight or bent arm action can be used. -Follow through the throw by continuing arm pull and hip rotation Jumping – Refining technique, Qualifying heats & Placing for medals Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. Indoor Track & Field Events Running - Refining technique, Qualifying heats & Placing for medals Lap Running -Runners start in the middle of 2 reversaboard or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to
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		other end to the 2nd board and return to the middle when 1 lap is counted. Throwing Chest Push -Hold a basketball or heavy ball in both hands against chest -Push the ball as hard as you can, aiming slightly upwards Jumping Vertical Jump -Jump as high as you can, reaching up to gain extra height Speed Bounce – how many can you do in 30 secs	the middle when 1 lap is counted. Throwing - Refining technique, Qualifying heats & Placing for medals Chest Push -Hold a basketball or heavy ball in both hands against chest -Push the ball as hard as you can, aiming slightly upwards Jumping - Refining technique, Qualifying heats & Placing for medals Vertical Jump -Jump as high as you can, reaching up to gain extra height Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier Standing Triple Jump -Hop, skip and jump – landing on both feet to finish
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Year A: Progression of knowledge: Gymnastics

Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner: Perform fundamentals of movement (ABC's) with control and confidence Practice a range of movements with control demonstrating balance & coordination Safely negotiate space both indoors and outdoors Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are	Competent learner: Perform fundamentals of movement (ABC's) with control and confidence Practice a range of movements with control demonstrating balance & coordination Safely negotiate space both indoors and outdoors Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities	Competent learner: Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities Understanding of effective leadership Active & healthy learner: Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities	Competent learner: Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control Active & healthy learner: Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness

good for our health Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	are good for our health Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson	Understand how to remain active for sustained periods of time Reflective learner: Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations Engaged learner: Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined Learner: Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Remain active for sustained periods of time Reflective learner: Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner: Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined Learner: Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour
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Year A: Progression of skills: Gymnastics			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance Balance	Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance	Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of	Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of

Centre of gravity over the base of support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Rotation: Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump – straight and star with safe landing Sequencing: Connecting Movements– thinking about level and direction Apparatus: Small – using objects when moving and balancing Large – jump off low platforms Working together: Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror	Balance Centre of gravity over the base of support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Rotation: Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump – straight and star with safe landing Sequencing: Connecting Movements– thinking about level and direction Apparatus: Small – using objects when moving and balancing Large – jump off low platforms Working together: Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror	support. Linking & mirroring with another person. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Rotation: Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps Sequencing: Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Apparatus: Small – using objects when moving and balancing Large – jump on and off low platforms Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at	support. Counterbalancing with another person or group. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation: Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel – rotate over hands Sequencing Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Apparatus: Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus
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		the same time to create effect.	Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect
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Year A: Progression of knowledge: Invasion games

Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner Demonstrate some understanding of simple tactics for attacking and defending. Perform fundamentals of movement (ABC's) with control and confidence. Safely negotiate space both indoors and outdoors. Active and healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise, and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain, and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner Communicate, select, prepare and handle appropriate resources effectively Cooperate and with in small teams	Competent learner Demonstrate some understanding of simple tactics for attacking and defending. Perform fundamentals of movement (ABC's) with control and confidence. Safely negotiate space both indoors and outdoors. Active and healthy learner Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise, and healthy food Understand and explain which activities are good for our health Reflective learner Describe, explain, and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work Engaged learner Communicate, select, prepare and	Competent learner: Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination & agility Understanding of effective leadership Active & healthy learner: Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained Reflective learner: Describe, explain, and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations	Competent learner Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control Active & healthy learner Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness Reflective learner Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Engaged learner Compete respectfully and fairly following rules

Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout lessons	handle appropriate resources effectively Cooperate and with in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout lessons	Engaged learner: Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance Disciplined Learner: Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others	Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance Disciplined learner Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour
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Year A: Progression of skills: Invasion games			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion Skills (ways to move) Run - forwards, backwards, sideways and diagonally	Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion Skills (ways to move) Run - forwards, backwards, sideways	Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to	Attack: Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and

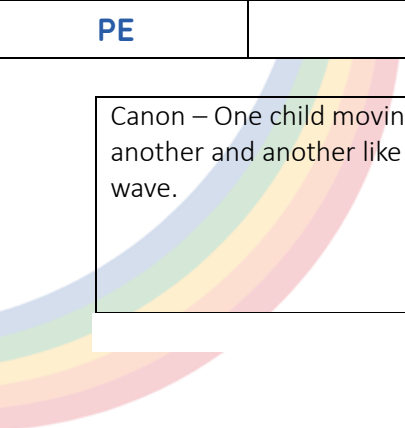
Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession	and diagonally Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession	shoot/distance from goal/net Decision making on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit	reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net
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		opponent Pick up –loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net	
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Year A: Progression of knowledge: Dance			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Competent learner Beginning to respond to simple stimuli. Can move confidently and creatively with control, balance and coordination. Can use a range of movements. Safely negotiating space. Active & healthy learner Recognise and describe how their body feels during and after activities. Understand and explain the importance of good health, physical exercise and healthy food. Understand and explain which activities are good for our health. Reflective learner Describe, explain and comment on their own and others' actions and feelings. Listen, respond to set tasks and sounds following expectations and rules. Make judgements to improve their work. Engaged learner Communicate, select, prepare and handle appropriate resources effectively. Cooperate and work in small teams. Dress and undress for PE promptly. Listen to others and follow instructions. Disciplined learner	Competent learner Beginning to respond to simple stimuli. Can move confidently and creatively with control, balance and coordination. Can use a range of movements. Safely negotiating space. Active & healthy learner Recognise and describe how their body feels during and after activities. Understand and explain the importance of good health, physical exercise and healthy food. Understand and explain which activities are good for our health. Reflective learner Describe, explain and comment on their own and others' actions and feelings. Listen, respond to set tasks and sounds following expectations and rules. Make judgements to improve their work. Engaged learner Communicate, select, prepare and handle appropriate resources effectively. Cooperate and work in small teams.	Competent learner Can demonstrate how to respond to a wider range of stimuli. Can perform a range of travelling, jumping, and turning actions with control. Can use level, direction and pathways, to develop themes and ideas. Consistently demonstrates improvements to their work showing confidence and creativity in dance. Demonstrates leadership qualities in the development of choreography. Active & healthy learner Describe why physical activity is good for health and wellbeing. Recognise and describe how their body feels during and after activities. Understand how to remain active for sustained periods of time. Reflective learner Describe, explain, and comment on their own and others' actions and feelings. Make judgements to improve their and others' work.	Competent learner Can improve own and other's performance. Consistently performs a range if travels, turns, jumps, gestures and stillness to a high skill level demonstrating technique, alignment and control. Takes the lead in a range of choreographic situations and activities making suggestions that improve performance. Uses originality, imagination, and creativity in choreography to effectively convey themes, ideas and emotions. Active & healthy learner Clearly understand how personal fitness can improve performance. Demonstrate sustained levels of fitness. Reflective learner Consistently improve their work. Describe and comment on their own and others' performance with accuracy of actions. Know what has made their performance effective. Engaged learner

Show a positive attitude towards activities and other pupils. Work well with others by showing respect. Stay on task throughout the lesson.	Dress and undress for PE promptly. Listen to others and follow instructions. Disciplined learner Show a positive attitude towards activities and other pupils. Work well with others by showing respect. Stay on task throughout the lesson.	Respond to set tasks following rules and expectations. Engaged learner Demonstrate enthusiasm for PE. Effectively communicate and collaborate with each other. Understand the principles and purpose of preparing effectively for PE and sport. Work independently for extended periods of time without the need for guidance. Disciplined learner Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. Show kindness and consideration when working with others.	Compete respectfully and fairly following rules. Eagerly participate in every PE/Sport lesson displaying excellent attitudes. Effectively communicate and collaborate with each other. Work independently for extended periods of time without the need for guidance. Disciplined learner Demonstrate self-discipline in all tasks. Show a positive attitude throughout the lesson. Be kind, respectful and considerate when working with others. Show support for their peers. Take responsibility for their own behaviour.
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Year A: Progression of skills: Dance			
Year 1	Year 2	Year 3 and 4	Year 5 and 6
Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance. Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position. Co-ordination Synchronising limbs when performing an action. Travel Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time. Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement.	Agility Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance. Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position. Co-ordination Synchronising limbs when performing an action. Travel Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time. Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth).	Travel Pathways – forwards, backwards, sideways and diagonally. Turn – change direction in the dance. Twist – movement of the body to create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition - move from one movement to another seamlessly. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.	Travel Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction in the dance. Twist – movement of the body to create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Level - change height (high, mid, and low). Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous



Canon – One child moving followed by another and another like a Mexican wave.

Call & Response – Movements as a direct consequence of the previous movement.
Canon – One child moving followed by another and another like a Mexican wave.

movement.
Canon – one child moving followed by another and another like a Mexican wave.
Synchronisation – moving together at the same time to create effect.