

Skills Progression in PE

Class	Sport	Skills taught
Class R	Multi-skills	<ul style="list-style-type: none"> • Jumping • Balancing • Throwing accurately • To show awareness of space, of themselves and of others
	Gymnastics Floor	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • To show awareness of space, of themselves and of others • To move with confidence, imagination and in safety
	Street Dance	<ul style="list-style-type: none"> • Performance • Rhythm • Co-ordination • To understand the importance of being fit • Can stop and go with control • Can change size and shape of actions • Can change and vary levels
	Boot Camp	<ul style="list-style-type: none"> • Skipping • Sprinting • Showing co-ordination • Agility • To recognise the importance of keeping healthy • To understand the importance of being fit
	Gymnastics- apparatus	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Use a range of small and large equipment • To travel around, under, over and through, balancing and climbing equipment
	Mighty Movers	<ul style="list-style-type: none"> • Running • Agility • To gain control of your body and its actions • To recognise the importance of keeping healthy • To move with control and coordination
	Brilliant Ball Skills	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Throwing • Catching • Weight transfer
	Gymfit Circuits	<ul style="list-style-type: none"> • Balance

		<ul style="list-style-type: none"> • Agility • Co-ordination • Gaining strength • To show awareness of space, of themselves and of others
	Active Athletics	<ul style="list-style-type: none"> • Travelling • Hopping • Land safely • Arm mobility • Throwing • Balance • Co-ordination • Agility
	Throwing and Catching	<ul style="list-style-type: none"> • Catching • Throwing/passes • Sending • Receiving • Ball skills
	Cool core	<ul style="list-style-type: none"> • Core strength • Agility • Control • To recognise the importance of keeping healthy
	Fitness Frenzy	<ul style="list-style-type: none"> • Running • Jumping • Ball skills • Agility • Balance • Co-ordination • Core strength • Recognise the changes that happen to their bodies when they are active
Class 1	Multi-skills	<ul style="list-style-type: none"> • Jumping • Balancing • Throwing accurately • Can aim to hit a target by rolling, throwing, striking • Can bounce and control a ball with a hand • Can use space safely and well
	Street Dance	<ul style="list-style-type: none"> • Performance • Agility • Co-ordination • Link several movements for a simple dance • Can copy and perform simple actions • Has understanding of mood and feeling in dance • Can comment on their own performance
	Gymnastics- floor work	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Can work cooperatively with a partner

	<ul style="list-style-type: none"> • Can produce a short sequence of moves
Boot Camp	<ul style="list-style-type: none"> • Skipping • Sprinting • Showing coordination • Agility • Describe how their body feels during activity
Gymnastics- apparatus	<ul style="list-style-type: none"> • Balance • Agility • Can demonstrate different levels in actions • Can land safely when jumping • Co-ordination • Work on apparatus safely
Mighty Movers	<ul style="list-style-type: none"> • Running • Agility • Can travel in different directions. • Co-ordination • Understands the importance of being fit
Brilliant Ball Skills	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Throwing • Catching • Weight Transfer • Shows a basic understanding of tactics • Decide where to stand to make it difficult for an opponent • Describe how their body feels during activity • Can perform a controlled hit with a bat and ball
Gymfit Circuits	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Can work cooperatively with a partner • Can demonstrate differences in speed • Can travel along specific paths eg curved • Can travel on different body parts
Active Athletics	<ul style="list-style-type: none"> • Travelling • Hopping • Land safety • Arm mobility • Throwing • Balance • Co-ordination • Agility
Throwing and Catching	<ul style="list-style-type: none"> • Basic • Striking • Sending • Receiving

		<ul style="list-style-type: none"> • Accuracy • Consistency • Can aim to hit a target by rolling or throwing. • Can aim to hit a target by rolling, throwing, striking • Can bounce and control a ball with a hand
	Cool core	<ul style="list-style-type: none"> • Core strength • Agility • Control • Describe how their body feels during activity • Can balance on small and large body parts • Is willing to practice and improve
	Fitness Frenzy	<ul style="list-style-type: none"> • Running • Jumping • Ball skills • Agility • Balance • Co-ordination • Core Strength • Describe how their body feels during activity
Class 2	Street Dance	<ul style="list-style-type: none"> • Can use space well • Perform a whole dance • Displays good footwork • Can respond to stimuli • Has understanding of mood and feeling in dance • Displays good footwork
	Multi-Skills	<ul style="list-style-type: none"> • Jumping • Balancing • Throwing accurately • Skipping • Sprinting • Showing co-ordination • Agility • Exploring movements
	Skip to the beat	<ul style="list-style-type: none"> • Flexibility • Control • Balance • Comparing performance • Strength • Poise • Technique • Stamina • Coordination
	Mighty Movers	<ul style="list-style-type: none"> • Running • Agility • Coordination • Fitness

		<ul style="list-style-type: none"> • Running • Understands the importance of being fit
	Fitness Frenzy	<ul style="list-style-type: none"> • Running • Jumping • Ball skills • Agility • Understands the importance of being fit • Balance • Co-ordination • Core strength
	Active Athletics	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Catching • Control • Balance • Skipping • Strength • Poise • Technique
	Boot Camp	<ul style="list-style-type: none"> • Skipping • Sprinting • Showing co-ordination • Agility • Can change size and shape of actions • Describe how their body feels during activity
	Ugly bug ball dance	<ul style="list-style-type: none"> • Flexibility Control Balance Comparing performance • Strength • Poise • Can change and vary direction • Technique • Stamina • Can describe a simple dance • Coordination • Speed • Interpret ideas through movements
	Throwing and Catching (fielding games)	<ul style="list-style-type: none"> • Attack • Decide where to stand to make it difficult for an opponent • Spatial awareness • Running • Jumping • Foot work • Dribbling • Passing • Striking • Fielding

	Gymfit Circuits	<ul style="list-style-type: none"> • Flexibility • Control • Balance • Comparing • Can change and vary speed • Performance • Strength • Poise • Technique • Stamina
	Rugby- Touch	<ul style="list-style-type: none"> • Attack • Decide where to stand to make it difficult for an opponent • Spatial awareness • Throwing • Catching • Coordination
	Cool core (strength)	<ul style="list-style-type: none"> • Core strength • Agility • Control • Can change size and shape of actions • Balance • Jump • Footwork • Describe how their body feels during activity
Class 3	Street Dance	<ul style="list-style-type: none"> • Show fluency and control in their movements • Repeat, remember and perform phrases in a dance • Perform short dances with expression • Explain why they need to warm up • Explain why they need to cool down • Choose appropriate movements to express an idea or feeling • Use a wide range of movements when improvising • Translate ideas from a stimulus into movements
	Football	<ul style="list-style-type: none"> • Attack • Defend • Can support team-mates and cause problems for opposition • Spatial Awareness • Throwing • Catching • Say what they and others do that is successful • Can use a range of skills and tactics • Running • Comment on other players positions • Is able to keep possession • Know and use rules fairly to keep a game going • Use their knowledge of positions to help their own game
	Gymnastics	<ul style="list-style-type: none"> • Can explore actions

		<ul style="list-style-type: none"> • Uses a greater number of own ideas for movements in response to a task • Can support weight on different body parts. • Can demonstrate the five basic jumps • Can perform with fluency and control • Can adapt from floor to suit different types of apparatus • Can adapt sequences to suit their partner's ability • Chooses and plans sequences of contrasting actions • Can design imaginative sequences of movements • Can talk about similarities and differences in performances • With help, can recognise how performances could be improved • Will accept advice and use it to improve • Knows why to warm up/ cool down, can suggest some simple warm-up activities • Can identify some muscle groups used in gymnastic activities
	Tennis	<ul style="list-style-type: none"> • Hitting • Movement • Spatial Awareness - Use their knowledge of positions to help their own game • Throwing • Running • Comment on other players positions • Jumping • Know and use rules fairly to keep a game going • Foot work • Is willing to practice and improve • Can use a range of skills and tactics • Is able to use a small range of basic racket skills
	Swimming	<ul style="list-style-type: none"> • Poolside safety • Water safety • Entering the pool in the correct and safe manner • How to use a float to stretch out arms to focus on legs kicking • Learning the different strokes and the skills involved with each stroke <p>Always building on;</p> <ul style="list-style-type: none"> • Strength • Stamina • Essential swimming skills
	Active Athletics	<ul style="list-style-type: none"> • Running - Can run at different speeds • Jumping • Create short sequences of jumps and teach to others • Throwing • Control - can pace themselves for longer distances • Balance • Comparing performance • Strength • Poise • Is willing to practice and improve • Technique • Say how regular exercise will affect their bodies

		<ul style="list-style-type: none"> • Say when & why their heart rate, temperature and breathing change • Describe how their bodies will react during athletic activities • Understand the rules of athletic activities
	Hockey	<ul style="list-style-type: none"> • Attack • Defend • Can support team-mates and cause problems for opposition • Spatial Awareness • Comment on other players positions • Use their knowledge of positions to help their own game • Dribbling • Say how performances can be improved • Can use a range of skills and tactics • Know and use rules fairly to keep a game going
	African Dance	<ul style="list-style-type: none"> • Control • Sequence, presentation, combining, strength, evaluating • Show movements from a variety of times, places and cultures • Create dance phrases to a range of stimuli and accompaniments
	Brilliant Ball Skills	<ul style="list-style-type: none"> • Balance • Agility • Co-ordination • Throwing • Adapt their skills when the task changes • Is willing to practice and improve • Catching • Create their own simple games • Weight Transfer • Willing to work as part of a team
	Fitness Frenzy	<ul style="list-style-type: none"> • Running • Jumping • Ball skills • Agility • Balance • Say what happens to their bodies as they work • Say why it is important to warm up and cool down • Co-ordination • Core Strength • Say how regular activity will affect their lifestyles
	Throwing and Catching Fielding Games	<ul style="list-style-type: none"> • Strike • Comment on other players positions • Fielding - Use their knowledge of positions to help their own game • Can support team-mates and cause problems for opposition • Throwing • Catching • Running • Accuracy • Say what they and others do that is successful

		<ul style="list-style-type: none"> • Know and use rules fairly to keep a game going • Hit a stationary ball and retrieve and throw it when fielding • Can throw and strike
	OAA	<ul style="list-style-type: none"> • Has a developing knowledge of maps and diagrams. • Can travel around a simple course. • Show initiative. • Show an awareness of safety for themselves and others. • Starting to plan sensible responses to problems. • Adapt their skills when the task changes. • Willing to work as part of a team. • Suggest alternative solutions. • Identify strengths and weaknesses in their approach. • Accept and respond to feedback. • Say which parts of the task were successful. • Recognise the physical demands placed on their bodies. • Say why we need to warm up. • Suggest suitable warm up activities.
Class 4	Gym Sequences	<ul style="list-style-type: none"> • Flexibility Control • Balance Comparing performance • Strength • Poise • Technique • Stamina • Can use a variety of simple tactics • Lead short warm up activities and say why this is important • Perform actions, balances, body shapes and agilities with control • Perform more difficult gymnastic agilities • Perform with greater fluency • Include changes of speed and level • Combine actions in an imaginative way • Lead a partner through short warm-up routines • Adapt their own movements to include a partner • Plan, perform and repeat longer sequences • Take the lead when working in a small group. • Choose, practise and refine sequences on their own • Suggest improvements to their own performance • Describe similarities and differences in performances • Suggest possible improvements to others' performances • Say which joints are affected by specific stretches • Understand that strength and suppleness can be improved • Say why it is important to warm up
	Ultimate Frisbee	<ul style="list-style-type: none"> • Movement • Evaluate their own performance and say how it can be improved • Lead short warm up activities and say why this is important • Say how strength, stamina & speed can be improved by playing games • Is willing to practice and improve

		<ul style="list-style-type: none"> • Spatial Awareness • Can use a variety of simple tactics • Can adapt their techniques to outwit opponents • Throwing • Catching • Willing to work as part of a team and take on different roles • Running • Can keep up a continuous game • Jumping • Can play games with increasing fluency and accuracy • Can attack and defend successfully • Knows the rules of the games
	Swimming	<ul style="list-style-type: none"> • Gaining confidence and independence in the water • Learning the skills required to improve the different strokes • Learning how submerge in the pool • Discovering efficient breathing techniques • Working on swimming distances <p>Always building upon;</p> <ul style="list-style-type: none"> • Strength • Stamina • Essential swimming skills
	Street Dance	<ul style="list-style-type: none"> • Show movements from a variety of times, places and cultures • Think about character & narrative ideas created by a stimulus • Respond to ideas through a variety of movements • Use a wide range of actions • Explore different pathways, levels, shape and speed • Use movement patterns to create dance phrases on their own • Use movement patterns to create dance phrases with a partner • Repeat and remember dance phrases and dances • Begin to perform longer dances clearly and fluently • Show sensitivity to the dance idea and the accompaniment • Show a good sense of rhythm and style when performing • Describe & interpret movements using appropriate vocabulary • Interpret and evaluate their own and others' dances • Suggest how dances and performances can be improved • Show understanding of warming up and cooling down • Say why they mobilise joints & stretch muscles before dancing
	Striking and Fielding	<ul style="list-style-type: none"> • Strike • Field • Lead short warm up activities and say why this is important • Say how strength, stamina & speed can be improved by playing games • Is willing to practice and improve • Can use a variety of simple tactics • Willing to work as part of a team and take on different roles • Throwing • Can keep up a continuous game

		<ul style="list-style-type: none"> • Catching • Running • Receiving • Knows the rules of the games • Can hit a bowled ball with intent and force • Can play games with increasing fluency and accuracy • Can use a range of throwing, catching and hitting techniques
	Young Olympians	<ul style="list-style-type: none"> • Knows the difference between sprinting and running • Know a range of throwing techniques • Can perform a range of jumps • Begin to use a short run-up when jumping • Is able to make up their own simple games • Can pace themselves to perform for a sustained period • Can throw with accuracy and power into a target area • Understand and take part in different athletic activities • Uses a consistent technique when jumping • Can take on different roles in small groups • Use athletic activities when warming up • Describe different athletic techniques • Compare performances using appropriate language • Say how their own performances could be improved • Is willing to practice and improve • Say how different activities affect their bodies • Say what affect regular athletic activity will have on their lifestyles
	Football	<ul style="list-style-type: none"> • Attack • Defend • Lead short warm up activities and say why this is important • Say how strength, stamina & speed can be improved by playing games • Can use a variety of simple tactics • Can adapt their techniques to outwit opponents • Spatial Awareness • Throwing • Willing to work as part of a team and take on different roles • Catching • Is willing to practice and improve • Running • Can keep up a continuous game • Jumping • Foot work • Knows the rules of the games • Can play games with increasing fluency and accuracy • Can attack and defend successfully
	Invaders	<ul style="list-style-type: none"> • Attack • Defend • Evaluate their own performance and say how it can be improved • Lead short warm up activities and say why this is important

	<ul style="list-style-type: none"> • Say how strength, stamina & speed can be improved by playing games • Is willing to practice and improve • Can use a variety of simple tactics • Can adapt their techniques to outwit opponents • Spatial Awareness • Throwing • Catching • Is able to make up their own simple games • Willing to work as part of a team and take on different roles • Can keep up a continuous game • Running • Dribbling • Receiving • Knows the rules of the games • Can play games with increasing fluency and accuracy • Can attack and defend successfully
Cool Core Pilates	<ul style="list-style-type: none"> • Flexibility • Control • Balance • Comparing performance • Strength • Poise • Technique • Stamina
Gym Sequences	<ul style="list-style-type: none"> • Flexibility • Control • Balance • Comparing performance • Strength • Poise • Technique • Stamina
Nimble Nets	<ul style="list-style-type: none"> • Hitting • Lead short warm up activities and say why this is important • Say how strength, stamina & speed can be improved by playing games • Is willing to practice and improve • Can adapt their techniques to outwit opponents • Movement • Can use a variety of simple tactics • Spatial • Understand and use the different positions on a court • Awareness • Throwing • Willing to work as part of a team and take on different roles • Running • Can keep up a continuous game.

		<ul style="list-style-type: none"> • Jumping • Knows the rules of the games • Foot work • Can attack and defend successfully • Can play games with increasing fluency and accuracy
	Mighty Movers	<ul style="list-style-type: none"> • Jab • Cross • Roll • Duck • Is willing to practice and improve • Dodge • SideKick • Can use a variety of simple tactics
	OAA	<ul style="list-style-type: none"> • Demonstrate an understanding of maps and diagrams. • Can travel around a simple course. • Show initiative. • Show an awareness of safety for themselves and others. • Starting to plan sensible responses to problems. • Adapt their skills and strategies when the task changes. • Willing to work as part of a team. • Suggest alternative solutions. • Identify strengths and weaknesses in their approach. • Accept and respond appropriately to feedback. • Say which parts of the task were successful. • Recognise the physical demands placed on their bodies. • Say why and how we need to warm up. • Suggest suitable warm up activities.
Class 5	Netball	<ul style="list-style-type: none"> • Attack • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Defend • Say where a game was successful • Pick areas for improvement in others and their own performances • Can work effectively with a partner • Can use and apply the basic rules consistently and fairly • Use the different positions on a court or field • Can catch, throw, bowl and intercept • Spatial Awareness Can pass and shoot with control in games • Throwing • Can identify and use tactics to help their team • Begin to read situations and decide upon a response • Catching • Running • Jumping • Is willing to work as part of a team, taking on different roles

	<ul style="list-style-type: none"> • Foot work
Swimming	<ul style="list-style-type: none"> • Knowing when to use different strokes • To be able to glide • Jumping in the pool safety • Learning survival skills such as treading water • Understanding why correct breathing techniques can improve swimming distances • Working on swimming distances trying to reach 25m <p>Always building upon;</p> <ul style="list-style-type: none"> • Strength • Stamina • Essential swimming skills
Street Dance	<ul style="list-style-type: none"> • Improvise imaginatively to a wide variety of stimuli • Plan dances creatively and collaboratively in groups • Adapt ways they use space in dances to express themselves • Perform different styles of dance clearly and fluently • Perform longer dances with control and fluency • Use appropriate dance terminology to describe a dance • Suggest ways to develop their technique and composition • Talk about the relationship between the dance and its accompaniment • Show expression in their dances and sensitivity to music • Organise their own warm-up and cool-down activities • Show an understanding of dance styles • Say why it is important to warm up and cool down
Football	<ul style="list-style-type: none"> • Attack • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Defend • Say where a game was successful • Can work effectively with a partner • Spatial awareness • Use the different positions on a court or field • Can use and apply the basic rules consistently and fairly • Throwing • Is willing to work as part of a team, taking on different roles • Can identify and use tactics to help their team • Begin to read situations and decide upon a response • Catching • Can pass, dribble and shoot with control in games • Running • Jumping
Tennis	<ul style="list-style-type: none"> • Hitting • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Movement • Is willing to practice and improve

		<ul style="list-style-type: none"> • Say where a game was successful • Pick areas for improvement in others and their own performances • Can work effectively with a partner • Use the different positions on a court or field • Is willing to work as part of a team, taking on different roles • Knows how to use the volley in a game. • Spatial awareness • Can identify and use tactics to help their team. • Throwing • Begin to read situations and decide upon a response. • Can catch, throw, bowl and intercept • Running • Can use forehand, backhand and overhead shots • Jumping • Foot work
	<p>Striking and Fielding</p>	<ul style="list-style-type: none"> • Strike • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Say where a game was successful • Pick areas for improvement in others and their own performances • Field • Can work effectively with a partner • Use the different positions on a court or field • Can catch, throw, bowl and intercept • Throwing • Can strike a bowled ball • Catching • Can identify and use tactics to help their team • Can use and apply the basic rules consistently and fairly • Running • Is willing to work as part of a team, taking on different roles • Begin to read situations and decide upon a response
	<p>Invaders</p>	<ul style="list-style-type: none"> • Attack • Defend • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Say where a game was successful • Pick areas for improvement in others and their own performances • Begin to read situations and decide upon a response • Spatial Awareness • Use the different positions on a court or field • Can use and apply the basic rules consistently and fairly • Throwing • Is willing to work as part of a team, taking on different roles

		<ul style="list-style-type: none"> • Can catch, throw, bowl and intercept • Catching • Can work effectively with a partner • Can pass, dribble and shoot with control in games • Running • Can identify and use tactics to help their team • Jumping • Foot work
	<p>Ultimate Frisbee</p>	<ul style="list-style-type: none"> • Movement • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Say where a game was successful • Begin to read situations and decide upon a response • Spatial awareness • Can pass, dribble and shoot with control in games • Throwing • Pick areas for improvement in others and their own performances • Use the different positions on a court or field • Can use and apply the basic rules consistently and fairly • Can catch, throw, bowl and intercept • Catching • Can work effectively with a partner • Is willing to work as part of a team, taking on different roles • Can identify and use tactics to help their team • Running • Jumping
	<p>Dynamic Dance</p>	<ul style="list-style-type: none"> • Flexibility • Control • Recognise how games make their bodies work differently • Suggest ways to develop their technique and composition • Balance • Talk about the relationship between the dance and its accompaniment • Comparing • Use appropriate dance terminology to describe a dance performance • Strength • Poise • Show an understanding of dance styles • Say why it is important to warm up and cool down • Show an understanding of dance styles • Technique • Stamina • Show expression in their dances and sensitivity to music • Improvise imaginatively to a wide variety of stimuli • Plan dances creatively and collaboratively in groups • Adapt ways they use space in dances to express themselves

	<p>Young Olympians</p>	<ul style="list-style-type: none"> • Use space effectively to express themselves during dance • Running • Jumping • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Pick areas for improvement in others and their own performances • Throwing • Catching • Control • Balance • Can create their own games • Comparing performance • Strength • Poise • Technique • Can sustain their running over distance • Can show control at different points in jumping activities • Show good technique when performing a range of throws • Throw with increasing accuracy • Can sustain their effort for increasing periods of time • Can organise and manage an athletic event well • Choose the best pace for a running event • Take on different roles within a group activity • Lead a warm up using athletic activities • Understand and take part in different athletic activities • Can improve on a personal target • Can make good suggestions about what could be improved • Identify when and why performances are good • Can compare athletic performances and feed back • Know how stamina and power help people to perform well • Say what affect regular athletic activity will have on their lifestyles
	<p>Gymnastics</p>	<ul style="list-style-type: none"> • Create, practise and refine longer, more complex sequences • Develop changes in level, direction and speed • Show clear individual movements • Transfer smoothly between movements • Perform a wider range of actions, body shapes and balances • Perform to an audience • Lead small groups in warm-up activities • Adapt sequences from one situation to another • Include contrasting actions, shapes, balances and dynamics • Adapt their performance to the demands of a task • Include contrasting actions, shapes, balances and dynamics • Judge and comment on performances to a set criteria • Is willing to practice and improve • Focus on one area for improvement

		<ul style="list-style-type: none"> • Say why we need to warm up • Say which joints are affected by specific stretches • Say why we need to work on body strength, tone and flexibility
	OAA	<ul style="list-style-type: none"> • Perform skills and strategies effectively. • Find solutions to problems and challenges. • Organise themselves in preparation for a task. • Show an understanding of the challenge and their goals. • Able to work increasingly well as part of a team. • Adapt their approach as necessary. • Able to approach a problem in several different ways. • Say what they have done well and where they can improve. • Take the lead in planning to improve weaknesses. • Plan, deliver and improve the strategies they use. • Prepare physically for challenges. • Understand the roles and responsibilities in a group. • Say how a task physically affects their bodies. • Show an awareness of the group's safety.
Class 6	Swimming with extra session provided for those who do not reach required 25m	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations • Knowing all of the components of the different swimming strokes to be able to improve own technique • Understanding why correct breathing techniques can improve swimming distances <p>Always building upon;</p> <ul style="list-style-type: none"> • Strength • Stamina <p>Essential swimming skills</p>
	Hockey	<ul style="list-style-type: none"> • Attack • Defend • Spatial Awareness • Catching • Running • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can mark, tackle and intercept • Can use a wide range of shots in a game • Is able to start a game • Can understand the need for and apply different tactics • Is able to work collaboratively with a partner • Read situations and respond quickly when playing • Can work effectively as part of a team • Understand how their position can be used within a team • Identify strengths and weaknesses in a game • Suggest ideas that will improve performance • Is willing to practice and improve • Plan rigorous warm ups to prepare for the game ahead • Knows the main types of fitness needed for a variety of games

	Gymnastics	<ul style="list-style-type: none"> • Flexibility • Control • Balance • Comparing performance. • Strength • Poise • Technique • Stamina • Make up longer, more complex sequences • Change direction, level and speed • Include a wide range of actions, shapes and balances • Develop clear, fluent and accurate movements • Show consistency in their own movements • Combine gymnastic actions, shapes and balances • Solve a task by applying a range of compositional ideas • Perform to an audience in small groups • Lead class warm-up activities • Arrange their own apparatus safely • Be aware of factors that influence the quality of a performance • Suggest aspects of a performance that need improving • Judge a performance using their own criteria • Say why it is important to warm up and cool down • Say why activity is good for their health and well-being • Identify muscles and joints used in gymnastic movements
	Football	<ul style="list-style-type: none"> • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can mark, tackle and intercept • Can use a wide range of shots in a game • Is able to start a game or point with a serve of their choice • Can understand the need for and apply different tactics • Is able to work collaboratively with a partner • Read situations and respond quickly when playing • Can work effectively as part of a team • Understand how their position can be used within a team • Identify strengths and weaknesses in a game • Suggest ideas that will improve performance • Is willing to practice and improve • Plan rigorous warm ups to prepare for the game ahead • Knows the main types of fitness needed for a variety of games
	Street Dance	<ul style="list-style-type: none"> • Show movements from a variety of times, places and cultures • Create dance phrases to a range of stimuli and accompaniments • Work creatively and imaginatively • Respond to a range of stimuli, improvising freely • Structure movements and patterns with artistic understanding • Compose motifs and structure simple dances • Perform to an accompaniment expressively and sensitively

		<ul style="list-style-type: none"> • Perform dances fluently and with control • Communicate the artistic intention of a dance clearly & fluently • Begin to use basic compositional principles when creating dances • Work effectively on their own, with a partner and in a group • Evaluate, refine and develop their own and others' work • Use appropriate language and terminology to describe dances • Talk about dance with understanding • Begin to help others to refine and structure movements • Identify what types of exercise they need to help their dancing • Understand how dance helps to keep them healthy
	Striking and Fielding	<ul style="list-style-type: none"> • Strike • Field • Throwing • Catching • Running • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can use a wide range of shots in a game • Is able to start a game or point with a serve of their choice • Can bat, bowl and field with control • Can understand the need for and apply different tactics • Is able to work collaboratively with a partner • Read situations and respond quickly when playing • Can work effectively as part of a team • Can play the full game of short tennis • Understand how their position can be used within a team • Identify strengths and weaknesses in a game • Suggest ideas that will improve performance • Is willing to practice and improve • Plan rigorous warm ups to prepare for the game ahead • Knows the main types of fitness needed for a variety of games
	Invaders	<ul style="list-style-type: none"> • Attack • Defend • Spatial Awareness • Throwing • Catching • Running • Jumping • Foot work • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can mark, tackle and intercept • Can use a wide range of shots in a game • Is able to start a game or point with a serve of their choice

		<ul style="list-style-type: none"> • Can understand the need for and apply different tactics • Is able to work collaboratively with a partner • Read situations and respond quickly when playing • Can work effectively as part of a team • Can play the full game of short tennis • Understand how their position can be used within a team • Identify strengths and weaknesses in a game • Suggest ideas that will improve performance • Is willing to practice and improve • Plan rigorous warm ups to prepare for the game ahead • Knows the main types of fitness needed for a variety of games
	<p>Handball</p>	<ul style="list-style-type: none"> • Movement • Can display a variety of techniques with a ball • Play effectively as part of a team, taking on a variety of roles • Can mark, tackle and intercept • Can use a wide range of shots in a game • Is able to start a game or point with a serve of their choice • Can bat, bowl and field with control • Can understand the need for and apply different tactics • Is able to work collaboratively with a partner • Read situations and respond quickly when playing • Can work effectively as part of a team • Understand how their position can be used within a team • Identify strengths and weaknesses in a game • Suggest ideas that will improve performance • Is willing to practice and improve • Plan rigorous warm ups to prepare for the game ahead • Knows the main types of fitness needed for a variety of games • Spatial Awareness • Throwing • Catching • Running • Jumping • Footwork
	<p>Netball</p>	<ul style="list-style-type: none"> • Attack • Recognise how games make their bodies work differently • Say why it is important to carry out a suitable warm up • Is willing to practice and improve • Defend • Say where a game was successful • Pick areas for improvement in others and their own performances • Can work effectively with a partner • Can use and apply the basic rules consistently and fairly • Use the different positions on a court or field • Can catch and throw • Spatial Awareness Can pass and shoot with control in games

		<ul style="list-style-type: none"> • Throwing • Can identify and use tactics to help their team • Begin to read situations and decide upon a response • Catching • Running • Jumping • Is willing to work as part of a team, taking on different roles • Foot work
	Young Olympians	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Catching • Control • Balance • Comparing performance • Strength • Poise • Technique Show control, speed, strength and stamina when jumping • Show control, speed, strength and stamina when running • Show control, speed, strength and stamina when throwing • Can pace their efforts well • Can adapt their skills to different challenges • Can show good technique when performing • Know the rules to a variety of athletic performances • Organise and judge events and challenges well • Lead a warm up activity developing stamina and power • Pick out the important features of a performance • Say how a performance could be improved • Say when and why a performance is good • Willing to work on a personal target • Identify activities that help develop stamina or power • Know how athletic activities affect their lifestyles
	Fitness Frenzy	<ul style="list-style-type: none"> • Running • Jumping • Ball skills • Agility • Balance • Co-ordination • Core Strength • Strength • Stamina • Essential swimming skill
	OAA	<ul style="list-style-type: none"> • Confidently perform skills and strategies. • Find solutions to problems and challenges. • Organise themselves and others in preparation for a task. • Show an understanding of the challenge and their goals.

		<ul style="list-style-type: none">• Able to work increasingly well as part of a team.• Adapt their approaches and strategies as necessary.• Able to approach a problem in various different ways.• Say what they have done well and where they can improve.• Take the lead in planning to improve weaknesses.• Plan, deliver and improve the strategies they use.• Prepare physically for challenges.• Understand the roles and responsibilities in a group.• Say how tasks physically affect their bodies, health & well being.• Show an awareness of the group's safety.
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