

Progression in PE at Spurcroft



Strand		Early Years	KS1	KS2
PROGRESSION IN PE				
		Moving and Handling: - Show good control and coordination in large and small movements. - Move confidently in a range of ways, safely negotiating space. - Handle equipment and tools effectively, including pencils for writing. Health and Self-care: - Know the importance for good health of physical exercise, a healthy diet - Talk about the ways to keep healthy and safe. - Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - Engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations. - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns	- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. - Enjoy communicating, collaborating and competing with each other. - Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], - Apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate Improvement to achieve their personal best

DANCE	Foundation Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Explore space and how to use space safely. Explore travelling movements, shapes and balances. Choose their own actions in response to a stimulus. Copy, repeat and remember actions. Count to help them keep in time with the music. Explore dance through the world around them.	Explore travelling actions, movement skills and balances. Understand why it is important to count to music and use this in their dances. Copy and repeat actions linking them together to make short dance phrases. Work individually and with a partner.	Explore space and how their body can move to express and idea, mood or feeling. Expand their knowledge of travelling actions and use them in relation to a stimulus. Build on their understanding of dynamics and expression. Use counts of 8 consistently to keep in time with the music and a partner. Explore pathways, levels, shapes, directions, speeds and timing.	Create dances in relation to an idea including historical, cultural and scientific sources. Work individually, with a partner and in small groups. Develop their use of counting and rhythm. Use canon, unison, formation and levels in their dances.	Focus on creating characters and narrative through movement and gesture. Gain inspiration from a range of stimulus, working individually, in pairs and small groups. In dance as a whole, think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Learn different styles of dance, working individually, as a pair and in small groups. Create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop an awareness of the historical and cultural origins of different dances.	Focus on developing an idea or theme into dance choreography. Work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Choreograph, perform and provide feedback on dance. Think about how to use movement to convey ideas.
TERMINOLOGY	Travel, action, space, shape, perform, level, copy, counts.	Travel, action, space, shape, perform, level, copy, counts.	Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway.	Canon, unison, formation, phrase, motif, stimulus, dynamics, pathways, direction.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions.	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion,

PRACTICAL ASSESSMENT CRITERIA	• I can handle equipment effectively. • I can move confidently in a range of ways. • I can safely negotiate space. • I can show good control and co-ordination in small and large movements.	• I can perform basic body actions sometimes using counts. • I can use different parts of the body in isolation and together. • I can explore pathways. • I can show some sense of dynamic and expressive qualities in my dance. • I can perform dance phrases using simple movement patterns. • I can move confidently and safely. • I can vary the way I use space. • I can recognise changes in my body when I do exercise.	• I can perform body actions with control and coordination. • I can sometimes use counts to stay in time with music. • I can choose movements with different dynamic qualities to express an Idea, mood or feeling. • I can work with a partner using mirroring and unison.	• I can create dance phrases that communicate ideas. • I can create dance phrases with a partner and in a small group using canon and unison. • I can repeat, remember and perform these phrases in a dance. • I can use dynamic and expressive qualities in relation to an idea. • I can use counts to keep in time with a group and the music.	• I can respond imaginatively to a range of stimuli related to character and narrative. • I can use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • I can use formation, canon and unison to develop a dance. • I can refine, repeat and remember dance phrases and dances. • I can perform dances	• I can adapt and refine the way I use actions, dynamics and relationships in my dance. • I can perform different styles of dance clearly and fluently. • I can recognise and comment on dances, showing an understanding of style. • I can lead a partner through short warm-up routines.	• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • I can adapt and refine the way I use actions, dynamics and relationships to improve my dance. • I can choreograph a dance using props. • I can perform dances fluently and with control. • I can lead a small group
KNOWLEDGE ASSESSMENT CRITERIA	• I can handle equipment effectively. • I can talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise.	• I can explore pathways. • I can use some sense of dynamic and expressive qualities in my dance. • I can choose appropriate movements for different dance ideas. • I can vary the way I use space. • I can recognise changes in my body when I do exercise.	• I can choose movements with different dynamic qualities to express an idea, mood or feeling. • I can remember and repeat dance phrases. • I can describe how my body feels during exercise.	• I can create dance phrases that communicate ideas. • I can repeat, remember and perform these phrases in a dance. • I can use dynamic and expressive qualities in relation to an idea. • I can recognise and talk about the movements used and the expressive qualities of dance.	• I can respond imaginatively to a range of stimuli related to character and narrative. • I can refine, repeat and remember dance phrases and dances. • I can describe, interpret and evaluate dance, using appropriate language. • I can explain what happens in my body when I warm up.	• I can adapt and refine the way I use actions, dynamics and relationships in my dance. • I can recognise and comment on dances, showing an understanding of style. • I can suggest ways to improve my own and other people's work. • I can lead a partner through short warm-up routines.	• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • I can adapt and refine the way I use actions, dynamics and relationships to improve my dance. • I can choreograph a dance using props. • I can use appropriate language to evaluate and

				• I understand why it is important to warm up.			refine my own and others' work. • I can lead a small group through a short warm-up routine.
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GYM	Foundation Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Explore basic movements, creating shapes, balances, jumps and rolls. Begin to develop an awareness of space and how to use it safely. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing.	Learn use space safely and effectively. Explore and develop basic gymnastic actions on the floor and using low apparatus. Learn basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Begin to understand the use of levels and shapes when travelling and balancing.	Learn how to find and use space safely and effectively. Explore and develop basic gymnastic actions on the floor and using apparatus. Learn basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.	Focus on improving the quality of their movements. Introduced to the terms 'extension' and 'body tension.' Develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Develop performance skills considering the quality and control of their actions.	Create more complex sequences. Learn a wider range of traveling actions and include the use of pathways. Develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and with a partner to build sequences. Develop performance skills considering the quality and control of their actions.	Create longer sequences individually, with a partner and a small group. Learn a wider range of actions such as inverted movements to include cartwheels and handstands. Explore partner relationships such as canon and synchronisation and matching and mirroring. Develop performance skills considering the quality and control of their actions.	Use knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. Work in larger groups using formations to improve the aesthetics of their performances. Pupils develop performance skills considering the quality and control of their actions
TERMINOLOGY	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll.	Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight	Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll.	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump,	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand.	Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balance, cartwheel, bridge, shoulder stand, handstand, headstand, vault.

PRACTICAL ASSESSMENT CRITERIA	• I can handle equipment effectively. • I can move confidently in a range of ways. • I can safely negotiate space. • I can show good control and co-ordination in small and large movements.	• I can remember and repeat actions and shapes. • I can make my body tense, relaxed, stretched and curled. • I can show an awareness of space when travelling. • I can link simple actions together. • I can use apparatus safely.	• I can plan and repeat simple sequences of actions. • I can use shapes when performing other skills. • I can use directions and levels to make my work look interesting. • I can perform the basic gymnastic actions with some control and balance.	• I complete actions with increasing balance and control. • I can move in unison with a partner. • I can choose actions that flow well into one another. • I can adapt sequences to suit different types of apparatus	• I can safely perform balances individually and with a partner. • I can plan and perform sequences with a partner that include a change of level and shape.	• I can create and perform sequences using apparatus, individually and with a partner. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use strength and flexibility to improve the quality of a performance. • I can lead a partner through short warm-up routines.	• I understand what counter balance and counter tension is and can show examples with a partner. • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences taking using compositional devices to improve the quality. • I can lead a small group through a short warm-up routine.
KNOWLEDGE ASSESSMENT CRITERIA	• I can handle equipment effectively. • I can talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise.	• I can remember and repeat actions and shapes. • I can show an awareness of space when travelling. • I can use apparatus safely. • I can recognise changes in my body when I do exercise.	• I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting. • I can describe how my body feels during exercise.	• I use a greater number of my own ideas for movements in response to a task. • I can choose and plan sequences of contrasting actions. • I can choose actions that flow well into one another. • I can adapt sequences to suit different types of apparatus. • With help, I can recognise how performances could be improved.	• I can plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements. • I can explain what happens in my body when I warm up. • I can watch, describe and suggest possible improvements to others' performances and my own.	• I can create and perform sequences using apparatus, individually and with a partner. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can lead a partner through short warm-up routines.	• I understand what counter balance and counter tension is and can show examples with a partner. • I can create and perform sequences taking using compositional devices to improve the quality. • I can suggest changes and use feedback to improve a sequence

				• I understand why it is important to warm up.	• I can identify some muscle groups used in gymnastic activities.		
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ATHLETICS	Foundation Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. develop fine and gross motor skills, through handling equipment. Learn how to stay safe using space.	Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. Engage in performing skills and measuring performance, competing to improve on their own score and against others.	Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. Engage in performing skills and measuring performance, competing to improve on their own score and against others.	Develop basic running, jumping and throwing techniques. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Think about how to achieve their greatest possible speed, height, distance or accuracy. Learn how to work to their maximum and how to improve. Measure, time and record scores.	Develop basic running, jumping and throwing techniques. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Think about how to achieve their greatest possible speed, height, distance or accuracy. Learn how to work to their maximum and how to improve. Measure, time and record scores	Focus on developing their technical understanding of athletic activity. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Think about how to achieve their greatest possible speed, height, distance or accuracy. Learn how to work to their maximum and how to improve. Measure, time and coach.	Focus on developing their technical understanding of athletic activity. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Think about how to achieve their greatest possible speed, height, distance or accuracy. Learn how to work to their maximum and how to improve. Measure, time and coach
TERMINOLOGY	Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance

PRACTICAL ASSESSMENT CRITERIA	• I can handle equipment effectively. • I can move confidently in a range of ways. • I can safely negotiate space. • I can show good control and co-ordination in small and large movements	• I can run at different speeds • I can show balance and coordination when changing direction. • I can link running and jumping movements with some control and balance. • I can experiment with different types of jumps and landing. • I can co-ordinate my body to throw towards a target. • I am developing my technique to throw for distance.	• I show balance and coordination when running at different speeds. • I can show balance when changing direction. • I can link running and jumping movements with some control and balance. • I can experiment with different types of jumps and landing. • I show good technique when throwing towards a target. • I am developing throwing for distance. • I can describe how my body feels during exercise	I can run at fast, medium and slow speeds. • I can use different take off and landings when jumping. • I am developing jumping for distance and height. • I can take part in a relay activity, remembering when to run and what to do. • I can throw a variety of objects, changing my action for accuracy and distance. • I can record my distances, numbers and times.	• I can demonstrate the difference between sprinting and running over varying distances. • I can demonstrate different throwing techniques. • I can jump for distance and height with control and balance. • I can throw with some accuracy and power into a target area	I can choose the best pace for a running event. • I can perform a range of jumps showing some technique. • I can show control at take-off in jumping activities. • I can show accuracy and good technique when throwing for distance. • I can lead a partner through short warm-up routines.	• I can select and apply the best pace for a running event. • I can exchange a baton with success. • I can perform jumps for height and distance using good technique. • I can show accuracy and good technique when throwing for distance. • I can lead a small group through a short warm-up routine.
KNOWLEDGE ASSESSMENT CRITERIA	• I can talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise	• I can recognise changes in my body when I do exercise	• I can describe how my body feels during exercise.	• I can record my distances, numbers and times. • I understand why it is important to warm up. • I can identify when I was successful.	• I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve.	• I can choose the best pace for a running event. • I can understand how stamina and power help people to perform well in different athletic activities. • I can identify good athletic performance and explain why it is good. • I can lead a partner through short	• I can select and apply the best pace for a running event. • I can lead a small group through a short warm-up routine. • I can identify my own and others' strengths and areas for development and can suggest ways to improve.

						warm-up routines.	
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INVASION	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. Develop their understanding of attacking and defending. Play uneven and even sided games. Learn how to score points in these types of games and how to play to the rules.	Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. Develop their understanding of attacking and defending. Play uneven and even sided games. Learn how to score points in these types of games and how to play to the rules.	Learn to keep possession of the ball using attacking skills. Play uneven and even sided games. Learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements	Learn to keep possession of the ball using attacking skills. Play uneven and even sided games. Learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Introduced to simple rules. Evaluate their own and others' performances and suggest improvements	Improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, Support the ball carrier using width and drawing defence. Learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. Play uneven and even sided games. Evaluate their own and other's performances, suggesting improvements	Improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Develop consistency and control in dribbling, passing and receiving a ball. Support the ball carrier using width and drawing defence. Learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. Play uneven and even sided games. Evaluate their own and other's performances, suggesting improvements
TERMINOLOGY	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting,	Passing, catching, throwing, dribbling, attacking, defending,	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking,	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking,

			tracking, jockeying, tackling, tagging.	shooting, intercepting, tracking, jockeying, tackling, tagging.	jockeying, tackling, tagging, goal-keeping.	jockeying, tackling, tagging, goal-keeping.
PRACTICAL ASSESSMENT CRITERIA	• I am beginning to dribble a ball with my hands and feet. • I know who is on my team. • I can send and receive a ball. • I can stay with another player when defending. • I can dodge. • I can find space.	• I can sometimes dribble a ball with my hands and feet. • I know who is on my team and I can attempt to send the ball to them. • I can move with a ball towards goal. • I can dodge and find space away from the other team. • I can stay with another player to try and prevent them from getting the ball.	• I can dribble, pass, receive and shoot the ball with some control. • I am learning the rules of the game and I am beginning to use them. • I can move with a ball towards goal with increasing control.	• I can dribble, pass, receive and shoot the ball with increasing control. • I understand the rules of the game and I can use them most of the time. • I can help my team keep possession and score goals when I play in attack. • I can delay and help prevent the other team from scoring when I play in defence. • I can use simple tactics to help my team score or gain possession.	• I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand the rules of the game and I can use them often. • I understand there are different skills for different situations and I am beginning to use this. • I can move into space to help my team. • I can lead a partner through short warm-up routines.	• I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can use the rules of the game consistently. • I can create and use space to help my team. • I can select and apply different movement skills to lose a defender. • I can lead a small group through a short warm-up routine. • I can use marking, tackling and/or interception to improve my defence
KNOWLEDGE ASSESSMENT CRITERIA	• I can help my team to score. • I can recognise changes in my body when I do exercise. • I know how to score points.	• I can describe how my body feels during exercise. • I know how to score points and can remember the score	• I am learning the rules of the game and I am beginning to use them. • I understand my role as an attacker and as a defender. • I understand why it is important to warm up. • I can identify when I was successful.	• I understand the rules of the game and I can use them most of the time. • I can use simple tactics to help my team score or gain possession. • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve.	• I understand the rules of the game and I can use them often. • I understand there are different skills for different situations and I am beginning to use this. • I know what position I am playing in and how to contribute when attacking and defending. • I recognise my own and others strengths and areas for development and can suggest ways to improve.	• I can select the appropriate action for the situation. • I can use the rules of the game consistently. • I can create and use a variety of tactics to help my team. • I can select and apply different movement skills to lose a defender. • I can lead a small group through a short warm-up routine. • I can identify my own and others' strengths

					• I can lead a partner through short warm-up routines.	and areas for development and can suggest ways to improve.
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STRIKING & FIELDING	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Develop their basic understanding of striking and fielding games such as Rounder's and Cricket. Learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. Play one against one, one against two, and one against three. Learn how to score points in these types of games and how to play to the rules	Develop their basic understanding of striking and fielding games such as Rounder's and Cricket. Learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. Play one against one, one against two, and one against three. Learn how to score points in these types of games and how to play to the rules	Learn how to strike the ball into space so that they can score points. Learn how to keep the batters' scores low and how to play in different fielding roles. Think about how they use skills, strategies and tactics to outwit the opposition. Be introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements	Learn how to strike the ball into space so that they can score points. Learn how to keep the batters' scores low and how to play in different fielding roles. Think about how they use skills, strategies and tactics to outwit the opposition. Be introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements	Develop the range and quality of striking and fielding skills and their understanding of the games. Learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Think about how they use skills, strategies and tactics to outwit the opposition	Develop the range and quality of striking and fielding skills and their understanding of the games. Learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Think about how they use skills, strategies and tactics to outwit the opposition

TERMINOLOGY	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball
PRACTICAL ASSESSMENT CRITERIA	• I can roll a ball towards a target. • I can stop a medium-sized ball with some consistency. • I can sometimes catch a beanbag and a medium sized ball. • I can track a ball. • I know how to score points. • I can push a ball using my hand and an object	• I can roll a ball to hit a target. • I am developing underarm and overarm throwing skills. • I can sometimes hit a ball using a racket. • I know how to score points and can remember the score. • I can track a ball and stop it. • I can apply these skills in a variety of simple games. • I can use some simple tactics	• I can use overarm and underarm throwing, and catching skills. • I am beginning to strike a bowled ball. • I am able to bowl a ball towards a target. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the aim of the game. • I am learning the rules of the game and I am beginning to use them.	• I can use overarm and underarm throwing, and catching skills with increasing accuracy. • I can sometimes strike a bowled ball. • I am able to bowl a ball with some accuracy, and consistency. • I can choose and use simple tactics for different situations. • I understand the rules of the game and I can use them often.	• I can sometimes strike a bowled ball. • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can use the skills I prefer with increasing consistency. • I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I can use them to play fairly. • I understand there are different skills for different situations and I am beginning to use this. • I can lead a partner through short warm-up routines.	• I can strike a bowled ball with increasing consistency. • I understand and can use some tactics in the game as a batter, bowler and fielder. • I can use a wider range of skills in game situations. • I can select the appropriate action for the situation. • I can use the rules of the game consistently. • I can lead a small group through a short warm-up routine.
KNOWLEDGE ASSESSMENT CRITERIA	I know how to score points. • I can recognise changes in my body when I do exercise.	• I know how to score points and can remember the score. • I can describe how my body feels during exercise	• I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the aim of the game. • I am learning the rules of the game and I am beginning to use	• I can choose and use simple tactics for different situations. • I understand the rules of the game and I can use them often. • I can explain what happens in my body when I warm up.	• I understand the need for tactics and have begun to choose and use some tactics effectively. • I understand the rules of the game and I can use them to play fairly. • I understand there are different skills for	• I understand and can use some tactics in the game as a batter, bowler and fielder. • I can select the appropriate action for the situation. • I can use the rules of the game consistently.

			them. • I understand why it is important to warm up. • I can identify when I was successful.	• I can identify when I was successful and what I need to do to improve.	different situations and I am beginning to use this. • I recognise my own and others strengths and areas for development and can suggest ways to improve.	• I can identify my own and others' strengths and areas for development and can suggest ways to improve
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NET AND WALL	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Be introduced to the basic skills required in Net and Wall games. Learn the importance of the ready position. Develop throwing, catching and racket skills. Learn to play against an opponent and over a net.	Be introduced to the basic skills required in Net and Wall games. Learn the importance of the ready position. Develop throwing, catching and racket skills. Learn to play against an opponent and over a net.	Develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Evaluate and improve on their own and others performances.	Develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Evaluate and improve on their own and others performances.	Develop their racket skills as well as skills they need to play continuous rallies. Learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Develop their tactical awareness, learning how to outwit an opponent. Learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Develop their racket skills as well as skills they need to play continuous rallies. Learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Develop their tactical awareness, learning how to outwit an opponent. Learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.

TERMINOLOGY	Throwing, catching, racket skills, ready position, hitting, striking.	Throwing, catching, racket skills, ready position, hitting, striking.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking.	Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking.
PRACTICAL ASSESSMENT CRITERIA	• I can throw and push a ball in a variety of ways. • I can sometimes catch a beanbag and a medium sized ball. • I can track balls and other equipment sent to me. • I can throw and hit a ball in a variety of ways.	• I can show awareness of opponents when playing games. • I can roll and hit a ball. • I can apply these skills in a variety of simple games. • I can work with a partner to improve my skill.	• I can return a ball to a partner. • I can use basic racket skills. • I am learning the rules of the game and I am beginning to use them. • I can throw with some accuracy and catch with some consistency	• I can sometimes play a continuous game. • I can use a range of basic racket skills. • I can return to the ready position to defend my own court. • I understand the rules of the game and I can use them often. • I can throw with some accuracy at a target. • I can catch with increasing control. • I can use simple tactics.	• I am developing a wider range of skills and I am beginning to use these under some pressure. • I can use the skills I prefer with increasing consistency. • I understand the need for tactics and can sometimes apply them. • I can play cooperatively with a partner. • I can throw accurately at a target. • I understand there are different skills for different situations and I am beginning to use this. • I can lead a partner through short warm-up routines.	• I can use a wider range of skills in game situations. • I can play cooperatively with a partner. • I can select the appropriate action for the situation. • I can create and sometimes use a variety of tactics. • I can lead a small group through a short warm-up routine
KNOWLEDGE ASSESSMENT CRITERIA	• I can recognise changes in my body when I do exercise. • I know how to score points.	• I can describe how my body feels during exercise. • I know how to score points and can remember the score	• I understand the aim of the game. • I am learning the rules of the game and I am beginning to use them. • I understand why it is important to warm up. • I can identify when I was successful	• I understand the rules of the game and I can use them often. • I can explain what happens in my body when I warm up. • I can use simple tactics. • I can identify when I was successful and what I need to do to improve.	• I understand the need for tactics and can sometimes apply them. • I understand the rules of the game and I can use them to play fairly. • I understand there are different skills for different situations and I am beginning to use this. • I recognise my own and others strengths and	• I can select the appropriate action for the situation. • I can use the rules of the game consistently. • I can create and sometimes use a variety of tactics. • I can identify my own and others' strengths

					areas for development and can suggest ways to improve. • I can lead a partner through short warm-up routine	and areas for development and can suggest ways to improve
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OAA	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
OVERVIEW	Develop their communication and problem solving skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. Discuss and plan their ideas	Develop their communication, team building and problem-solving skills. Work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. Learn to discuss, plan and reflect on ideas and strategies	Develop problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies. Learn to orientate a map, identify key symbols and follow routes	Develop problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies. Learn to orientate a map, identify key symbols and follow routes	Develop teamwork skills through completion of a number of challenges. Work individually, in pairs and groups to solve problems. Share ideas to create strategies and plans to produce the best solution to a challenge. Lead a small group. Learn to orientate and navigate using a map.	Develop teamwork skills through completion of a number of challenges. Work individually, in pairs and groups to solve problems. Share ideas to create strategies and plans to produce the best solution to a challenge. Lead a small group. Learn to orientate and navigate using a map.
TERMINOLOGY	Listening, taking turns, planning, leading, communication	Listening, taking turns, planning, leading, communication	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation
PRACTICAL ASSESSMENT CRITERIA	• I can follow instructions. • I can listen to others. • I can work co-operatively with a partner. • I can communicate simple instructions. • I can show fair play.	• I can follow instructions. • I can work with a partner and am beginning to work in a small group. • I can share my ideas and help to solve tasks. • I can listen to others. • I can reflect on when I was successful at solving challenges	• I can follow and give instructions. • I can communicate ideas and listen to others. • I can work with a partner and a small group. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I am developing map reading skills.	• I can accurately follow and give instructions. • I can work effectively with a partner and a small group. • I can identify key symbols on a map and use a key to help navigate around a grid	• I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • I can orientate and map. • I can navigate around a course using a map	• I can work effectively with a partner and a group. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can orientate and map efficiently to navigate around a course

KNOWLEDGE ASSESSMENT CRITERIA	• I can suggest ideas to solve tasks.	• I can follow instructions. • I can work with a partner and am beginning to work in a small group. • I can share my ideas and help to solve tasks. • I can listen to others. • I can reflect on when I was successful at solving challenge	• I can follow and give instructions. • I can communicate ideas and listen to others. • I can work with a partner and a small group. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I am developing map reading skill	• I can reflect on when and why I was successful at solving challenges. • I can identify key symbols on a map and use a key to help navigate around a grid. • I can plan and apply strategies to solve problems	• I can reflect on when and how I was successful at solving challenges, and alter my methods in order to improve. • I can use critical thinking to approach a task.	• I can use critical thinking to form ideas. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can reflect on when and how I successful at solving challenges, and alter my methods in order to improve.
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