

Progression of Skills PE

Year Group	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Living and Fitness (R - Intro to PE) Aims: lead healthy, active lives.	<ul style="list-style-type: none"> Talk about ways to keep healthy and safe. Move safely and sensibly in a space with consideration of others. Stop with control. Use equipment safely and responsibly. 	<ul style="list-style-type: none"> Recognise changes in my body when I do exercise Know about how exercise can make you strong and healthy. Understand how exercise helps my brain. Understanding of how exercise helps my muscles. Begin to understand the importance of daily exercise. 	<ul style="list-style-type: none"> Describe how my body feels during exercise. Run for longer periods of time without stopping. Develop co-ordination and timing when skipping develop individual skipping. Develop stamina and agility. Explore exercises that use your own body weight. Understand 'ABC,' agility, balance and co-ordination. 	<ul style="list-style-type: none"> Understand the benefits of exercise. Understand why it is important to warm up. Develop some awareness of what your body is capable of. Develop speed, stamina, co-ordination, agility, balance and stamina by completing actions Demonstrate some perseverance when they get tired or when they find a challenge hard 	<ul style="list-style-type: none"> Explain what happens to my body when I exercise and warm up and how this helps to make me healthy. Take part in a range of fitness challenges testing and record scores. Improve speed, stamina, strength, coordination, balance and agility. Demonstrate perseverance when they get tired or when they find a challenge hard. Recognise areas for self - improvement 	<ul style="list-style-type: none"> Identify how different activities can benefit my physical health. Develop increased awareness of what your body is capable of. Develop speed and stamina using breathing techniques. Develop strength using my own body weight. Improve co-ordination through skipping. Develop control whilst balancing. Demonstrate perseverance when they get tired or when they find a challenge hard Recognise areas for improvement and suggest activities that they could do to do this. 	<ul style="list-style-type: none"> Understand that there are different areas of fitness and how this helps in different activities. Develop accurate awareness of what your body is capable of. Improve speed and stamina using breathing techniques. Improve strength using my own body weight. Improve co-ordination through skipping. Improve control whilst balancing. Demonstrate perseverance when they get tired or when they find a challenge hard. Give and respond to feedback to improve their own and others performance.
VOCAB and SKILLS	<ul style="list-style-type: none"> Healthy, safe, push, stop <p>To explore movement</p>	<ul style="list-style-type: none"> Exercise, heart, mood, lungs, body <p>To understand the importance of exercise.</p>	Pulse, heart rate, sweat, strong, pace, speed, jog, steady, sprint <p>To run for longer without stopping.</p>	<ul style="list-style-type: none"> Strength, accurately, distance, balance, warm up <p>To begin to use breath to move for longer periods of time.</p>	<ul style="list-style-type: none"> Technique, muscle, stamina, co-ordination <p>To demonstrate improved sprinting technique.</p>	<ul style="list-style-type: none"> Agility, momentum, drive, rhythm, power. <p>To use breath to increase ability to move for sustained periods of time</p>	<ul style="list-style-type: none"> Generate force, continuous, measure, flexibility, analyse, record. <p>To adapt running technique to meet the needs of the distance</p>
Dance KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement pattern. Compare their performances with previous	<ul style="list-style-type: none"> Explore space and how to use space safely. Explore travelling movements, shapes and balances. Choose actions in response to a stimulus. Copy, repeat and remember actions. Introduced to counting to help keep in time with the music. Perform to others and begin to provide simple feedback. 	<ul style="list-style-type: none"> Explore travelling actions, movement skills and balancing. 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 to create ideas in relation to the theme. 	<ul style="list-style-type: none"> Explore space and how their body can move to express and idea, mood, character or feeling. Expand their knowledge of travelling actions and use them in relation to a stimulus. Use counts of 8 consistently to keep in time. Explore pathways, levels, shapes, directions, speeds and timing. 	<ul style="list-style-type: none"> Create dances in relation to an idea including historical and scientific stimuli. Work individually, with a partner and in small groups, sharing ideas. Develop use of counting and rhythm. Use canon, unison, formation and levels in their dances. Perform to others. Provide feedback using key terminology. 	<ul style="list-style-type: none"> Focus on creating characters and narrative through movement and gesture. Gain inspiration from a range of stimuli, working individually, in pairs and small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop confidence in performing 	<ul style="list-style-type: none"> Learn different styles of dance, working individually, as a pair and in small groups. 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. Create and perform their work. 	<ul style="list-style-type: none"> Focus on developing an idea or theme into dance choreography. Work in pairs and groups using different choreographing tools to create dances (formations, timing, dynamics). Choreograph, perform and provide feedback on dance. Think about how to use movement to convey ideas,

ones and demonstrate improvement to achieve their personal best		<ul style="list-style-type: none"> Perform and provide feedback, beginning to use dance terminology to do so. 	<ul style="list-style-type: none"> Work independently and with others to perform. Provide feedback beginning to use key dance terminology. 		<ul style="list-style-type: none"> Provide feedback and utilise feedback to improve work. 	<ul style="list-style-type: none"> Provide feedback using the correct dance terminology and use this feedback to improve work. 	<p>emotions, feelings and characters.</p> <ul style="list-style-type: none"> Provide effective feedback using the correct dance terminology and use this feedback to improve work. Lead others through short warm ups.
VOCAB and SKILLS	<ul style="list-style-type: none"> Space, move, copy, travel, balance, shape, safely, forwards, backwards, sideways <p>To explore travelling, shapes and balances to music</p>	<ul style="list-style-type: none"> Movement, count, repeat, pose, level, slow fast <p>To perform a simple dance.</p>	<ul style="list-style-type: none"> Pathway, level, direction, speed, timing, mirror <p>To perform a dance using at least 3 different pathways, levels, shapes, directions, or speeds.</p>	<ul style="list-style-type: none"> Rhythm, canon, unison, formation, flow, feedback, expression <p>To perform a dance in canon or unison.</p>	<ul style="list-style-type: none"> Narrative, gesture, represent, reaction, dynamics, control <p>To perform a dance using action and reaction to represent an idea.</p>	<ul style="list-style-type: none"> Origin, formation, posture, relationship <p>To use counts to confidently perform in time with others and music.</p>	<ul style="list-style-type: none"> Choreograph, dynamics, phrase, contrast, structure, fluently, connect <p>To confidently perform a dance to a theme conveying ideas, emotions and characters.</p>
Gymnastics and Yoga KS1: master basic movements. developing balance, agility and co-ordination, and begin to apply these in a range of activities. KS2: develop flexibility, strength, technique, control and balance	<ul style="list-style-type: none"> Develop basic gymnastic skills through topics and stories. Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. Show 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. 	<ul style="list-style-type: none"> Explore basic gymnastic actions on the floor and using low apparatus. Develop technique in jumping, rolling, balancing and travelling. Use space safely and effectively. Select actions to build short sequences Develop confidence in performing. Understand the use of levels, directions and shapes when travelling and balancing. 	<ul style="list-style-type: none"> Explore and develop basic gymnastic actions on the floor and using apparatus. Develop technique and control in jumping, rolling, balancing and travelling. Plan and repeat simple sequences of actions. Use compositional device, like shapes, directions and levels when sequencing. Work safely with and around others and whilst using apparatus. Provide feedback to others and recognise elements of high quality performance. 	<ul style="list-style-type: none"> Focus on improving the quality of their gymnastic movements. Introduce the terms 'extension' and 'body tension.' Increase balance and control of rolling, jumping and balancing and use them individually and in combination. Develop sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Develop their confidence to perform, considering the quality and control of their actions 	<ul style="list-style-type: none"> Create more complex sequences independently and with a partner Learn a wider range of travelling actions and include the use of pathways. Develop more advanced actions such as inverted movements, straight, forward and barrel roll. Explore ways to include apparatus. Demonstrate body tension to improve control and quality in movements to create a safe environment to work in. Receive and provide feedback in order to make improvements on their performances. Develop performance skills demonstrating changes in level and shape. 	<ul style="list-style-type: none"> 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. Receive and provide quality feedback in order to make improvements on their performances. Use strength and flexibility to improve the quality of a performance. Develop performance skills considering the quality and control of their actions. Work safely when learning a new skill. 	<ul style="list-style-type: none"> Use their knowledge of compositional principles e.g. variations in level, direction and pathway, combine and link actions, how to relate to a partner and apparatus, when developing sequences. Build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Receive and provide effective feedback in order to make improvements on performances. Improve performance skills considering the quality and control of their actions. Lead others through short warm ups.
VOCAB and SKILLS	<ul style="list-style-type: none"> Move, still, copy, space, shape, travel, forwards, backwards, sideways. <p>To explore shapes and movement using different parts of the body.</p>	<ul style="list-style-type: none"> Action, jump, roll, level, direction, speed, point, balance, perform. <p>To perform a simple sequence to include rolling and balancing.</p>	<ul style="list-style-type: none"> Link, pathway, sequence, tuck, straddle, speed, star, pike. <p>To plan and perform a sequence of actions including jumping and compositional devices.</p>	<ul style="list-style-type: none"> Flow, explore, create, matching, interesting, control, contrasting, strength, flexibility. <p>To plan and perform a sequence of matching and contrasting actions in collaboration.</p>	<ul style="list-style-type: none"> Technique, quality, apparatus, extension, inverted, control, stable <p>To use advanced actions in sequences providing and acting upon feedback.</p>	<ul style="list-style-type: none"> Symmetrical, rotation, aesthetics, canon, asymmetrical synchronisation, progression, quality, fluidity <p>To synchronise movements in a group including inversion and canon.</p>	<ul style="list-style-type: none"> Formation, momentum, counterbalance, fluently, counter tension, stability, transition. <p>To use feedback to improve aesthetics of a performance.</p>

<p>Athletics KS1: master basic movements including running, jumping, throwing and catching. KS2: use running, jumping, throwing and catching in isolation and in combination</p>	<ul style="list-style-type: none"> Develop fundamental skills including balancing, running, changing direction, jumping, hopping and travelling. Develop gross motor skills through a range of activities. Learn how to stay safe using space Work independently and with a partner. 	<ul style="list-style-type: none"> Throw towards a target. Begin to link running and jumping movements. Begin to show balance and co-ordination when changing direction. Develop over arm throwing. Run at different speeds. Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. Perform skills and measure performance. Compete to improve on their own score and against others. Work collaboratively as well as independently. 	<ul style="list-style-type: none"> Identify good technique. Jump and land with control. Link running and jumping movements with some control and balance. Use an overarm throw to throw for distance. Show balance and co-ordination when running at different speeds and in different directions. Perform skills and measure performance accurately Compete fairly to improve on their own score and against others. Work collaboratively as well as independently. Learn how to improve by identifying areas of strength as well as areas to develop. 	<ul style="list-style-type: none"> Develop jumping for distance and height. Think about how to achieve the greatest possible speed, height, distance or accuracy Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing action for accuracy and distance. Use different take off and landings when jumping. Improve sprinting technique. Work with a partner and in a small group, sharing ideas. Measure, time and record scores. 	<ul style="list-style-type: none"> Develop running for distance, sprinting, relay, long jump, vertical jump and javelin techniques. Demonstrate the difference in sprinting and jogging techniques. Jump for distance and height with balance and control. Throw with some accuracy and power to a target area. Think about how to achieve and persevere to achieve personal best. Measure, time and record scores accurately 	<ul style="list-style-type: none"> Develop running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin techniques. Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Show accuracy and power when throwing for distance. Use athletic knowledge and persevere to achieve personal best. Lead and provide feedback to others as coach, official and timer when working in a group. 	<ul style="list-style-type: none"> Show accuracy and good technique for long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. Select and apply the best pace for a running event. Identify my own and others' strengths and areas for development and suggest ways to improve. Use athletic knowledge and persevere to achieve personal best. Understand how stamina and power help people to perform effectively in different athletic activities. Lead effectively and provide feedback to others as coach, official and timer. Compete within the rules showing fair play and honesty.
<p>VOCAB and SKILLS</p>	<ul style="list-style-type: none"> Push, stop, jump, space, forwards, backwards, balance, safely <p>To move safely independently and with a partner.</p>	<ul style="list-style-type: none"> Far, hop, aim, fast, slow, bend, improve, direction, travel <p>To run, jump and throw in different ways.</p>	<ul style="list-style-type: none"> Sprint, jog, distance, land, control, overarm, underarm, co-ordination, take off, landing. <p>To run, jump and throw with some co-ordination and control.</p>	<ul style="list-style-type: none"> Speed, power, strength, accuracy, pace, faster, further. <p>To show coordination and show some accuracy in running, jumping and throwing.</p>	<ul style="list-style-type: none"> Power, stamina, officiate, perseverance, grit, personal best <p>To develop running, jumping and throwing techniques to improve accuracy and power.</p>	<ul style="list-style-type: none"> Technique, downsweep, upsweep, flight, stride. <p>To evaluate performance, providing feedback and improve upon personal bests.</p>	<ul style="list-style-type: none"> Force, rotation, trajectory, momentum, continuous pace, transfer of weight. <p>To develop leadership skills suggesting ways to improve stamina, power and technique.</p>
<p>Invasion Games (KS2 – Tag Rugby, Hockey, Basketball, Football, Netball, KS1&R – Games, Ball skills, Fundamentals and Invasion)</p>							
<p>Competitive Games KS1: 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</p>	<ul style="list-style-type: none"> Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Develop fundamental movement skills such as running and stopping and moving safely with control. 	<ul style="list-style-type: none"> Begin to dribble a ball with hands and feet. Change direction to move away from a defender. Recognise space when playing games. Send and receive a ball with hands and feet. Move to stay with another player when defending. 	<ul style="list-style-type: none"> Dribble a ball with hands and feet with increasing control. Find space away from others when playing games. Move with a ball towards goal. Send and receive a ball with increasing consistency with hands and feet. Stay with another player to stop them from getting the ball. 	<ul style="list-style-type: none"> Find space away from others and near to goal. Move with a ball towards goal with increasing control. Pass and receive the ball with some control. Dribble, pass, receive and shoot the ball with some control. Track an opponent to slow them down. Play uneven and even sided games. 	<ul style="list-style-type: none"> Move to space to help my team keep possession and score goals. Pass and receive the ball with increasing control. Dribble, pass, receive and shoot the ball with increasing control. Defend one to one and help to prevent the other team from scoring. Play uneven and then even sided games. 	<ul style="list-style-type: none"> Develop key skills and principles such as defending, attacking, passing and receiving, running and dodging with some control under pressure. Communicate with my team and move into space to keep possession and score. Use tracking, tackling and intercepting when playing in defence. Often make the correct decision of who to pass to and when. 	<ul style="list-style-type: none"> Develop key skills and principles such as defending, attacking, passing and receiving, running and dodging with increasing control under pressure. Create and use space, using width and drawing defence, to support my team. Use marking, tackling and/or interception to improve defence. Select the appropriate action for the situation and make this decision quickly.

activities. Participate in team games, developing simple tactics for attacking and defending. KS2: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

					<ul style="list-style-type: none"> Play collaboratively. 	<ul style="list-style-type: none"> Play collaboratively.
<ul style="list-style-type: none"> Pass, team, tag, balance, safely, space, forwards and backwards. <p>To demonstrate some control with a ball when rolling, throwing and catching.</p>	<ul style="list-style-type: none"> Defender, points, dribbling, attacker, score. <p>To change direction considering space and show ball control.</p>	<ul style="list-style-type: none"> Received, chest pass, possession, goal, dodge, bounce pass. <p>To play a simple game moving towards a target.</p>	<ul style="list-style-type: none"> Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area. <p>To use increasing awareness of opponents with intent towards a goal.</p>	<ul style="list-style-type: none"> Outwit, opposition, opponent, contact, pivot, court, field, pitch <p>To work as a team towards a goal.</p>	<ul style="list-style-type: none"> Tactics, control, foul, pressure, onside, offside, support, obstruction <p>To communicate as a team to maintain possession with intent to score.</p>	<ul style="list-style-type: none"> Consecutive, formation, conceding, turnover, contest, shut down <p>To make considered decisions quickly during a game to win.</p>

Net and Wall Games
(KS2 – Dodgeball, Tennis, Volleyball (yr5/6), KS1&R – Fundamentals, Ball skills, Net and Wall)

<ul style="list-style-type: none"> Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, stopping a rolling ball. Develop fundamental movement skills such as running and stopping and moving safely with control through games. 	<ul style="list-style-type: none"> Learn the importance of the ready position. Use a ready position to move to the ball. Develop throwing, catching and racket skills Track and hit a ball over the net. Play against an opponent and over a net. 	<ul style="list-style-type: none"> Demonstrate understanding of the importance of the ready position. Develop accuracy of throwing, catching and racket skills Track and hit a ball over the net accurately. Learn to play against an opponent and over a net. Defend space on the court using the ready position. 	<ul style="list-style-type: none"> Improve on key skills of throwing, dodging and catching, ready position, racket control and hitting a ball. Throw with some accuracy. Begin to catch with some consistency. Return a ball to a partner. Develop forehand and backhand strokes using a racket. Begin to rally using a forehand stroke. 	<ul style="list-style-type: none"> Improve on key skills of throwing, dodging and catching, ready position, racket control and hitting a ball. Catch with increasing consistency. Return to the ready position to defend myself. Throw with some accuracy at a target. Develop racket control in forehand and backhand strokes. Sometimes play a continuous game. 	<ul style="list-style-type: none"> Use key skills of throwing, dodging, catching and hitting a target. Learn specific skills such as a forehand, backhand, volley and underarm serve. Learn about 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. Begin to use skills under some pressure. Understand there are different skills for different situations and begin to apply this. Opportunities to play continuous games independently. 	<ul style="list-style-type: none"> Use key skills of throwing, dodging, catching, ready position, sending a ball over a net and hitting a target with increasing control under pressure. Learn and improve specific skills such as a forehand, backhand, volley and underarm serve. Learn about 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. Select the appropriate action for the situation and make this decision quickly. Play self-managed continuous competitive games.
<ul style="list-style-type: none"> Space, team, catch, throw, safely, bounce, forward, backward <p>To control movements safely.</p>	<ul style="list-style-type: none"> Ready position, net, partner, underarm, score points <p>To throw, catch and use a racket with some control.</p>	<ul style="list-style-type: none"> Receive, trap, defend, return, collect, against <p>To use the ready position to send and receive the ball.</p>	<ul style="list-style-type: none"> Serve, accurately, track, racket, rally, opponent, backhand, forehand <p>To demonstrate strokes showing racket control with a partner.</p>	<ul style="list-style-type: none"> Receiver, outwit, court, <p>To show consistent racket and catching control towards a target.</p>	<ul style="list-style-type: none"> Tactics, volley, co-operatively, footwork, set, dig. <p>To choose appropriate techniques in different situations under some pressure.</p>	<ul style="list-style-type: none"> Forecourt, backcourt, defensive, attacking <p>To choose appropriate techniques quickly in different game situations under pressure.</p>

Striking and Fielding Games
(KS2 - Cricket and Rounders, KS1&R – Ball Skills, Target Games, Fundamentals and Striking and Fielding)

<ul style="list-style-type: none"> Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching a ball. Develop fundamental movement skills such as running and stopping and moving safely with control. 	<ul style="list-style-type: none"> Develop basic understanding of striking and fielding games. Throw and catch a medium sized ball and bean bag. Track a rolling ball. Roll a ball towards a target. Strike a ball using the hand. Play against an opponent 	<ul style="list-style-type: none"> Develop understanding of striking and fielding games. Develop underarm and overarm throwing skills. Roll a ball to hit a target. Strike a ball using a racket. Track a ball and collect it. Play one against one, one against two, and one against three. 	<ul style="list-style-type: none"> Bowl a ball towards a target. Begin to strike a bowled ball with adapted equipment after a bounce to score runs. Use overarm and underarm throwing, and catching skills. Learn different fielding roles. Try to deceive or avoid fielders so they can score runs. 	<ul style="list-style-type: none"> Bowl a ball towards a target with some accuracy, and consistency. Strike a bowled ball with adapted equipment after a bounce to score runs. Use overarm and underarm throwing, and catching skills with increasing accuracy. Learn different fielding roles and how to keep the batters' scores low. Deceive or avoid fielders so they can score runs. 	<ul style="list-style-type: none"> Develop a wider range of fielding skills and use them under pressure. Throw underarm and overarm confidently. Develop catching skills (close/deep catching and wicket keeping). Begin to strike a ball with a rounders/cricket bat. Learn how to play the different roles of bowler, backstop/wicket keeper, fielder and batter. Apply the skills learnt in a competitive game. 	<ul style="list-style-type: none"> Develop the quality and consistency of fielding skills and use with control under pressure. Throw underarm and overarm with accuracy under pressure. Improve catching skills (close/deep catching and wicket keeping) Strike a bowled ball with increasing consistency. Understand and develop and understand the roles of the bowler, backstop, fielder and batter. Effectively apply the skills learnt in a competitive game.
<ul style="list-style-type: none"> Run, pass, roll, team, space, safely, forwards, around, backwards <p>To show some awareness of the space they are in.</p>	<ul style="list-style-type: none"> Hit, points, score, target, throw, catch. <p>To throw, track, roll and strike a ball.</p>	<ul style="list-style-type: none"> Fielder, send, runs, batter, bowler, underarm, overarm, racket, track. <p>To throw, track, roll and strike a ball towards a target.</p>	<ul style="list-style-type: none"> Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding. <p>To strike a bowled ball choosing a direction.</p>	<ul style="list-style-type: none"> Stance, retrieve, opposition, stumped, two handed pick up, short barrier. <p>To strike a bowled ball, throw and catch using some consistency and accuracy.</p>	<ul style="list-style-type: none"> Overtake, pressure, tracking, backing up, outwit, tactics <p>To apply appropriate striking and fielding skills taught in a given role during a game.</p>	<ul style="list-style-type: none"> Consecutive, obstruction, consistently, drive hit, defensive hit. <p>To effectively apply taught striking and fielding skills consistently under pressure.</p>

Tactics and Rules

<ul style="list-style-type: none"> Work independently and with a partner co-operatively, taking turns. Talk about their own ideas in response to a task Understand score and play by the rules. Learn how to behave when winning and losing. Understand how to work as a team, take turns and play against an opponent. Ask for help if needed. Safely negotiate space. 	<ul style="list-style-type: none"> Work independently and with a partner. Explore their own ideas in response to tasks. Begin to understand tactics Develop understanding of attacking and defending and what to do in these roles. Learn how to score points in games and how to play to the rules. Work as a team and play against an opponent. 	<ul style="list-style-type: none"> Work independently, and co-operatively in a pair and small groups Begin to understand and use tactics in a game. Provide feedback using some key words. Develop understanding of attacking and defending and what being 'in possession' means. Learn how to score points in games and use the rules to keep a game going. Begin to self-manage their own games. 	<ul style="list-style-type: none"> Work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Understand the aim of the game and demonstrate this through performance. Understand the role as an attacker or defender. Learn the rules of the game and use simple tactics Opportunities to select and apply tactics to outwit the opposition. Provide feedback using key words Work cooperatively with a group to self-manage games. 	<ul style="list-style-type: none"> Work successfully one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Apply the rules of the game and use simple tactics to help their team score or gain possession. Use skills, strategies and tactics to outwit the opposition. Communicate with teammates to apply simple tactics. Provide feedback using key terminology and understand what I need to do to improve. Share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> Work cooperatively with others and show honesty and fair play when abiding by the rules. Develop tactical awareness, learning how to outwit an opponent. Know how to contribute when attacking and defending. Identify when to use tactics in different situations. Evaluate and suggest improvements to their own and others' performances. Use feedback provided to improve work. Understand the rules of the game and apply them honestly most of the time. 	<ul style="list-style-type: none"> Work in collaboration with others so that games run smoothly. Develop tactical awareness including how to play with a partner and against another pair. Select the appropriate action for the situation and make this decision quickly. Reflect on their own and other's performances and identify areas to improve. Use feedback provided to improve quality. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team
--	---	--	--	---	--	--

						<ul style="list-style-type: none"> Learn officiating skills and opportunities to referee games. 	<ul style="list-style-type: none"> and evaluate the effectiveness of these. Officiate and help to manage a game by confidently refereeing.
Swimming KS2 and 1: -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations				<ul style="list-style-type: none"> Introduced to specific swimming strokes on their front and on their back. Learn how to travel, float and submerge with increasing confidence. Learn and use different kicking and arm actions. Observe others and provide feedback. Introduced to some personal survival skills and how to stay safe around water. 		<ul style="list-style-type: none"> Focus on swimming more fluently and with increased confidence and control. Improve swimming strokes. Learn personal survival techniques and how to stay safe around water. Keep afloat and propel through the water. Take part in team games, collaborating and communicating with others. 	
				<ul style="list-style-type: none"> Floating, unaided, sculling, crawl, breaststroke, backstroke, huddle, buoyancy, treading water. <p>To propel, float and submerge safely in the water.</p>		<ul style="list-style-type: none"> Exhale, somersault, flutterkick, personal best, inhale, streamline, endurance, synchronised, propel, retrieve. <p>To demonstrate the four swimming strokes and choose appropriately to swim 25 metres.</p>	
Outdoor Adventurous Activities KS2:take part in outdoor and adventurous activity challenges both individually and within a team				<ul style="list-style-type: none"> 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 be inclusive of others and work collaboratively to overcome challenges. Learn to orientate a map, identify key symbols and follow routes. 		<ul style="list-style-type: none"> Develop teamwork skills through completion of a number of challenges. Work individually, collaboratively in pairs and groups to solve problems. Encouraged to be inclusive of others, 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. 	
				<ul style="list-style-type: none"> Navigate, grid, route, trust, plan, leader, inclusive, orientate, symbol <p>To work with others to solve problems.</p>		<ul style="list-style-type: none"> Tactical, collaborate, orienteering, navigation, boundaries, location, critical thinking, strategy. <p>To work strategically and collaboratively within a group to solve problems using leadership skills.</p>	