

The intent of our **Physical Education** curriculum at Lyncrest is to:

- inspire all children to develop a love of physical activity and sport
- nurture confident, resilient children who will strive for their personal best
- present opportunities for children to acquire and develop skills in a wide variety of sports, so that they will leave primary school with a wealth of knowledge in physical education
- build strong links with local clubs and partnerships within our community, allowing all children to compete in competitive sport if they so wish



Our PE curriculum at Lyncrest Primary School has been designed and developed to sequence and build upon prior knowledge and allow for a progression of skills from the Early Years through to Year 6 as well as allow children opportunities to compete in competitive sport within our cluster.

All children at Lyncrest from years 1-6 receive two 1 hour lessons of PE each week. In Reception, all children have a 1 hour PE lesson and the rest of their physical education is covered through the EYFS curriculum and continuous provision.

PE lessons are delivered by a combination of class teachers and our dedicated sports coach and leader. He works alongside staff to develop expertise, which they hugely value. As he works across all year groups, he has a clear oversight of progression.

As a school, we use the Get Set 4 PE Scheme as a foundation for our curriculum to provide detailed and progressive plans, which ensure teachers have the knowledge required to ensure children experience a spiralling curriculum and therefore increased expectations of the skills and knowledge year on year. This allows for deliberate revisiting of prior learning including relevant vocabulary and allows this to be built upon over time.

To complement our curriculum at KS2 and provide access to competitive sport, we work collaboratively with our cluster schools and invest time and money into a partnership run by our local secondary school. This involves all cluster schools running the same 2 year rolling curriculum, covering 6 sports each year. The cluster provides CPD to support those teaching the sport and then holds competitive events at the end of each term for pupils across the key stage.

Children in year four all receive weekly swimming lessons for at least 12 weeks per year.

To present the widest variety of opportunities to our pupils we commit to the Northamptonshire School Partnership, which provides access to competitions in a wide variety of sports and at all levels, from inclusive competitions to performance level. Competitions are entered to allow those who wish to, to apply the skills and knowledge they have learnt as part of the curriculum. We aim for every child to have this opportunity if they so wish and track this carefully to ensure we can monitor and report on this. This is part of the work we do to strive for and maintain our Gold School Games Mark.

Our curriculum is also enhanced through access to sports and games at lunchtimes as well as at after school clubs.

By the end of year 6 children will demonstrate physical literacy. Through our delivery of a wide range of sports, our pupils will have a comprehensive knowledge and understanding of a range of sports. They will have developed specific skills relating to many different sports and we aim for them to leave Lyncrest with a love of sport and the motivation to progress further in the future.

In order to support all children to achieve this, including those with Special Educational Needs, we will:

- Provide oral instructions for pupils
- Provide frequent progress checks so individuals know how well they are progressing toward a goal.
- Give immediate feedback to ensure that the pupils can see the relationship between what was taught and what was learned.
- Wherever possible, make activities concise and short.
- Provide concrete objects/pictorial representations to support learning.
- Provide opportunities for pupils to re-visit prior learning.
- Provide access arrangements, such as a support, rest breaks or medical support to ensure all can access the lesson
- Ensure praise given is specific and link the activity directly with the recognition, e.g. I was particularly pleased with your use of ...
- Encourage cooperative learning activities when possible and have pupils of varying abilities work together to create an atmosphere in which a true 'community of learners' is facilitated and enhanced.
- Be consistent when applying rules; and remind and rehearse them regularly.

Long Term Map

Year A

	TERM 1		TERM 2		TERM 3	
Nursery	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>
Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Ball Skills : Unit 1	Dance : Unit 1	Gymnastics : Unit 1	Games : Unit 1
Year 1	Fundamentals Ball Skills	Dance Sending and Receiving	Invasion Games Gymnastics	Fitness Net and Wall Games	Target Games Team Building	Striking and Fielding Games Athletics
Year 2	Fundamentals Ball Skills	Dance Sending and Receiving	Invasion Games Gymnastics	Fitness Net and Wall Games	Team Building Target Games	Striking and Fielding Games Athletics
Year 3	Tag Rugby Netball	Gymnastics Hockey	Basketball Dodgeball	Athletics Football	OAA Handball	Rounders Tennis
Year 4	Tag Rugby Netball	Gymnastics Hockey	Basketball Dodgeball	Athletics Football	OAA Handball	Rounders Tennis
Year 5	Tag Rugby Netball	Gymnastics Hockey	Basketball Dodgeball	Athletics Football	OAA Handball	Rounders Tennis
Year 6	Tag Rugby Netball	Gymnastics Hockey	Basketball Dodgeball	Athletics Football	OAA Handball	Rounders Tennis

Year B

	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Ball Skills : Unit 1	Dance : Unit 1	Gymnastics : Unit 1	Games : Unit 1
Year 1	Fundamentals	Dance	Invasion Games	Fitness	Target Games	Striking and Fielding Games
	Ball Skills	Sending and Receiving	Gymnastics	Net and Wall Games	Team Building	Athletics
Year 2	Fundamentals	Dance	Invasion Games	Fitness	Team Building	Striking and Fielding Games
	Ball Skills	Sending and Receiving	Gymnastics	Net and Wall Games	Target Games	Athletics
Year 3	Netball	Athletics	Hockey	Dance	Cricket	Tennis
	Dodgeball	Football	Handball	Fitness	Basketball	Ball Skills Y3/4
Year 4	Netball	Athletics	Hockey	Dance	Cricket	Tennis
	Dodgeball	Football	Handball	Fitness	Basketball	Ball Skills Y3/4
Year 5	Netball	Athletics	Hockey	Dance	Cricket	Tennis
	Dodgeball	Football	Handball	Fitness	Basketball	Volleyball Y5/6
Year 6	Netball	Athletics	Hockey	Dance	Cricket	Tennis
	Dodgeball	Football	Handball	Fitness	Basketball	Volleyball Y5/6

Athletics Progression Ladder



Skills

Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

Jumping: develop power, control and technique in the triple jump.

Throwing: develop power, control and technique when throwing discus and shot put.

Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.

Jumping: explore technique and rhythm in the triple jump.

Throwing: Develop technique and power in javelin and shot put.



Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.

Jumping: develop technique when jumping for distance.

Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Running: develop the sprinting technique and apply it to relay events.

Jumping: develop technique when jumping for distance in a range of approaches and take off positions.

Throwing: explore the technique for a pull throw.

Running: develop the sprinting action.

Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.

Throwing: develop overarm throwing for distance.



Running: explore running at different speeds.

Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.

Throwing: explore throwing for distance and accuracy.



Running: explore running and stopping safely.

Jumping: explore jumping and hopping safely.

Throwing: explore throwing to a target.

Knowledge

Year
6

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.

Jumping: understand that a run up builds speed and power and enables me to jump further.

Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.

Rules: understand and apply rules in events that pose an increased risk.

Year
5

Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.

Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.

Throwing: know how to transfer my weight in different throws to increase the distance.

Rules: understand and apply rules in a variety of events using official equipment.

Year
4

Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.

Jumping: understand that transferring weight will help me to jump further.

Throwing: understand that transferring weight will help me to throw further.

Rules: know and understand the rules to be able to manage our own events.

Year
3

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.

Jumping: know that if I jump and land quickly it will help me to jump further.

Throwing: understand that the speed of the movement helps to create power.

Rules: know the rules of the event and begin to apply them.

Year
2

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Jumping: know that swinging my arms forwards will help me to jump further.

Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

Rules: know how to follow simple rules when working with others.

Year
1

Running: understand that if I swing my arms it will help me to run faster.

Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.

Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.

Rules: know that rules help us to play fairly.

EYFS

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Jumping: know that bending my knees will help me to land safely.

Throwing: understand that bigger targets are easier to hit.

Rules: know that rules help us to stay safe.





Ball Skills Progression Ladder

Skills

Knowledge

Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.
Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.
Tracking: demonstrate a wider range of techniques when tracking a ball under pressure
Dribbling: dribble consistently using a range of techniques with increasing control under pressure.

Year
6

Sending: understand and make quick decisions about when, how and who to pass to.
Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.
Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.
Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

Sending: demonstrate clear technique when sending a ball under pressure.
Catching: demonstrate good technique under pressure.
Tracking: demonstrate a range of techniques when tracking and collecting a ball.
Dribbling: dribble with some control under pressure.

Year
5

Sending: know that controlling a ball before sending it will allow me to send it accurately.
Catching: understand when to use different types of catching.
Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully.
Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.

All Y5 & 6 Games Units

Sending: accurately use a range of techniques to send a ball to a target.
Catching: catch different sized objects with increasing consistency with one and two hands.
Tracking: consistently track a ball sent directly and indirectly.
Dribbling: dribble a ball with increasing control and co-ordination.

Year
4

Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.
Catching: know to adjust my hands to the height of the ball.
Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.
Dribbling: know that dribbling with soft hands/touches will help me to keep control.

Sending: send a ball with accuracy and increasing consistency to a target.
Catching: catch a range of objects with increasing consistency.
Tracking: track a ball not sent directly.
Dribbling: dribble a ball with hands and feet with control.

Year
3

Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.
Catching: know to move my feet to the ball.
Tracking: know that using a ready position will help me to react to the ball.
Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

Sending: roll, throw and kick a ball to hit a target.
Catching: develop catching a range of objects with two hands. Catch with and without a bounce.
Tracking: consistently track and collect a ball being sent directly.
Dribbling: explore dribbling with hands and feet with increasing control on the move.

Year
2

Sending: know that stepping with opposite foot to throwing arm will help me to balance.
Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.
Tracking: know that it is easier to move towards a ball to track it than chase it.
Dribbling: know to keep my head up when dribbling to see space/opponents.

Sending: roll and throw with some accuracy towards a target.
Catching: begin to catch with two hands. Catch after a bounce.
Tracking: track a ball being sent directly.
Dribbling: explore dribbling with hands and feet.

Year
1

Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.
Catching: know to watch the ball as it comes towards me.
Tracking: know to move my feet to get in the line with the ball.
Dribbling: know that moving with a ball is called dribbling.

Sending: explore sending an object with hands and feet.
Catching: explore catching to self and with a partner.
Tracking: explore stopping a ball with hands and feet.
Dribbling: explore dropping and catching with two hands and moving a ball with feet.

EYFS

Sending: know to look at the target when sending a ball.
Catching: know to have hands out ready to catch.
Tracking: know to watch the ball as it comes towards me and scoop it with two hands.
Dribbling: know that keeping the ball close will help with control.



Dance Progression Ladder

Skills

Knowledge

Actions: show controlled movements which express emotion and feeling.
Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
Space and relationships: use a variety of compositional principles when creating my own dances.
Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.
Dynamics: confidently use dynamics to express different dance styles.
Space: confidently use direction and patterning to express different dance styles.
Relationships: confidently use formations, canon and unison to express a dance idea.
Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Actions: respond imaginatively to a range of stimuli related to character and narrative.
Dynamics: change dynamics confidently within a performance to express changes in character.
Space: confidently use changes in level, direction and pathway.
Relationships: use action and reaction to represent an idea.
Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.

Actions: create actions in response to a stimulus individually and in groups.
Dynamics: use dynamics effectively to express an idea.
Space: use direction to transition between formations.
Relationships: develop an understanding of formations.
Performance: perform short, self-choreographed phrases showing an awareness of timing.

Actions: accurately remember, repeat and link actions to express an idea.
Dynamics: develop an understanding of dynamics.
Space: develop the use of pathways and travelling actions to include levels.
Relationships: explore working with a partner using unison, matching and mirroring.
Performance: develop the use of facial expressions in my performance.

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.
Dynamics: explore varying speeds to represent an idea.
Space: explore pathways within my performance.
Relationships: begin to explore actions and pathways with a partner.
Performance: perform on my own and with others to an audience.

Actions: explore how my body moves. Copy basic body actions and rhythms.
Dynamics: explore actions in response to music and an idea.
Space: begin to explore pathways and the space around me and in relation to others.
Performance: perform short phrases of movement in front of others.



Year
6

Year
5

Year
4

Year
3

Year
2

Year
1

EYFS

Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.
Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.
Performance: understand how a leader can ensure our dance group performs together.
Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.
Dynamics: understand that different dance styles utilise selected dynamics to express mood.
Space: understand that space relates to where my body moves both on the floor and in the air.
Relationships: understand that different dance styles utilise selected relationships to express mood.
Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.
Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.

Actions: understand that some actions are better suited to a certain character, mood or idea than others.
Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.
Space: understand that space can be used to express a certain character, mood or idea.
Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.
Performance: know that being aware of other performers in my group will help us to move in time.
Strategy: know that I can select from a range of dance techniques to translate my idea.

Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.
Dynamics: understand that all actions can be performed differently to help to show effect.
Space: understand that I can use space to help my dance to flow.
Relationships: understand that 'formation' means the same in dance as in other activities such as football rugby and gymnastics.
Performance: understand that I can use timing techniques such as canon and unison to create effect
Strategy: know that if I show sensitivity to the music, my performance will look more complete.

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.
Dynamics: understand that I can change the way I perform actions to show an idea.
Space: know that I can use different directions, pathways and levels in my dance.
Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.
Performance: know that using facial expressions helps to show the mood of my dance.
Strategy: know that if I practice my dance my performance will improve.

Actions: understand that actions can be sequenced to create a dance.
Dynamics: understand that I can create fast and slow actions to show an idea.
Space: understand that there are different directions and pathways within space.
Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.
Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.
Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.

Actions: understand that I can move my body in different ways to create interesting actions.
Dynamics: understand that I can change my action to show an idea.
Space: know that if I move into space it will help to keep me and others safe.
Performance: know that when watching others I sit quietly and clap at the end.
Strategy: know that if I use lots of space, it helps to make my dance look interesting.



Skills

Fitness Progression Ladder

Knowledge

Agility: change direction with a fluent action and transition smoothly between varying speeds.
Balance: show fluency and control when travelling, landing, stopping and changing direction.
Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Speed: adapt running technique to meet the needs of the distance.
Strength: complete body weight exercises for increased repetitions with control and fluency.
Stamina: use my breath to increase my ability to move for sustained periods of time.

Year
6

Agility: understand that agility requires speed, strength, good balance and co-ordination.
Balance: know where and when to apply force to maintain control and balance.
Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.
Speed: know that speed can be improved by training and know which speed to select for the distance.
Strength: understand that I can build up my strength by practicing in my own time.
Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.

Agility: demonstrate improved body posture and speed when changing direction.
Balance: change my body position to maintain a controlled centre of gravity.
Co-ordination: demonstrate increased speed when co-ordinating my body.
Speed: apply the best pace for a set distance or time.
Strength: demonstrate increased technique in body weight exercises.
Stamina: use a steady pace to be able to move for sustained periods of time.

Year
5

Agility: understand that to change direction I push off my outside foot and turn my hips.
Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.
Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.
Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.
Strength: know the muscles I am using by name.
Stamina: understand that keeping a steady breath will help me to move for longer periods of time.

Agility: show balance when changing direction at speed.
Balance: show control whilst completing activities which challenge balance.
Co-ordination: explore increased speed when co-ordinating my body.
Speed: demonstrate improved sprinting technique.
Strength: develop building strength in different muscle groups.
Stamina: demonstrate using my breath to maintain my work rate.



Year
4

Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.
Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.
Co-ordination: understand that if I begin in a ready position I can react quicker.
Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.
Strength: understand that strength comes from different muscles and know how I can improve my strength.
Stamina: understand that I need to pace myself when running further or for a long period of time.

Agility: show balance when changing direction.
Balance: explore more complex activities which challenge balance.
Co-ordination: co-ordinate my body with increased consistency in a variety of activities.
Speed: explore sprinting technique.
Strength: explore building strength in different muscle groups.
Stamina: explore using my breath to increase my ability to work for longer periods of time.

Year
3

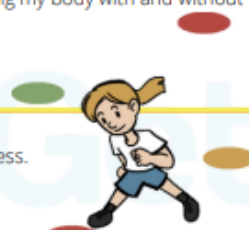
Agility: understand how agility helps us with everyday tasks.
Balance: understand how balance helps us with everyday tasks.
Co-ordination: understand how co-ordination helps us with everyday tasks.
Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.
Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.
Stamina: understand how stamina helps us in other life activities.

Agility: demonstrate improved technique when changing direction on the move.
Balance: demonstrate increased balance whilst travelling along and over equipment.
Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.
Speed: demonstrate running at different speeds.
Strength: demonstrate increased control in body weight exercises.
Stamina: show an ability to work for longer periods of time.

Year
2

Agility: know using small quick steps helps me to change direction.
Balance: understand that I can squeeze my muscles to help me to balance.
Co-ordination: understand that some skills require me to move body parts at different times such as skipping.
Speed: know that I take shorter steps to jog and bigger steps to run.
Strength: know that strength helps us with everyday tasks such as carrying our school bag.
Stamina: know that I need to run slower if running for a long period of time.

Agility: change direction whilst running.
Balance: explore balancing in more challenging activities with some success.
Co-ordination: explore co-ordination when using equipment.
Speed: explore running at different speeds.
Strength: explore exercises using my own body weight.
Stamina: explore moving for longer periods of time and identify how it makes me feel.



Year
1

Agility: understand that bending my knees will help me to change direction.
Balance: know that looking ahead will help me to balance.
Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.
Speed: understand that if I swing my arms it will help me to run faster.
Strength: understand that exercise helps me to become stronger.
Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.



Agility: explore changing direction safely.
Balance: explore balancing whilst stationary and on the move.
Co-ordination: explore moving different body parts together.
Speed: explore moving and stopping with control.
Strength: explore taking weight on different body parts.
Stamina: explore moving for extended periods of time.

Fundamentals Unit 1 & 2
Gymnastics Unit 1 & 2

EYFS

Agility: know that moving into space away from others helps to keep me safe.
Balance: know that I can hold my arms out to help me to balance.
Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.
Speed: know that I use big steps to run and small steps to stop.
Strength: understand that I can hold my weight on different parts of my body.
Stamina: understand that moving for a long time can make me feel tired.

Fundamentals Progression Ladder

Skills

Running: change direction with a fluent action. Transition smoothly between varying speeds.
Balancing: show fluency and control when travelling, landing, stopping and changing direction.
Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.
Skipping: consistently show a range of skills when skipping in a rope.



Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.
Balancing: consistently demonstrate good balance when performing other fundamental skills.
Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.
Skipping: show a range of skills when skipping in a rope.

Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.
Balancing: demonstrate good balance and control when performing other fundamental skills.
Jumping and hopping: link hopping and jumping actions with other fundamental skills.
Skipping: consistently skip in a rope.



Running: change direction. Show an increase and decrease in speed.
Balancing: demonstrate balance when performing other fundamental skills.
Jumping and hopping: link jumping and hopping actions.
Skipping: jump and turn a skipping rope.

Running: demonstrate balance when changing direction. Clearly show different speeds when running.
Balancing: demonstrate balance when performing movements.
Jumping: demonstrate jumping for distance, height and in different directions.
Hopping: demonstrate hopping for distance, height and in different directions.
Skipping: explore single and double bounce when jumping in a rope.

Running: explore changing direction and dodging. Discover how the body moves at different speeds.
Balancing: move with some control and balance. Explore stability and landing safely.
Jumping: demonstrate control in take off and landing when jumping.
Hopping: begin to explore hopping in different directions.
Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.



Running: explore running and stopping. Explore changing direction safely.
Balancing: explore balancing whilst stationary and on the move.
Jumping: begin to explore take off and landing safely.
Hopping: explore hopping on both feet.
Skipping: explore skipping as a travelling action.

Knowledge

Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination.

Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.

Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.

Skipping: understand that skipping helps to develop co-ordination, stamina and balance.



Running: understand that to change direction, I push off my outside foot and turn my hips.
Balancing: understand that balance is a skill used in many different activities and everyday life.

Jumping and hopping: understand that there are different techniques for different situations.

Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.

All Y5 and Y6 activities

Running: know that keeping my elbows bent when changing direction will help me to stay balanced.

Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.

Jumping and hopping: know that swinging my non-hopping foot helps to create momentum.

Skipping: understand that keeping my chest up helps me to stay balanced.

Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks.

Balancing: understand how balance helps us with everyday tasks.

Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.

Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.

Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Balancing: understand that squeezing my muscles helps me to balance.

Jumping: know that swinging my arms forwards will help me to jump further.

Hopping: know that if I look straight ahead it will stop me falling over when I land.

Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.

Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.

Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.

Jumping: know that landing on the balls of my feet helps me to land with control.

Hopping: know that I should hop with a soft bent knee.

Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Balancing: know that I can hold my arms out to help me to balance.

Jumping: know that bending my knees will help me to land safely.

Hopping: understand that I use one foot to hop.

Skipping: know that if I hop then step that will help me to skip.



Year 6

Year 5

Year 4

Year 3

Year 2

Year 1

EYFS



Skills

Gymnastics Progression Ladder

Knowledge

Shapes: combine and perform gymnastic shapes more fluently and effectively.
Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand
Balances: explore counter balance and counter tension.
Rolls: develop fluency and consistency in the straddle, forward and backward roll.
Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.

Year
6

Shapes: know which shapes to use for each skill.
Inverted movements: understand that spreading my weight across a base of support will help me to balance.
Balances: know where and when to apply force to maintain control and balance.
Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.
Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.
Strategy: know that if I use changes in formation it will help to make my sequence look interesting.

Shapes: perform shapes consistently and fluently linked with other gymnastic actions.
Inverted movements: explore progressions of a cartwheel.
Balances: explore symmetrical and asymmetrical balances.
Rolls: develop control in the straight, barrel, forward, straddle and backward roll.
Jumps: select a range of jumps to include in sequence work.

Year
5

Shapes: understand that shapes underpin all other skills.
Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
Balances: understand how to use contrasting balances to make my sequences look interesting.
Rolls: understand that I need to work within my own capabilities and this may be different to others.
Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.
Strategy: know that if I use different pathways it will help to make my sequence look interesting.

Shapes: develop the range of shapes I use in my sequences.
Inverted movements: develop strength in bridge and shoulder stand.
Balances: develop control and fluency in individual and partner balances.
Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.
Jumps: develop control in performing and landing rotation jumps.

Year
4

Shapes: understand how shapes can be used to improve my sequence.
Inverted movements: know that inverted movements are actions in which my hips go above my head.
Balances: know how to keep myself and others safe when performing partner balances.
Rolls: understand that I can keep the shape of my roll using body tension.
Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.
Strategy: know that if I use different directions it will help to make my sequence look interesting.

Shapes: explore matching and contrasting shapes.
Balances: explore point and patch balances and transition smoothly into and out of them.
Rolls: develop the straight, barrel, and forward roll.
Jumps: develop stepping into shape jumps with control.

Year
3

Shapes: understand how to use body tension to make my shapes look better.
Balances: understand that I can make my balances look interesting by using different levels.
Rolls: understand the safety considerations when performing more difficult rolls.
Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.
Strategy: know that if I use different levels it will help to make my sequence look interesting.

Shapes: explore using shapes in different gymnastic balances.
Balances: remember, repeat and link combinations of gymnastic balances.
Rolls: explore barrel, straight and forward roll and put into sequence work.
Jumps: explore shape jumps and take off combinations.

Year
2

Shapes: know that some shapes link well together.
Balances: understand that squeezing my muscles helps me to balance.
Rolls: understand that there are different teaching points for different rolls.
Jumps: understand that looking forward will help me to land with control.
Strategy: know that if I use shapes that link well together it will help my sequence to flow.

Shapes: explore basic shapes straight, tuck, straddle, pike.
Balances: perform balances making my body tense, stretched and curled.
Rolls: explore barrel, straight and forward roll progressions.
Jumps: explore shape jumps including jumping off low apparatus.

Year
1

Shapes: understand that I can improve my shapes by extending parts of my body.
Balances: know that balances should be held for 5 seconds.
Rolls: know that I can use different shapes to roll.
Jumps: know that landing on the balls of my feet helps me to land with control.
Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

Shapes: show contrast with my body including wide/narrow, straight/curved.
Balances: explore shapes in stillness using different parts of my body.
Rolls: explore rocking and rolling.
Jumps: explore jumping safely.

EYFS

Shapes: understand that I can make different shapes with my body.
Balances: know that I should be still when holding a balance.
Rolls: know that I can change my body shape to help me to roll.
Jumps: know that bending my knees will help me to land safely.
Strategy: know that if I hold a shape and count to five people will see it clearly.





Skills

Invasion Games Progression Ladder

(invasion, handball, netball, basketball, football, tag rugby and hockey)

Knowledge

Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.
Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
Attacking: confidently change direction to lose an opponent
Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.

Sending & receiving: develop control when s&r under pressure.
Dribbling: dribble with some control under pressure.
Space: explore moving to create space for themselves and others in their team.
Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.
Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.
Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.
Space: develop moving into space to help my team.
Attacking: change direction to lose an opponent with some success.
Defending: develop defending one on one and begin to intercept.



Sending & receiving: explore s&r abiding by the rules of the game.
Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.
Space: develop using space as a team.
Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.
Defending: develop tracking opponents to limit their scoring opportunities.

Sending & receiving: developing s&r with increased control.
Dribbling: explore dribbling with hands and feet with increasing control on the move.
Space: explore moving into space away from others.
Attacking: developing moving into space away from defenders.
Defending: explore staying close to other players to try and stop them getting the ball.



Sending & receiving: explore s&r with hands and feet to a partner.
Dribbling: explore dribbling with hands and feet.
Space: recognise good space when playing games.
Attacking: explore changing direction to move away from a partner.
Defending: explore tracking and moving to stay with a partner.

Sending & receiving: explore s&r with hands and feet using a variety of equipment.
Dribbling: explore dropping and catching with two hands and moving a ball with their feet.
Space: recognise their own space.
Attacking & defending: explore changing direction and tagging games.

Year
6

Sending & receiving: understand and make quick decisions about when, how and who to pass to.
Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.
Tactics: know how to create and apply a tactic for a specific situation or outcome.
Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Year
5

Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.
Dribbling: know that dribbling in different directions will help to lose a defender.
Space: know that by moving to space even if not receiving the ball will create space for a teammate.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.



Year
4

Sending & receiving: know that cushioning a ball will help me to control it when receiving it.
Dribbling: know that protecting the ball as I dribble will help me to maintain possession.
Space: know that moving into space will help my team keep possession and score goals.
Attacking: recognise when to pass and when to shoot.
Defending: know when to mark and when to attempt to win the ball.
Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.
Rules: know and understand the rules to be able to manage our own game.

Year
3

Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.
Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.
Space: know that by spreading out as a team we move the defenders away from each other.
Attacking and defending: know my role as an attacker and defender.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.
Rules: know the rules of the game and begin to apply them.

Year
2

Sending & receiving: know to control the ball before sending it.
Dribbling: know that keeping my head up will help me to know where defenders are.
Space: know that moving into space away from defenders helps me to pass and receive a ball.
Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.
Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.
Tactics: understand and apply simple tactics for attack and defence.
Rules: know how to score points and follow simple rules.

Year
1

Sending & receiving: know to look at my partner before sending the ball.
Dribbling: know that moving with a ball is called dribbling.
Space: understand that being in a good space helps us to pass the ball.
Attacking: know that being able to move away from a partner helps my team to pass me the ball.
Defending: know that staying with a partner makes it more difficult for them to receive the ball.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.



EYFS

Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.
Dribbling: know that keeping the ball close will help with control.
Space: know that being in a space gives me room to play.
Attacking & defending: know that there are different roles in games.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.



Skills

Net and Wall Games Progression Ladder

(net and wall, tennis, volleyball and badminton)

Knowledge

Shots: demonstrate increased success and technique in a variety of shots.
Serving: serve accurately and consistently.
Rallying: successfully apply a variety of shots to keep a continuous rally.
Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.



Year
6

Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.
Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.
Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.
Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.
Tactics: understand when to apply some tactics for attacking and/or defending.
Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

Shots: develop the range of shots used in a variety of games.
Serving: develop the range of serving techniques appropriate to the game.
Rallying: use a variety of shots to keep a continuous rally.
Footwork: demonstrate effective footwork patterns to move around the court.

Year
5

Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.
Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.
Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.
Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.

Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.
Rallying: develop rallying using both forehand and backhand with increased technique.
Footwork: begin to use appropriate footwork patterns to move around the court.

Year
4

Shots: understand when to play a forehand and a backhand and why.
Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.
Footwork: know that getting my feet in the right position will help me to balance before playing a shot.
Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.
Rules: know and understand the rules to be able to manage our own game.

Shots: explore returning a ball using shots such as the forehand and backhand.
Rallying: explore rallying using a forehand.
Footwork: consistently use and return to the ready position in between shots.



Year
3

Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.
Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.
Footwork: know that moving to the middle of my court will enable me to cover the most space.
Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.
Rules: know the rules of the game and begin to apply them.

Hitting: develop hitting a dropped ball over a net.
Feeding: accurately underarm throw over a net to a partner.
Rallying: explore underarm rallying with a partner catching after one bounce.
Footwork: consistently use the ready position to move towards a ball.

Year
2

Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.
Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.
Rallying: know that sending the ball towards my partner will help me to keep a rally going.
Footwork: know that using a ready position helps me to react quickly and return/catch a ball.
Tactics: understand that applying simple tactics makes it difficult for my opponent.
Rules: know how to score points and follow simple rules.

Hitting: explore hitting a dropped ball with a racket.
Feeding: throw a ball over a net to land into the court area.
Rallying: explore sending a ball with hands and a racket.
Footwork: use the ready position to move towards a ball.



Year
1

Hitting: know to use the centre of the racket for control.
Feeding: know to use an underarm throw to feed to a partner.
Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.
Footwork: know that using a ready position helps me to move in any direction.
Tactics: know that tactics can help us to be successful when playing games.
Rules: know that rules help us to play fairly.

Hitting: explore hitting a ball with hands and pushing with a racket.
Feeding and rallying: explore sending and tracking a ball with a partner.
Footwork: explore changing direction, running and stopping.

EYFS

Hitting: know to point my hand/object at my target when hitting a ball.
Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.
Footwork: know to use big steps to run and small steps to stop.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.



Skills

OAA Progression Ladder

Knowledge

Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.
Navigational skills: orientate a map efficiently to navigate around a course with multiple points.
Communication: inclusively communicate with others, share job roles and lead when necessary.

Year
6

Problem solving: understand that being able to solve problems is an important life skill.
Navigational skills: understand why having good navigational skills are important.
Communication: know that good communication skills are key to solving problems and working effectively as a team.
Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.
Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.

Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.
Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.
Communication: explore a variety of communication methods with increasing success.

Year
5

Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.
Navigational skills: use a key to identify objects and locations.
Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.
Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.
Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.

Problem solving: plan independently and in small groups, implementing a strategy with increased success.
Navigational skills: identify key symbols on a map and follow a route.
Communication: confidently communicate ideas and listen to others.

Year
4

Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.
Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.
Communication: understand that there are different types of communication and that I can communicate without talking.
Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.
Rules: understand the importance of working with integrity.

Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.
Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.
Communication: follow and give instructions and accept other peoples' ideas.

Year
3

Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.
Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.
Communication: know to take turns when giving ideas and not to interrupt each other.
Reflection: reflect on when and why I am successful at solving challenges.
Rules: know that using the rules honestly will help to keep myself and others safe.

Problem solving: begin to plan and apply strategies to overcome a challenge.
Navigational skills: follow and create a simple diagram/map.
Communication: work co-operatively with a partner and a small group.

Year
2

Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.
Navigational skills: understand that the map tells us what to do.
Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.
Reflection: verbalise when I am successful and areas that I could improve.
Rules: know how to follow and apply simple rules.

Team Building

Problem solving: suggest ideas in response to a task.
Navigational skills: follow a path and lead others.
Communication: communicate simple instructions and listen to others.

Year
1

Problem solving: know that working collaboratively with others will help to solve challenges.
Navigational skills: know that deciding which way to go before starting will help me.
Communication: know that using short instructions will help my partner e.g. start/stop.
Reflection: identify when I am successful and make basic observations about how to improve.
Rules: know that rules help us to play fairly.

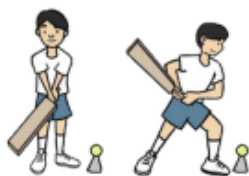
Team Building

Problem solving: explore activities where I have to make my own decisions.
Navigational skills: explore moving in space and following a path.
Communication: develop confidence in expressing myself.

EYFS

Problem solving: make simple decisions in response to a task.
Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.
Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.
Reflection: begin to identify when I am successful.
Rules: know that rules help us to stay safe.





Skills

Striking and Fielding Progression Ladder (striking and fielding, cricket and rounders)

Knowledge

Striking: strike a bowled ball with increasing accuracy and consistency.
Fielding: use a wider range of fielding skills with increasing control under pressure.
Throwing: consistently demonstrate good technique in throwing skills under pressure.
Catching: consistently demonstrate good technique in catching skills under pressure.



Year
6

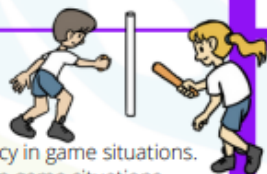
Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.
Fielding: know which fielding action to apply for the situation.
Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.
Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.
Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

Striking: explore defensive and driving hitting techniques and directional batting.
Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.
Throwing: demonstrate good technique when using a variety of throws under pressure.
Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Year
5

Striking: understand that stance is important to allow me to be balanced as I hit.
Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.
Throwing: understand where to throw the ball in relation to where a batter is.
Catching: understand when to use a close catch technique or deep catch technique.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.

Striking: develop batting technique with a range of equipment.
Fielding: develop bowling with some consistency, abiding by the rules of the game.



Year
4

Throwing: use overarm and underarm throwing with increased consistency in game situations.
Catching: begin to catch with one and two hands with some consistency in game situations.

Striking: know that using the centre of the bat will provide the most control and accuracy.
Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.
Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.
Catching: know to track the ball as it is thrown to help to improve the consistency of catching.
Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.
Rules: know and understand the rules to be able to manage our own game.

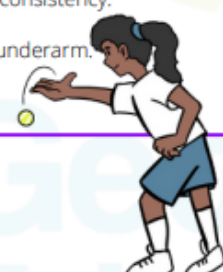
Striking: begin to strike a bowled ball after a bounce with different equipment.
Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.
Throwing: use overarm and underarm throwing in game situations.
Catching: catch with some consistency in game situations.



Year
3

Striking: know that striking to space away from fielders will help me to score.
Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.
Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.
Catching: know to move my feet to the ball.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.
Rules: know the rules of the game and begin to apply them.

Striking: develop striking a ball with their hand and equipment with some consistency.
Fielding: develop tracking a ball and decision making with the ball.
Throwing: develop co-ordination and technique when throwing over and underarm.
Catching: catch with two hands with some co-ordination and technique.



Year
2

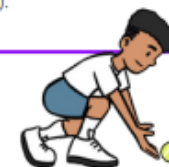
Striking: understand the role of a batter. Know that striking quickly will increase the power.
Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.
Throwing: know that stepping with opposite foot to throwing arm will help me to balance.
Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.
Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).
Rules: know how to score points and follow simple rules.

Striking: explore striking a ball with their hand and equipment.
Fielding: develop tracking and retrieving a ball.
Throwing: explore technique when throwing over and underarm.

Catching: develop co-ordination and technique when catching.

Year
1

Striking: understand that the harder I strike, the further the ball will travel.
Fielding: know that throwing the ball back is quicker than running with it.
Throwing: know which type of throw to use to throw over longer distances.
Catching: know to watch the ball as it comes towards me.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.



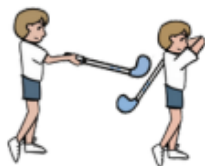
Striking: explore sending a ball to a partner.
Fielding: explore tracking and stopping a rolling ball.
Throwing and catching: explore rolling, throwing and catching using a variety of equipment.



EYFS

Striking: know to point my hand at my target when striking a ball.
Fielding: know to scoop a ball with two hands.
Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.





Skills

Target Games Progression Ladder

(target games, golf and dodgeball)

Throwing: throw with increasing control under pressure.
Catching (dodgeball): catch with increasing control under pressure.
Striking: use a variety of striking techniques with control and under pressure.



Year
6

Throwing: know who to throw at and when to throw in order to get opponents out.
Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.
Striking: know which skill to select for the situation.
Tactics: know how to create and apply a tactic for a specific situation or outcome.
Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.

Throwing: demonstrate clear technique and accuracy when throwing at a target.
Catching (dodgeball): demonstrate good technique and consistency in catching skills.
Striking: develop a wider range of striking techniques and begin to use them under pressure.

Year
5

Throwing: know to aim low to make it difficult for an opponent to catch.
Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.
Striking: know that aligning my body and equipment before striking will help me to be balanced.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of target games whilst playing and officiating.

Throwing: throw with increasing accuracy at a target.
Catching (dodgeball): catch with increasing consistency.
Striking: strike a ball with increasing consistency.



Year
4

Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.
Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.
Striking: know that using a smooth action will help to increase accuracy.
Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.
Rules: know and understand the rules to be able to manage our own game.

Throwing: explore throwing at a moving target.
Catching (dodgeball): begin to catch whilst on the move.
Striking: begin to strike a ball with accuracy and balance.

Year
3

Throwing: know to throw slightly ahead of a moving target.
Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.
Striking: know that using a bigger swing will give me more power.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.
Rules: know the rules of the game and begin to apply them.

Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.
Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.
Striking: develop striking a ball with equipment with some consistency.

Year
2

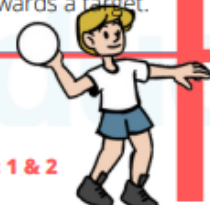
Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.
Striking: know to finish with my object/hand pointing at my target.
Tactics: understand and apply simple tactics.
Rules: know how to score points and follow simple rules.

Throwing overarm: explore technique when throwing overarm towards a target.
Throwing underarm: explore technique when throwing underarm towards a target.

Year
1

Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.

Throwing: explore throwing using a variety of equipment.
Catching: explore catching using a variety of equipment.



EYFS

Throwing: know to point my hand at my target when throwing.
Catching: know to have hands out ready to catch.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.





Get Set 4
Education

Vocabulary Pyramid

Athletics



Y6

maximum strategy rhythm
pattern phase grip
fling stance release
meet explosive discus

Y5

consistent changeover track
approach momentum drive
dominant shot put field
force javelin

Y4

stamina stride measure launch officiate
pace transfer of weight heave official record

Y3

personal best speed
technique relay power
baton accuracy event
strength

Y2

sprint landing aim
distance height far take off

Y1

walk quickly underarm further
time leap overarm control

EYFS

balance bend direction
fast hop jump
jog land rules
run safe safely
slow space stop
target throw

- Ball Skills
- Fundamentals
- Games



Get Set 4
Education

Vocabulary Pyramid

Ball Skills



Y4

decision cushion pressure react momentum

Y3

power opponent possession technique
block personal best accurate

Y2

collect release receive prepare touch

Y1

ready position soft swing track underarm control

EYFS

dribbling catch hit partner ready run target
bounce ball kick points roll score throw





Get Set 4
Education

Vocabulary Pyramid

Dance



Y6

aesthetic freeze frame mood
inspiration style rehearse
express refine stimulus

Y5

choreograph collaboratively motif quality
choreography genre posture transition

Y4

action and reaction phrase relationship rhythm
flow order performance represent structure

Y3

canon extend formation
explore feedback interact

Y2

dynamics matching perform unison
expression mirroring speed create

Y1

balance copy level pose
beat fast pathway timing

EYFS

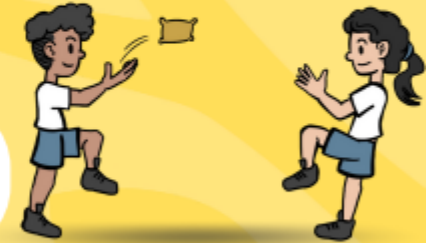
action direction high move shape space travel
counts finish position low quickly slowly start position



Get Set 4
Education

Vocabulary Pyramid

Fitness



Y6

analyse engage calves
rhythm abdonimals quadriceps

Y5

drive consistent persevere stable
measure motivate power

Y4

record react static
accelerate decelerate dynamic

Y3

agility control stamina technique
co-ordination progress strength

Y2

sprint speed steady time tired

Y1

active calm heart muscles strong
brain exercise memory bones
breathing healthy mood quick

EYFS

balance fast jump safely still stop
bend hold land slow squeeze space
copy hop run squeeze travel

- Gymnastics
- Fundamentals



Get Set 4
Education

Vocabulary Pyramid

Fundamentals



Y4

momentum

accelerate

react

stability

decelerate

Y3

co-ordination

rhythm

agility

control

technique

Y2

sprint

weight

take off

hurdle

speed

Y1

dodge

jog

skip

swing

ready
position

EYFS

balance
bend
crawl

direction
hop
fast

jump
land
rules

run
safely
slide

slow
space
stop

travel





Get Set 4
Education

Vocabulary Pyramid

Gymnastics



Y6

aesthetics contrasting counter tension
competent progression counter balance
engage flight formation structure
execution handstand refine vault

Y5

decide extension identify stable
canon mirroring performance symmetrical
cartwheel observe quality synchronisation
asymmetrical transition

Y4

bridge inverted perform shoulder stand
fludily momentum rotation stability wrist grip

Y3

body tension extend landing position point
contrast flow match patch take off

Y2

link pathway pike sequence straddle tuck

Y1

action control direction level speed

EYFS

around copy land roll star
balance hold over shape still
bend jump rock squeeze straight travel





Get Set 4
Education

Vocabulary Pyramid

Invasion Games



Y6

consecutive dictate appropriate
ball side turnover transition abide
consistently contest draw assess

Y5

angle close down drive situation
ball carrier create sportsmanship stance
barrier dominant maintain support rebound

Y4

decision pressure protect cushion supporting
limit delay obstruct opposing accelerate
deny gain option momentum

Y3

accurate invasion opposition receiver tournament
communicate offside pitch referee control
intercept tackle court teamwork umpire
onside technique

Y2

goalkeeper opponent defend attack
possession send shoot
teammate tactic receive

Sending and Receiving

Y1

attacker goal mark
defender track dodge

Sending and Receiving

EYFS

pass space catch direction dribble partner rules
team kick run path score jump aim
safely throw stop bounce points land lose win

- Ball Skills
- Fundamentals
- Games



Get Set 4
Education

Vocabulary Pyramid

Net and Wall Games



Y6

prepare stance direct doubles thrust
placement limit service abide
recover opposing appropriate footwork

Y5

pressure situation option technique sportsmanship
dominant adjust readjust cushion consecutive non-dominant
grip serve baseline release create communicate groundstroke

Y4

alternate extend continuous deny swing
contact receiver co-operative reflect compete

Y3

backhand control court forehand tactic react
competition cooperation face opponent rally opposition

Y2

defend trap return
against quickly recieve

Sending and Receiving

Y1

net ready position track racket underarm

Sending and Receiving

EYFS

safely catch points aim lose hit
space stop direction rules win
throw run score partner target

- Ball Skills
- Fundamentals
- Games





Get Set 4
Education

Vocabulary Pyramid

OAA



Y6

adhere evaluate
contribute inclusive
approach determine location

Y5

cardinal points critical thinking strategy
compromise landmark verbal
concise negotiate visual

Y4

effectively leader role navigate
key reflect orientate

Y3

collaborate discuss interrupt route tactics teamwork
compass honest course symbol trust

Y2

successful support communicate
map solve include

Team Building

Y1

co-operate instructions listen challenge
share lead plan talk

Team Building

EYFS

backwards forwards path safely sideways stop
direction partner rules score space team

• Introduction to PE
• Games



Get Set 4
Education

Vocabulary Pyramid

Striking and Fielding Games



Y6

abide
assess
consistently

consecutive
appropriate
collaborate

Y5

close catch
deep catch

long barrier
situation

stance
backing up

Y4

decision
momentum

pressure
retrieve

limit
compete

cushion

Y3

accuracy
caught out

grip
no ball

run out
short barrier

strike
technique

tournament
umpire

wicket

Y2

backstop
collect

runs
teammate

stump
tactics

Sending and Receiving

Y1

batter
batting
bowl

bowler
fielder
fielding

hit
overarm
out

ready position
track
underarm

Sending and Receiving

EYFS

pass
team
safely

space
throw
stop

catch
run
direction

score
points
partner

jump
land
rules

aim
lose
win

- Ball Skills
- Fundamentals
- Games





Get Set 4
Education

Vocabulary Pyramid

Target Games



Y6

abide assess trajectory
anticipate collaborate appropriate

Y5

align fake par stance
angle force officiate situation

Y4

decision avoid relaxed
cushion adjust support

Y3

agility chip drive grip hit out power tactic
caught out communicate opposition putt technique tournament

Y2

accurate release teammate
opponent strike ahead

Sending and Receiving

Y1

distance underarm balance
overarm swing further

Sending and Receiving

EYFS

aim catch hit lose ready safely stop throw
ball caught jog partner rules score target win
bounce dribble jump points run space team

- Ball Skills
- Fundamentals
- Games