



Physical Education Progression Map

Respect

Compassion

Perseverance

Creation

Service

Athletics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Running						
Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog and sprint in a straight line. Change direction when jogging and sprinting. Maintain control as they change direction	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action. Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Develop a fluent changeover. Speed up and slow down smoothly.	Identify their reaction times when performing a sprint start. Accelerate from a variety of different starting positions. Confidently and independently select the most appropriate pace for different distances and different parts of a run.	Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors Work as a team to competitively perform a relay.

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	when jogging and sprinting.	Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.				
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Jumping

Jump in a range of ways, landing safely.	Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely with control.	Learn how to combine a hop, step and jump to perform the triple jump. Land safely with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Land safely and with control. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts.
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Throwing

Roll equipment in different ways. Throw Underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy	Throw with greater control and accuracy. Show increasing control in their overarm throw.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw	Perform a fling throw. Throw a variety of implements using a range of throwing techniques.	Develop the technique for the push, pull and fling throw and support others in improving their performance.
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	Improve the distance they can throw by using more power.	at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw. Continue to develop techniques to throw for increased distance.	for increased distance.	Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Accurately measure and record the distance of their throws.
Compete/Perform						
Control their body, when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.
Vocabulary						
Walk Jog Throw Target Jump	Throw High Low Skip Aim	Throw High Low Skip Aim	Sling Pull Distance Sprint Steady pace	Sling Pull Distance Sprint Steady pace	Sprint Team Distance Measure Height	Sprint Team Distance Measure Height

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Run Hop Skip Fast Pass In pairs	Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve	Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve	Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay	Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay	Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Trajectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles	Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Trajectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles
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Games – Invasion, Net, Strike and Field

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and hitting a ball						
Hit a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and catching a ball						

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Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game
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Travelling with a ball

Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively
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Passing a ball

Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and
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						receiving the ball on the move.
Possession						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space						
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Attacking and Defending						
Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and Rules						
Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to	Understand the importance of rules in games. Use at least one	Apply and follow rules fairly. Understand and begin to apply the	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt	Follow and create complicated rules to play a game successfully.

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	get past a defender. Use simple defensive skills such as marking a player or defending a space.	technique to attack or defend to play a game successfully.	basic principles of invasion games. Know how to play a striking and fielding game fairly.		rules to create their own game.	Communicate plans to others during a game. Lead others during a game.
Compete/Perform						
Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
Vocabulary						
Tracking a ball Rolling Striking Throwing Bouncing Catching Space Team	Avoiding Tracking a ball Rolling Striking Underarm throw Overarm throw Bouncing Catching	Avoiding Tracking a ball Rolling Striking Underarm throw Overarm throw Bouncing Catching	Keep possession Keep the ball Scoring goals Keeping score Making space Pass Send Receive	Keep possession Keep the ball Scoring goals Keeping score Making space Pass Send Receive	Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support	Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support

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Speed Passing Controlling Shooting Scoring	Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Dribble Travel with a ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Backstop Court Target Net Defending Hitting Stance Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Dribble Travel with a ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Backstop Court Target Net Defending Hitting Stance Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally
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Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Acquiring and Developing Skills in Gymnastics (General)						
Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault

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control. Move around, under, over, and through different objects and equipment.	Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care	increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
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Rolls

Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Teddy bear roll	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
		Rocking for forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
		Crouched forward roll			Backward roll to straddle	Tucked backward roll
						Backward roll to straddle

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						Backward roll to standing pike Pike backward roll
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Jumps

Straight Jump Tuck Jump Jumping Jack Half turn	Straight jump Tuck jump Jumping jack Half turn Cat spring	Straight jump Tuck jump Jumping jack Half turn Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn Cat leap Cat leap half turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap half turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap Cal leap half turn Cat leap full turn Split leap Stag leap
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Vault

	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
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Handstands, cartwheels and round-offs

Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner t-lever scissor kick	Handstand Lunge into handstand cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
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Travelling and Linking actions

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Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot
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Shapes & Balances

Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support
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Compete/Perform

Control my body when performing a sequence of movements. Participate in simple games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with
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						precision. Begin to record their peers' performances, and evaluate these.
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Evaluate

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Vocabulary

Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce	Stretch Push Pull Hop Skip Step Spring Crawl Still Slowly Tall Long Wide Narrow Up Down Forwards Backwards Sideways High Low Elbows Bottom	Stretch Push Pull Hop Skip Step Spring Crawl Still Slowly Tall Long Wide Narrow Up Down Forwards Backwards Sideways High Low Elbows Bottom	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under 180 degrees Leaving	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under 180 degrees Leaving	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore
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Travel Copy	Back Around Through Extension Roll Copy Pathway Along Jump Land Balance Tension Curved Straight Zig-zag Shape Over Hang Grip In front Speed Slow Fast Narrow Off Point Twisted Curled Level Medium Under Behind Smooth Sequence Height	Back Around Through Extension Roll Copy Pathway Along Jump Land Balance Tension Curved Straight Zig-zag Shape Over Hang Grip In front Speed Slow Fast Narrow Off Point Twisted Curled Level Medium Under Behind Smooth Sequence Height	Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	Rotation Spin Turn Shape Landing Take-off Flight Co-operate Audience Elements Twist Obstacles Aesthetically Criteria Extension Judgement Tension Inverted Judge Canon Counter-tension Counter-balance Imaginative Parallel Creativity Timing	Rotation Spin Turn Shape Landing Take-off Flight Co-operate Audience Elements Twist Obstacles Aesthetically Criteria Extension Judgement Tension Inverted Judge Canon Counter-tension Counter-balance Imaginative Parallel Creativity Timing
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Dance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Dance Skills						
Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with

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	<p>create a simple dance.</p>	<p>transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Perform with some awareness of rhythm and expression.</p>	<p>precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate</p>
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						<p>consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete/Perform						
Control my body when performing a sequence of movements.	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluate						
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques,</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

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		their work and that of others.		skills or techniques to achieve a better result.	and the effect they have had on their performance.	
Vocabulary						
Travel Stillness Space Body parts Speed Rhythm	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration

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Outdoor Adventure

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
			<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>
Trails						
			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an</p>

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					Begin to use navigation equipment to orientate around a trail.	<p>orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
Problem-solving						
			<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
Preparation and Organisation						
			Begin to choose equipment that is appropriate for an	Try a range of equipment for creating and	Choose the best equipment for an outdoor activity.	Choose the best equipment for

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			activity.	<p>completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow</p>	<p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p>an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
Communication						
			Communicate with others.	Communicate clearly with others. Work as part of a team	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills</p>
Compete/Perform						
			<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to</p>	<p>Complete an orienteering course on multiple occasions, in a</p>

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			<p>evaluation of personal performances and activities.</p>	<p>completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
Evaluate						
			<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

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Swimming

Swimming is taught in Year 3 & 4. Top up swimming lessons take place in Year 5 and 6 if required until children can swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

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