Teaching		ting the PE learning that is ah					
	say.		oout to take place within the	chronology of pupils PE learning a	nd skill development to date. Sta	rting with what the children know, unc	lerstand, are able to do and able to
equence in	Step 2 - Review most recent le	earning in PE.					
-	Step 3 - Specify key vocabular	-					
-	Step 4 – Specify key skills to b	·					
	Step 5 - Provide opportunities		ractively				
	Step 6 - Provide opportunities	for children to critically revie	ew their own work and that o	of others.			
1	Step 7 - Individual reflection c	on the learning and skill devel	opment that correct skills. ha	as taken place			
			Pro	ogression in Physical Ed	lucation		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Step1: I can travel in	Step 1: I can develop a	Step1: I can run at fast,	Step1: I can run at different	Step1: I can develop the	Step1: I can recap all prior
		different ways.	push throw with two	medium and slow speeds.	speeds, smoothly and with	rhythmical step-over.	knowledge and incorporate to
		,	hands.		consistency.		run for speed.
		Step 2: I can change		Step 2: I can throw a range		Step 2: I can develop the pull	
		speed to pick up and	Step 2: I can develop	of objects.	Step 2: I can develop	throw.	Step 2: I can recap all prior
		put down objects.	short distance running.		different throwing		knowledge and culminate to
				Step 3: I can run at fast,	techniques.	Step 3: I can develop the correct	run for distance within a
		Step 3: I can develop	Step 3: I can develop	medium and slow speeds		sprinting technique, including	competitive environment.
		underarm throwing	underarm throwing.	and be able to change speed	Step 3: I can demonstrate	the correct stance when setting	
		towards a target.		and direction.	different combinations of	off.	Step 3: I can recap all prior
			Step 4: I can develop		jumps, showing control,		knowledge and incorporate to
		Step 4: I can practise	paced running.	Step 4: I can develop	coordination and	Step 4: I can develop jumping	throw for distance.
		taking off and landing,		different jumping	consistency.	combinations.	
		when jumping.	Step 5: I can jump with	techniques.			Step 4: I can recap all prior
			different take offs and		Step 4: I can develop sprint	Step 5: I can use the correct	knowledge on jumping and us
Athlatics		Step 5: I can develop a	landings.	Step 5: I can take part in a	speed and relay techniques.	technique, within a team, in a	in a competition.
Athletics		push throw.		relay race.		relay race.	
			Step 6: I can develop a		Step 5: I can throw an		Step 5: I can bring together all
		Step 6: I can travel	bounce push throw.	Step 6: I can throw for	object into a target area,	Step 6: I can select duration,	my skills and identify where
		from one foot to my		distance.	accurately.	distance and speed for different	my strengths lie to take part in
		other foot.				races.	an athletics competition.
					Step 6: I can run over an		
					obstacle.		
		Acceleration	Acceleration	Agility	Tactics	Relay	Relay
		Aiming	Aiming	Accuracy	Speed	Pace	Pace
		Distance	Distance	Hand-eye coordination	Acceleration	Power Stride Pattern	Power Stride Pattern
		Jumping Landing	Jumping Landing	Power Tactics	Distance Change over	Evaluation	Evaluation
		Throwing	Throwing	Speed	Relay	Personal Best	Personal Best
			Agility	Acceleration	Pace	Lap	Lap False Start
			Accuracy Hand-eye coordination	Distance Change over	Power Stride Pattern		Faise Start Events
			Power				

				Progression in Phys	sical Education			
	Birth-3 if needed	FS2	Y1	Y2	¥3	Y4	¥5	Y6
Badminton					 Step1: I can travel in a t position using a racket and shuttle. Step 2: I can use the forehand grip Step 3: I can use the backhand grip Step 4: I can backhand serve. Step 5: I can complete a rally, over the net with a partner. Step 6: I can aim when completing a serve. 	 Step1: I can hold a racket with control. Step 2: I can strike a shuttlecock over the net, with a racket. Step 3: I can send the shuttlecock towards a target area that my partner is defending. Step 4: I can apply aiming and attacking strategies to a game situation. Step 5: I can understand the basic rules of play within a badminton game. 	 Step1: I know how to win a badminton game. Step 2: I can perform a forehand shot. Step 3: I can perform a backhand shot. Step 4: I can apply the forehand and backhand in a game situation to win a point. Step 5: I can understand how and where to serve. Step 6: I can apply my knowledge into a level one competition. 	Step1: I can explore different forehand and backhand shots that can be used within a game. Step 2: I can make informed decisions of when, where and why forehand and backhand shots are used within a game. Step 3: I can use a variety a strategies to outwit an opponent to score a point. Step 4: I can explore and look at how the game changes when playing in doubles Step 5: I can refine tactics about which shot to play within a game against an opponent. Step 6: I can apply all skills, rules and tactics within a tournament.
					Shuttle, Hand grip, Racket, 'T Position', Backhand grip, Serve.	Shuttle, Hand grip, Racket, 'T Position', Backhand grip, Serve. Points, Striking Feeding Forehand Overhead	Points, Striking Feeding Forehand Overhead Outwit Space Return Recover	Outwit Space Return Recover Lob Drop Clear

				Progression in Physical Education			
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Basketball				 Step1: I can practise dribbling. Step 2: I can develop passing and receiving in order to keep possession of the ball. Step 3: I can develop an understanding of passing and dribbling, to create space whilst keeping possession. Step 4: I can develop passing, moving and dribbling and explore the transition between attack and defence. Step 5: I can practise shooting. Step 6: I can apply my learning into a level 1 tournament. 	 Replaced with swimming 22-23 Step 1: I can refine dribbling. Step 2: I can refine passing and receiving. Step 3: I can develop passing and dribbling to create space. Step 4: I can combine passing and dribbling to create shooting opportunities. Step 5: I can understand what marking means. Step 6: I can take part in a level 1 competition. 	 Step 1: I can practise dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity. Step 2: I can develop my understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities. Step 3: I can develop shooting techniques, applying this into game situations. Step 4: I can refine attacking skills and apply these to a game situation. Step 5: I can practise defending techniques. Step 6: I can apply my skills to a level one competition. 	 Step1: I can use passing, dribbling and moving skills to keep possession and score. Step 2: I can use passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot. Step 3: I can switch to a defending position when I lose possession of the ball. Step 4: I can apply attacking tactics into game situations. Step 5: I can apply defensive tactics into game situations. Step 6: I can apply my learning in a level one tournament.
				Attacker Defender Dribbling Possession Triple threat Chest pass	Attacker Defender Dribbling Possession Triple threat Chest pass Possession Marking Space Bounce pass Pivot	Possession Marking Space Bounce pass Pivot Transition Rebound Travelling Double dribble	Transition Rebound Travelling Double dribble Counter attack High press Backcourt violation Man-to-man marking

				Progression in Pl	hysical Education		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
				Step 1: I can understand the	Step1: I can develop an	Step 1: I can develop batting tactics.	Step1: I can recap and consolidate
				concept on batting and	understanding of batting and		my understanding of batting.
				fielding.	fielding.	Step 2: I can understand and develop	
						bowling tactics.	Step 2: I can effectively apply a
				Step 2: I can develop an	Step 2: I can bowl underarm.		range of fielding tactics to a mini
				overarm throw.		Step 3: I can refine fielding, stopping,	game.
					Step 3: I can stop and return the	catching and throwing.	0
				Step 3: I can develop an	ball.		Step 3: I can effectively apply a
				underarm throw.		Step 4: I can combine fielding skills	range of bowling techniques to a
					Step 4: I can retrieve and return	and creating and applying tactics to a	mini game.
				Step 4: I can develop catching.	the ball.	game situation.	
							Step 4: I can bring together my
Cricket				Step 5: I can strike a ball with	Step 5: I can strike the ball at	Step 5: I can refine batting and apply	skills of batting, bowling and
				intent.	different angles and speeds.	these to a game situation.	fielding to create attacking tactics
				intent.			to win a mini game.
				Step 6: I can compete in a level	Step 6: I can take part in a level 1	Step 6: I can apply my knowledge into	to will a milli game.
				1 tournament.	competition.	a level one competition.	Step 5: I can bring together my
				i tournament.			skills of batting, bowling and
							fielding to create defensive tactics
							to not lose a mini game.
							to not lose a mini game.
							Stop 6: Loop confidently organica
							Step 6: I can confidently organise
							and play a mini game combining all
							skills and tactics.
				Throwing	Throwing	Retrieving	Run out
				Catching	Catching	Bowling	Wicket-keeper
				Outwit Strike	Outwit Strike	The long barrier	Bo ball Wide
				Batting	Batting	Run out Wicket-keeper	Bye
				Fielder	Fielder	Bo ball	Umpire
				out	Out	Wide	Boundary
					Retrieving Bowling	Вуе	Four runs Six runs
					The long barrier		Over

Progression in Physical Education

		Progressi	on in Physical Education			
FS2	Y1	Y2	Y3	¥4	Y5	Y6
 Step1: I can move, using different parts of the body. Step 2: I can create my own movement ideas, linking to words. Step 3: I can create a simple sequence, using movements that represent words. Step 4: I can explore travelling movements, responding to words or music. Step 5: I can respond to words or music, using my body. Step 6: I can explore character movements with a partner. 	Step1: I can respond to rhythm and patterns through movement.Step 2: I can control and co-ordinate my body to perform movements, continuing through the 'growing' theme.Step 3: I can perform a motif.Step 4: I can control and co-ordinate my body to perform a motif.Step 5: I can use improvisation to explore various dynamics and movement qualities.Step 6: I can explore the relationship between two living things, creating movement patterns.	 Step1: I can respond in relation to an explorer. Step 2: I can develop a motif with expression and control. Step 3: I can choreograph a motif with a partner. Step 4: I can extend a sequence with a partner. Step 5: I can create a motif to represent a wild animal. Step 6: I can perform a sequence, showing control and coordination. 	 Step1: I can respond to music. Step 2: I can develop character into a motif. Step 3: I can extend a sequence with a partner. Step 4: I can develop a sequence, showing different characters and their relationships. Step 5: I can develop choreographing skills. Step 6: I can perform my sequence. 	 Step1: I can explore movement through improvisation, introducing unison and matching. Step 2: I can apply canon when performing. Step 3: I can add drama and emotion to my dance. Step 4: I can add complex interacting movements and actions and incorporate apparatus. Step 5: I can combine my choreography with a partner's. Step 6: I can dance, representing a cat, in a group performance. 	Step 1: I can copy and create movements, showing musicality and control when dancing in counts of 8.Step 2: I can work with a partner to copy and repeat actions when keeping in time with the music.Step 3: I can choose an appropriate style of dance to represent slavery, when working as a group, including transitions between movements.Step 4: I can understand how changing the dynamics of an action changes the appearance of the performance.Step 5: I can understand and use relationships and space to change how a performance looks.Step 6: I can perform showing emotion, control and musicality when executing dance sequence.	 Step1: I can perform with technical control and rhythm in a group. Step 2: I can create rhythmic patterns, using my body. Step 3: I can experience dances from different cultures. Step 4: I can consolidate choreography. Step 5: I can finalise choreography, including still imagery. Step 6: I can perform our final routine.
Beat Champion dancers Control Expression Marching Moving Rhythm Tempo Timing	Beat Champion dancers Control Expression Moving Rhythm Tempo Timing Coordination Flow Linking Motif	Beat Champion dancers Control Expression Moving Rhythm Tempo Timing Coordination Flow Linking Choreography Unison Stimulus Sequence Emotion	Choreography Unison Stimulus Sequence Emotion Excellent dancers Expression Interconnecting Character	Excellent dancers Expression Interconnecting Character Choreography Flow	Excellent dancers Expression Interconnecting Character Choreography Flow Rhythm Timing Stage presence Unison	Excellent dancers Expression Interconnecting Character Choreography Flow Rhythm Timing Stage presence Unison Compositional Improvisation

Dance

			Progression	in Physical Education			
	FS2	Y1	Y2	Y3	Y4	Y5	
Football				 Step1: I can dribble the ball to keep possession against an opponent. Step 2: I can change direction when dribbling. Step 3: I can understand how to win the ball back, when defending. Step 4: I can combine dribbling and passing to create space. Step 5: I can develop moving, dribbling and passing. Step 6: I can play in a level 1 tournament. 	Step1: I can dribble the ball to keep possession to beat an opponent. Step 2: I can explore turning in a football game. Step 3: I can apply passing and moving skills to keep possession. Step 4: I can develop passing and dribbling to create space. Step 5: I can accurately shoot to score a point. Step 6: I can participate in a level 1 tournament.	 Step1: I can recap dribbling and passing skills, combining these skills together to maintain possession. Step 2: I can learn how to defend when I am not in possession. Step 3: I can develop defending skills; tackling, pressuring and marking. Step 4: I can develop shooting, applying this into game situations. Step 5: I can refine my attacking skills. Step 6: I can apply my knowledge into a level one competition. 	Stee col dri ski po Stee af ap to Stee att de Stee att sitee Stee att
				Technique, dribbling, control, shoot, score, goal, pass, attack, defend. Free kick Penalty	Free kick Penalty Space Possession Transition Turning Drag back Goalkeeper	Transition Turning Drag back Goalkeeper Marking Pressure Tackle Shadowing Tracking back	tou Ma Pre Tao Sha Tra Tao Con Ref Thu Ma

Y6

Step1: I can consolidate passing, dribbling and moving skills to keep possession and score.

Step 2: I can understand the rules of a football game and apply this knowledge to a game.

Step 3: I can switch to defender when I lose possession of the ball.

Step 4: I can practise attacking and defensive tactics.

Step 5: I can apply formations when defending and attacking in game situations.

Step 6: I can apply my earning in a level one cournament. Marking Pressure

ackle

hadowing

racking back

actics

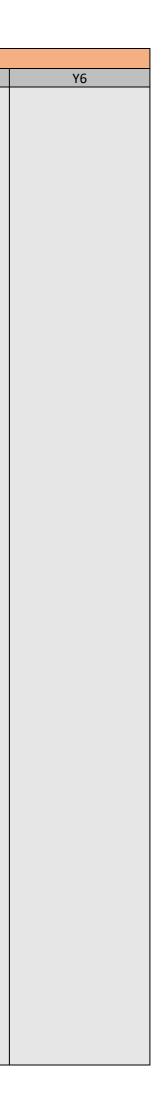
Counter attack

Referee

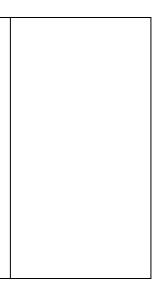
hrough ball

Man-to-man marking

			Progression in Physical Educ	ation		
		Y1	Y2	Y3	Y4	Y5
	Jumping:	Jumping:	Jumping			
		Step 1: I can begin to				
	Step1: I can explore	understand the different	Step 1: I can apply an effective			
	different ways of	reasons when, where and	jumping technique.			
	jumping.	why we jump in different				
		ways.	Step 2: I can say how, where and			
	Step 2: I can develop		why we jump in a game.			
	jumping techniques.	Step 2: I can begin to	Stop 2: Loop show how to jump in			
Fundamental	Step 3: I can apply	develop my understanding of how to	Step 3: I can show how to jump in combination, and when linking			
skills	jumping techniques in a	jump efficiently.	jumps.			
	game.	jump emelenciy.	Jumps.			
	Sume	Step 3: I can apply my	Step 4: I can explore jumping using			
	Step 4: I can jump across	jumping skills during a	different combinations, jumping for			
	a distance.	circuit.	distance and speeds.			
	Step 5: I can jump up	Step 4: I can explore	Step 5: I can develop jumping using			
	high.	skipping.	different combinations, jumping for			
			distance.			
	Step 6: I can explore	Step 5: I can apply my				
	hopping.	jumping skills in a game	Step 6: I can use my knowledge of			
		situation.	jumping and apply to competitions.			
		Step 6: I can apply my				
		jumping skills in a	Dodging:			
		competition.	Step 1: I can explore dodging.			
		Running:	Step 2: I can develop dodging			
		Step1: I can explore	techniques in a game.			
		running.				
			Step 3: I can learn the roles of			
		Step 2: I can use running	attacking and defending.			
		techniques into a game.				
		Stop 2: I cap ovplore	Step 4: I can work with a team to dodge in a game.			
		Step 3: I can explore running at different	douge in a game.			
		speeds.	Step 5: I can know why, where and			
			how to dodge in a game.			
		Step 4: I can show the	6 6			
		correct technique of	Step 6: I can use my knowledge of			
		running as fast as we can	dodging and apply this within a			
		in a racing context.	competition.			
		Step 5: I can run for				
		longer and as part of a				
		team.				
		Step 6: I can apply running				
		into a competitive game.				
	1		1			



Height	Height	Hand-eye coordination		
Distance	Distance	Speed		
Hopping	Hopping	Skipping		
Jumping	Jumping	Courage		
Landing	Landing	Combination		
Over	Over	Control		
	Hand-eye coordination			
	Speed	Dodging:		
	Skipping	Tactics		
		Dodge		
	Running: Agility	Attacker		
	Pace	Defender		
	Speed	Rules		
		Strategy		



			Progressio	on in Physical Education			
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
	Step1: I can understand why we take turns in a game.	Step1: I can say what the role of an attacker is.	Step1: I can attack as a team.				
	Step 2: I can keep the	Step 2: I can apply attacking skills in a game.	Step 2: I can defend as a team.				
	score of a game.	Step 3: I can say what	Step 3: I can understand				
	Step 3: I can understand why it is important to	defence means.	when to attack and defend.				
	follow the rules within a	Step 4: I can defend in a					
	game.	game situation.	Step 4: I can create and apply attacking tactics.				
	Step 4: I can avoid a	Step 5: I can develop my	Chan E. Lean annh.				
	defender.	attacking techniques.	Step 5: I can apply defending techniques.				
	Step 5: I can stop an attacker from scoring.	Step 6: I can develop defending.	Step 6: I can compete, as a				
	Step 6: I can attack and		team, in a level 1 tournament.				
	defend in a game.						
Games	Change of direction Opponent Rules Sharing Speed	Change of direction Opponent Rules Sharing Speed Communication Team	Change of direction Opponent Rules Sharing Speed Communication Team Inclusion Possession Strategy				

	Progression in Physical Education									
	FS2	Y1	Y2	Y3	Y4	Y5	Y6			
Gymnastics	FS2 Step1: I can explore moving and making shapes, using different body parts. Step 2: I can explore moving in different directions. Step 3: I can explore big and small ways of moving and making shapes. Step 4: I can move with a partner. Step 5: I can create a shape with a partner. Step 6: I can choose the appropriate skill for different zones.	Y1Step1: I can explore movements and wide balances on the floor and on apparatus.Step 2: I can explore narrow movements and balances on the floor and on apparatus.Step 3: I can explore curled movements and balances on the floor and on apparatus.Step 4: I can transition between each shape using apparatus.Step 5: I can combine wide, narrow and curled movements together.Step 6: I can link two movements together.	Y2 Step 1: I can explore different movements that pupils can link together. Step 2: I can develop the different movements that link together on apparatus. Step 3: I can explore different ways to perform the sequence. Step 4: I can develop the different ways I can perform a sequence on apparatus, jump, roll and balance. Step 5: I can create my own sequences. Step 6: I can perform my completed sequence.	Y3 Step1: I can perform a symmetrical balance, with a partner. Step 2: I can create an asymmetrical balance, with a partner. Step 3: I can develop my balances, using apparatus. Step 4: I can format the beginning and middle section of a sequence, with a partner. Step 5: I can complete my sequence to the end, with a partner. Step 6: I can perform my sequence with my partner.	Y4 Step1: I can explore movements and balances, creating bridges. Step 2: I can create a bridge balance on apparatus. Step 3: I can apply my bridge within a sequence. Step 4: I can develop a partner sequence. Step 5: I can complete a sequence. Step 6: I can perform my sequence.	Y5 Step 1: I can explore the new concept of counterbalance. Step 2: I can work with a partner transfer the counterbalances pupils created onto apparatus. Step 3: I can develop a sequence. Step 4: I can explore the concept of counter tension. Step 5: I can complete my sequence with a partner. Step 6: I can perform my partner sequence.	Y6 Step1: I can explore the matching with a partner. Step 2: I can transfer a matching sequence onto apparatus. Step 3: I can add different levels within my partner sequence. Step 4: I can explore how the apparatus can change and improve my movements. Step 5: I can create a final sequence with a partner. Step 6: I can perform my sequence with a partner.			
	Balancing Big Champion gymnastics High Low Rolling Shapes Small	Balancing Big Champion gymnastics High Low Rolling Shapes Small Sequence Apparatus Flow Rolling	Balancing Big Champion gymnastics High Low Rolling Shapes Small Sequence Apparatus Flow Narrow Transition Trust Wide	Excellent gymnastics Linking Flow Interesting Extension Symmetrical Asymmetrical	Excellent gymnastics Linking Flow Interesting Extension Symmetrical Asymmetrical Sequence Apparatus Unison Canon	Excellent gymnastics Linking Flow Interesting Extension Symmetrical Asymmetrical Sequence Apparatus Unison Canon Bridge Levels	Excellent gymnastics Linking Flow Interesting Extension Symmetrical Asymmetrical Sequence Apparatus Unison Canon Bridge Levels Direction			

			Progressi	on in Physical Education			
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
		Step1: I can explain what	Step1: I can develop				
		agility means.	different ways of moving at				
			speed.				
		Step 2: I can explore ways					
		of being balanced.	Step 2: I can develop ways				
			of balancing on apparatus.				
		Step 3: I can develop my					
		coordination.	Step 3: I can develop feet				
			eye coordination.				
		Step 4: I can understand					
		the importance of being	Step 4: I can complete a				
		agile.	circuit.				
Health and		Step 5: I can understand	Step 5: I can complete a				
Wellbeing		the importance of being	circuit with a partner and				
		balanced.	understand the importance				
			of motivation.				
		Step 6: I can understand					
		the importance of being	Step 6: I can perform a				
		coordinated.	circuit to develop my				
			understanding of				
			coordination.				
		Agility	Agility				
		Balance Coordination	Balance Coordination				
		Fairness	Fairness				
			Cooperation				
			Inclusion				
			Motivation				

			Progre	ssion in Physical Education			
	FS2	Y1	Y2	Y3	¥4	Y5	Y6
Hockey				 Step1: I can hold the hockey stick correctly and use it to dribble with the ball, keeping possession to defeat an opponent. Step 2: I can pass and receive the ball, in order to gain possession. Step 3: I can combine dribbling and passing to create space. Step 4: I can develop passing, receiving and dribbling. Step 5: I can shoot to score a point. Step 6: I can play in a level 1 tournament. 	Replaced with swimming 22-23	 Step1: I can refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity. Step 2: I can develop my knowledge and understanding of defending. Step 3: I can practise shooting techniques, applying this into game situations. Step 4: I can practise attacking techniques and use these in a game situation. Step 5: I can practise defending techniques and use these in a game situation. Step 6: I can apply my knowledge into a level one competition. 	 Step 1: I can use passing, dribbling and moving skills to keep possession and score. Step 2: I can learn the rules of the game and apply this knowledge in mini games. Step 3: I can switch to a defending position, as soon as I lose possession of the ball. Step 4: I can understand attacking tactics and apply them into game situations. Step 5: I can understand defensive tactics and apply them to game situations. Step 6: I can apply all skills, rules and tactics within a tournament.
				Attacker Defender Possession Space Intercepting Shooting Barrier	Attacker Defender Possession Space Intercepting Shooting Barrier Dribbling Marking Tackling Blocking Free Hit	Attacker Defender Possession Space Intercepting Shooting Barrier Dribbling Marking Tackling Blocking Free Hit Counter attack Man-to-man marking Goal side	Attacker Defender Possession Space Intercepting Shooting Barrier Dribbling Marking Tackling Blocking Free Hit Counter attack Man-to-man marking Goal side Tactics

	FS2	Y1	Y2	Y3	Y4
	Sending and receiving (feet)	Sending and receiving (feet)	Sending and receiving (feet)		
	Step1: I can explore what happens to the ball when I kick it, using different parts of my feet.	Step1: I can move with a ball, using my feet. Step 2: I can develop using the inside and outside of my feet to dribble the ball.	Step 1: I can develop using my feet in order to keep control and possession of the ball. Step 2: I can develop passing and		
	Step 2: I can use my feet to control the ball, when moving. Step 3: I can develop dribbling skills when moving with the ball.	Step 3: I can apply my dribbling technique, keeping the ball away from my opponents. Step 4: I can begin to understand the consequences of what happens if I do	receiving using my feet to keep possession of the ball. Step 3: I can combine dribbling, passing and receiving using my feet in order to keep possession of the ball. Step 4: I can develop dribbling using my		
	Step 4: I can understand	not dribble into space, keeping the ball close.	feet in order to keep possession and score a point.		
	where I need to dribble to and why. Step 5: I can develop	Step 5: I can begin to understand why I need to be accurate when kicking (passing) a ball.	Step 5: I can combine dribbling, passing and receiving, in order to keep possession and score a point.		
Multi-skill	dribbling with a ball. Step 6: I can apply my dribbling skills within a	Step 6: I can work as a team. Sending and receiving (hands)	Step 6: I can use my knowledge of dribbling, passing and receiving, in order to keep possession as a team and score a point.		
	competition.	Step1: I can explore different ways of	Hands		
		passing a ball to a partner.	Step 1: I can dribble to keep possession.		
		Step 2: I can explore different ways of sending a ball, using my hands.	Step 2: I can develop passing and receiving: Keeping possession.		
		Step 3: I can understand why we aim when sending the ball.	Step 3: I can combine dribbling, passing and receiving.		
		Step 4: I can explore different ways of stopping a ball with my hands.	Step 4: I can develop dribbling to score a point.		
		Step 5: I can understand where I send a ball and why.	Step 5: I can develop passing and receiving to score a point.		
		Step 6: I can keep the possession of a ball.	Step 6: I can combine dribbling, passing and receiving to score a point.		
		Rackets and balls			
		Step1: I can explore using a racket and	Rackets and Balls		
		a ball together.	Step1: I can hit the ball, using a racket, with accuracy.		

Y5	Y6

 			•	· · · · · · · · · · · · · · · · · · ·
	 Step 2: I can keep a ball controlled using a racket. Step 3: I can move a ball into a space. Step 4: I can explore hitting (pushing) a ball using a racket. Step 5: I can accurately hit a ball. Step 6: I can show accuracy in a variety of games. 	 Step 2: I can combine hitting a ball with accuracy and power. Step 3: I can hit a ball, with a racket, showing accuracy and power to beat an opponent. Step 4: I can hit/strike a ball into a space. Step 5: I can strike a ball, using a bat, with intent. Step 6: I can strike a ball, with a bat, into a space. Dodging Step 1: I can explore dodging techniques. Step 3: I can explore attacking and defending. Step 4: I can apply dodging techniques with a team. Step 5: I can understand how, where and why to dodge in a game situation working in a team. Step 6: I can apply my dodging skills in a competition. 		
(Feet) Aiming Attacker Defender Dribbling	(Feet) Aiming Attacker Defender Dribbling Accuracy Change of direction Control (Rackets and balls) Hitting Aiming Coordination	(Feet) Aiming Attacker Defender Dribbling Accuracy Change of direction Control Opponent Possession (Rackets and balls) Hitting Aiming Coordination Batter Catching Fielder		

Netball Netball Step 2: 1 can develop a situations. move, in order to keep possession of the ball. and moving skills, refining and applying the possession of the ball. possession	Progression in Physical Education								
Netball Netball Netball move, in order to keep possession of the ball. move, in order to keep possession of the ball. and moving skills, refining and applying the possession situation. and moving skills, refining and applying the game and hoving skills (reating space) to keep possession, developing this concept into ming ame. Step 2:1 can use passing and moving skills (reating space) to keep possession, developing this concept into ming ame. step 3:1 can develop a shooting technique and know where to shoot from (court position) step 3:1 can understand how my role changes to defender, when 1 lose possession of the ball up the court, understanding of the understanding of the possession of the ball up the court, step 3:1 can develop a shooting technique and know where to shoot from (court position) step 3:1 can understand how my role changes to apposession of the possession of the possessio		Birth-3 if needed	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Netball Step 2: 1 can we passing and moving skills (creating space) to keep possession of the ball. refining and applying these into a game score. step 2: 1 can develop passing, in order to create space. step 2: 1 can apply my understanding of the game by officiating and palying in mini games. step 2: 1 can apply my understanding of the game by officiating and palying in mini games. step 3: 1 can develop a shooting technique and how my role changes to a defending position some attack and defence. step 3: 1 can develop a shooting technique and how my role changes to a defending position attacking and defending and tacking and defending tacking and tacking and defending tacking and tacki	1					Step1: I can practise	Step1: I can pass and	Step1: I can use passing	Step1: I can use passing
Netball Netball Step 2: 1 can develop passing and moving skills (creating space) to into mini game Step 2: 1 can develop passing, in order to passing and moving skills (creating space) to keep possession, developing this concept into mini game Step 2: 1 can develop passing, in order to passing and moving skills (creating space) to keep possession, developing this concept into mini game Step 3: 1 can develop a shooting technique and know where to shoot Step 3: 1 can develop a shooting technique and know where to shoot Step 3: 1 can understand mini games. Step 3: 1 can understand possession after a rebound shot. Step 3: 1 can swith defending positir soon as 1 lose possession of the ball. Step 4: 1 can regain possession after a rebound shot. Step 4: 1 can show an understanding of the possession after a rebound shot. Step 4: 1 can show an understanding of the possession after a rebound shot. Step 4: 1 can show an understanding of attacking and defending attacking and defending	1					passing and receiving in	move, in order to keep	and moving skills,	and moving skills to
Netball Step 2: 1 can develop passing and moving skills (creating space) to keep possession, developing this concept into mini game Step 2: 1 can develop passing, in order to create space. Step 2: 1 can apply my understanding of the understanding of the space space. Step 2: 1 can apply my understanding of the unders	1					order to keep	possession of the ball.	refining and applying	keep possession and
Netball Step 2: 1 can use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations. Step 2: 1 can use passing, in order to create space. Step 2: 1 can apply my understanding of the rules of the game by officiating and playing in mini games. Step 2: 1 can apply my understanding of the rules of the game by officiating and playing in mini games. Step 2: 1 can apply my understanding of the rules of the game by officiating and playing in mini games. Step 3: 1 can develop a shooting technique and know where to shoot from (court position) Step 3: 1 can understand how my role changes to a defender, when 1 lose possession of the ball. Step 4: 1 can move the ball up the court, ball up the court, Step 4: 1 can move the ball up the court, Step 5: 1 can develop an understanding of attacking and defending Step 4: 1 can apply attacking and defending tacking and defending tacking and defending tacking	1					possession of the ball.		these into a game	score.
Netball Step 3: I can develop a skills (creating space) to keep possession, developing this concept into mini game stuations. Create space. Step 2: I can apply my understanding of the rules of the game by officiating and playing in mini games. Understand the r the game and ho apply this knowle play in mini game situations. Netball Netball Step 4: I can move the ball up the court, Step 5: I can develop a shooting technique and know where to shoot from (court position) Step 4: I can show an opssession of the ball. Step 4: I can show an attack and defence. Step 4: I can show an attacking and defending Step 4: I can show an attacking and defending of attacking and defending	1						Step 2: I can develop	situation.	
Netball Step 3: 1 can develop a studies (creating space) to keep possession, developing this concept into mini game situations. Step 3: 1 can develop a shooting technique and know where to shoot from (court position) Understanding of the rules of the game by officiating and playing in mini game. the game and he apply this knowle play in mini game. Netball Netball Step 3: 1 can explore the transition between attack and defence. Step 4: 1 can regain possession of the ball. Step 4: 1 can show an attack and defence. Step 4: 1 can show an attack and defence. Step 4: 1 can show an attacking and defending of the possession of the ball. Step 4: 1 can move the ball up the court, ball up the cour	1					Step 2: I can use	passing, in order to		Step 2: I can
Netball Step 3: I can develop a keep possession, developing this concept into mini game Step 3: I can develop a shooting technique and know where to shoot apply this knowle play in mini game Netball Step 4: I can move the ball. Step 4: I can move the ball. Step 4: I can show an understanding of the ball. Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of the ball. Step 4: I can apply this concept attacking and defending of attacking and defending tacking and tack	1					passing and moving	create space.		understand the rules of
Netball Step 3: 1 can weeting and defending and blaying in into mini game Step 3: 1 can weeting and blaying in into mini game officiating and playing in mini game play in mini game Netball Netball Step 4: 1 can move the ball up the court, Step 4: 1 can move the ball up the court, Step 5: 1 can develop an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of the ball. Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding of attacking and defending Step 4: 1 can show an understanding o	1					skills (creating space) to		-	the game and how to
Netball Netball Step 4: I can move the ball. Step 4: I can show an understanding of the ball. Step	1					keep possession,	Step 3: I can develop a		apply this knowledge to
Netball Netball Netball Netball Netball Netball Netball Step 4: 1 can move the ball op the court, op the court op the ball op the court, op the court op the ball op the court, op the court op the ball op the court, op the court op the ball op the court, op the court op th	1					developing this concept	shooting technique and		play in mini games.
Netball Step 4: I can move the ball up the court, Step 5: I can understand how my role changes to a defender, when I lose possession of the ball. defending position soon as I lose possession of the ball.	1					into mini game	know where to shoot	mini games.	
Netball Step 4: I can explore the transition between attack and defence. Step 4: I can regain possession after a rebound shot. how my role changes to a defender, when I lose possession of the ball. defending position soon as I lose possession of the ball. Netball Step 4: I can move the ball up the court, Step 5: I can develop an understanding of the Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of the Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of the Step 4: I can show an understanding of the Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of attacking and defending Step 4: I can show an understanding of attacking </th <th>1</th> <th></th> <th></th> <th></th> <th></th> <th>situations.</th> <th>from (court position)</th> <th>Sten 3: I can understand</th> <th>Step 3: I can switch to a</th>	1					situations.	from (court position)	Sten 3: I can understand	Step 3: I can switch to a
Netball Step 4: I can explore the transition between attack and defence. Step 4: I can regain possession after a rebound shot. defender, when I lose possession of the ball. Soon as I lose possession of the ball. Netball Step 4: I can move the ball up the court, Step 5: I can develop an understanding of the defender, when I lose possession of the ball. Step 4: I can regain possession after a rebound shot. Step 4: I can show an understanding of the Step 4: I can app attacking and defending	1							-	defending position, as
Netball the transition between attack and defence. possession after a rebound shot. possession of the ball. the transition between attack and defence. Step 4: I can show an understanding of the ball. Step 4: I can develop an understanding of the ball. Step 4: I can develop attacking and defending of the ball. Method in the court, in the	1					Step 3: I can explore	Step 4: I can regain		
Netball Step 4: I can show an	1					the transition between	possession after a		possession of the ball.
Netball Step 4: I can move the ball up the court, Step 5: I can develop an attacking and defending of the attacking and defending defending tactics	1					attack and defence.	rebound shot.		
Netball Step 4.1 current develop and develop and develop and develop and develop and defending defending tactics	1							-	
ball up the court, understanding of the attacking and defending defending factics	Netball					Step 4: I can move the	Step 5: I can develop an	-	0
	1					ball up the court,	understanding of the		-
creating an attack that footwork rule. Stinger netball ga	1					creating an attack that	footwork rule.	positions.	Stinger netball games.
results in a shot. Step 5: I can explore Step 5: I can explore Step 5: I can explore	1					results in a shot.		Sten 5: I can evolore	
Step 6: I can apply my different passing styles	1								Step 5: I can explore
Step 5: I can create an knowledge and skills	1						<u> </u>		different passing styles.
attack that results in a within a level 1 Step 6: I can compete in a Step 6: I can compete in a	1							Step 6: I can compete in a	Stop Gul con apply all
level one tournament.	1						tournament.	level one tournament.	Step 6: I can apply all skills, rules and tactics
	1					correct technique.			within a tournament.
	1								
Step 6: I can play in a	1								
level 1 tournament.	1								
Attacker Attacker Attacker Transition Defender Defender Defender Defender									
Possession Possession Possession Shoulder pass									-
Chest pass Chest pass Chest pass Bounce pass									-
Footwork Footwork Umpire							Footwork		
Transition Netball positions									-
Marking Marking Marking Shoulder pass								-	Iviarking
Bounce pass								-	

	Progression in Physical Education									
	FS2	Y1	Y2	Y3	Y4	Y5	Y6			
Outdoor Adventurous Activities				Step1: I can use my teamwork skills to complete tasks. Step 2: I can follow a set of directions effectively. Step 3: I can work and communicate effectively with others to complete a task. Step 4: I can work as a team and solve problems. Step 5: I can solve problems when working with others. Step 6: I can follow simple maps.	Step1: I can locate areas around the school using teamwork Step 2: I can solve problems working as a team. Step 3: I can communicate effectively in a pair to problem solve. Step 4: I can use compass points. Step 5: I can learn basic orienteering symbols. Step 6: I can understand how a map relates to a picture.	Step 1: I can work effectively as part of a team. Step 2: I can work effectively as part of a team and understand the significance of devising a plan. Step 3: I can listen to a set of instructions to complete a challenging obstacle course with a sense removed. Step 4: I can work with my team to solve a problem. Step 5: I can use a map to retrieve information. Step 6: I can read a map with increasing confidence and accuracy.	 I can develop team building and communication skills within a problem-solving task. I can use a variety of verbal and non-verbal communication methods within a team and can select the appropriate one to use at a given time. I can adapt their communication skills moving from familiar to unfamiliar surroundings. I can develop accurate map reading skills to complete a more challenging orienteering task within a team. I can use the OAA skills and knowledge to create a challenging orienteering task for another team. 			
				Heart rate Cooperation Direction Symbols diagram	Heart rate Cooperation Direction Symbols Diagram Analyse Spatial awareness Rules Evaluate Team work navigation Map reading	Analyse Spatial awareness Rules Evaluate Team work navigation Map reading Quickest route Orienteering Problem solving	Analyse Spatial awareness Rules Evaluate Team work navigation Map reading Quickest route Orienteering Problem solving Compass Estimate Adapt			

Progression in Physical Education									
	FS2	Y1	Y2	Y3	Y4	Y5	Y6		
Tag Rugby				 Step1: I can move with the ball. Step 2: I know what it means to tag in a rugby game. Step 3: I can create space as an attacker. Step 4: I can develop passing and moving forwards to score a try. Step 5: I can combine passing and moving to create attacking opportunities to score a try. Step 6: I can apply my learning into a level 1 tournament. 	 Step1: I can develop passing and moving to create space. Step 2: I can use my knowledge of passing and moving into a 3v3 mini game. Step 3: I can develop tagging and to explore different ways the defending team can prevent the attackers from scoring. Step 4: I can apply my knowledge into a mini game. Step 5: I can combine passing and moving to develop ways of creating space to beat an opponent and score a try. Step 6: I can participate in a level 1 tournament. 	 Step1: I can refine passing and moving to create an attack that results in a try. Step 2: I can explore different passing styles. Step 3: I can explore the loop pass. Step 4: I can understand the role of a defender in tag rugby. Step 5: I can develop an understanding of basic defending tactics and formations. Step 6: I can apply my skills to a level one competition. 	 Step1: I can practise passing and moving to create attacking opportunities to score a try. Step 2: I can practise defence formations. Step 3: I can practise attacking techniques and apply these to a game situation. Step 4: I can use my knowledge of defending to prevent attacking opportunities. Step 5: I can consolidate attacking and defending in games of tag rugby. Step 6: I can apply my learning in a level one tournament. 		
				Attacker Defender Possession Dodge Try Tag Ball carrier	Attacker Defender Possession Dodge Try Tag Ball carrier Space Forward pass Offside	Dodge Try Tag Ball carrier Space Forward pass Offside Outwit Loop pass Miss pass	Try Tag Ball carrier Space Forward pass Offside Loop pass Miss pass Formations Knock on Advantage		

			Progressi	on in Physical Education			
-	FS2	Y1	Y2	Y3	¥4	Y5	Y6
	Step1: I can understand what makes an effective team.	Step1: I can understand what makes an effective team.	Step 1: I can understand what makes an effective team.				
	Step 2: I can develop communication skills.	Step 2: I can develop communication skills.	Step 2: I can develop my communication skills, to create simple strategies to complete a challenge.				
	Step 3: I can understand why it is important to trust my partner.	Step 3: I can understand why it is important to trust my partner.	Step 3: I can develop communication skills and develop trust with a partner.				
Team Building	Step 4: I can develop my coordination and communication skills to help successfully complete a challenge as a team.	Step 4: I can develop my coordination and communication skills to help successfully complete a challenge as a team.	Step 4: I can develop communication skills to help successfully complete a challenge as a team.				
	Step 5: I can explore simple strategies for	Step 5: I can explore simple strategies for	Step 5: I can explore simple strategies as a team.				
	working in a team. Step 6: I can explore strategies as a team to help us solve a problem.	working in a team. Step 6: I can explore strategies as a team to help us solve a problem.	Step 6: I can explore simple strategies as a team to help us solve a problem.				
		Strategy Communication Coordination Team	Strategy Communication Coordination Team Tactics Teamwork Problem Solving				

	Progression in Physical Education									
	FS2	Y1	Y2	Y3	Y4	Y5	Y6			
				Step1: I can outwit an	Step1: I can develop the	Step1: I can outwit an	Step1: I can explain and			
				opponent.	forehand grip.	opponent.	develop my understanding			
							and playing in a doubles			
				Step 2: I can create space	Step 2: I can create space	Step 2: I can perform a	tennis game.			
				to win a point.	to win a point, using a	volley shot.	C C			
					racket.		Step 2: I can explain my			
				Step 3: I can apply		Step 3: I can develop the	choice for shot selection			
				techniques learned, to win	Step 3: I can develop a	volley shot.	within a game situation			
				a game.	backhand shot.		(the why and the when).			
						Step 4: I can control the	(the why and the when).			
							Stop 2: Lean arganica			
				Step 4: I can use a racket	Step 4: I can apply the	game from the serve.	Step 3: I can organise,			
				safely.	forehand and backhand		umpire and manage a			
					shot in a game situation.	Step 5: I can understand	round-robin tournament.			
				Step 5: I can perform a		and apply tactics to win a				
				forehand shot.	Step 5: I can apply the	point.	Step 4: I can continue to			
					forehand and backhand		think tactically within a			
				Step 6: I can compete in a	shot, creating space, to win	Step 6: I can play doubles	round robin tournament			
				level 1 tournament.	a point.	in a tournament.	that I have helped			
							organise.			
Tennis					Step 6: I can take part in a					
					level 1 competition.		Step 5: I can take on the			
							role of a coach and help			
							develop a peer's game			
							performance.			
							Step 6: I can demonstrate			
							all the knowledge I have			
							learnt to take part in a			
							tournament.			
				Outwit	Outwit	Baseline	Baseline			
				Space	Space	Forehand	Forehand			
				Return	Return	Rally	Rally			
				Recover	Recover	Out	Out			
				Baseline	Baseline	Accuracy	Accuracy			
				Forehand Rally	Forehand Rally	Power Backhand	Power Backhand			
				Out	Out	Volley	Volley			
					Accuracy	Serve	Serve			
					Power	Tactics	Tactics			
					Backhand		Doubles			
							Serve			