

PHYSICAL EDUCATION SKILLS PROGRESSION

Teaching Sequence in PE	Step 1 - 'The Big Picture' – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date. Starting with what the children know, understand, are able to do and able to say.
	Step 2 - Review most recent learning in PE.
	Step 3 - Specify key vocabulary to be used and its meaning.
	Step 4 – Specify key skills to be used.
	Step 5 - Provide opportunities for the children to work interactively
	Step 6 - Provide opportunities for children to critically review their own work and that of others.
	Step 7 - Individual reflection on the learning and skill development that correct skills. has taken place

Progression in Physical Education

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Athletics		Step1: I can travel in different ways. Step 2: I can change speed to pick up and put down objects. Step 3: I can develop underarm throwing towards a target. Step 4: I can practise taking off and landing, when jumping. Step 5: I can develop a push throw. Step 6: I can travel from one foot to my other foot.	Step 1: I can develop a push throw with two hands. Step 2: I can develop short distance running. Step 3: I can develop underarm throwing. Step 4: I can develop paced running. Step 5: I can jump with different take offs and landings. Step 6: I can develop a bounce push throw.	Step1: I can run at fast, medium and slow speeds. Step 2: I can throw a range of objects. Step 3: I can run at fast, medium and slow speeds and be able to change speed and direction. Step 4: I can develop different jumping techniques. Step 5: I can take part in a relay race. Step 6: I can throw for distance.	Step1: I can run at different speeds, smoothly and with consistency. Step 2: I can develop different throwing techniques. Step 3: I can demonstrate different combinations of jumps, showing control, coordination and consistency. Step 4: I can develop sprint speed and relay techniques. Step 5: I can throw an object into a target area, accurately. Step 6: I can run over an obstacle.	Step1: I can develop the rhythmical step-over. Step 2: I can develop the pull throw. Step 3: I can develop the correct sprinting technique, including the correct stance when setting off. Step 4: I can develop jumping combinations. Step 5: I can use the correct technique, within a team, in a relay race. Step 6: I can select duration, distance and speed for different races.	Step1: I can recap all prior knowledge and incorporate to run for speed. Step 2: I can recap all prior knowledge and culminate to run for distance within a competitive environment. Step 3: I can recap all prior knowledge and incorporate to throw for distance. Step 4: I can recap all prior knowledge on jumping and use in a competition. Step 5: I can bring together all my skills and identify where my strengths lie to take part in an athletics competition.
		Acceleration Aiming Distance Jumping Landing Throwing	Acceleration Aiming Distance Jumping Landing Throwing Agility Accuracy Hand-eye coordination Power	Agility Accuracy Hand-eye coordination Power Tactics Speed Acceleration Distance Change over	Tactics Speed Acceleration Distance Change over Relay Pace Power Stride Pattern	Relay Pace Power Stride Pattern Evaluation Personal Best Lap	Relay Pace Power Stride Pattern Evaluation Personal Best Lap False Start Events

Progression in Physical Education

Progression in Physical Education								
	Birth-3 if needed	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Badminton					<p>Step1: I can travel in a t position using a racket and shuttle.</p> <p>Step 2: I can use the forehand grip</p> <p>Step 3: I can use the backhand grip</p> <p>Step 4: I can backhand serve.</p> <p>Step 5: I can complete a rally, over the net with a partner.</p> <p>Step 6: I can aim when completing a serve.</p>	<p>Step1: I can hold a racket with control.</p> <p>Step 2: I can strike a shuttlecock over the net, with a racket.</p> <p>Step 3: I can send the shuttlecock towards a target area that my partner is defending.</p> <p>Step 4: I can apply aiming and attacking strategies to a game situation.</p> <p>Step 5: I can understand the basic rules of play within a badminton game.</p>	<p>Step1: I know how to win a badminton game.</p> <p>Step 2: I can perform a forehand shot.</p> <p>Step 3: I can perform a backhand shot.</p> <p>Step 4: I can apply the forehand and backhand in a game situation to win a point.</p> <p>Step 5: I can understand how and where to serve.</p> <p>Step 6: I can apply my knowledge into a level one competition.</p>	<p>Step1: I can explore different forehand and backhand shots that can be used within a game.</p> <p>Step 2: I can make informed decisions of when, where and why forehand and backhand shots are used within a game.</p> <p>Step 3: I can use a variety a strategies to outwit an opponent to score a point.</p> <p>Step 4: I can explore and look at how the game changes when playing in doubles</p> <p>Step 5: I can refine tactics about which shot to play within a game against an opponent.</p> <p>Step 6: I can apply all skills, rules and tactics within a tournament.</p>
						<p>Shuttle, Hand grip, Racket, 'T Position', Backhand grip, Serve.</p>	<p>Shuttle, Hand grip, Racket, 'T Position', Backhand grip, Serve. Points, Striking Feeding Forehand Overhead</p>	<p>Points, Striking Feeding Forehand Overhead Outwit Space Return Recover</p>

Progression in Physical Education

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

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

Progression in Physical Education

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Dance	<p>Step1: I can move, using different parts of the body.</p> <p>Step 2: I can create my own movement ideas, linking to words.</p> <p>Step 3: I can create a simple sequence, using movements that represent words.</p> <p>Step 4: I can explore travelling movements, responding to words or music.</p> <p>Step 5: I can respond to words or music, using my body.</p> <p>Step 6: I can explore character movements with a partner.</p>	<p>Step1: I can respond to rhythm and patterns through movement.</p> <p>Step 2: I can control and co-ordinate my body to perform movements, continuing through the 'growing' theme.</p> <p>Step 3: I can perform a motif.</p> <p>Step 4: I can control and co-ordinate my body to perform a motif.</p> <p>Step 5: I can use improvisation to explore various dynamics and movement qualities.</p> <p>Step 6: I can explore the relationship between two living things, creating movement patterns.</p>	<p>Step1: I can respond in relation to an explorer.</p> <p>Step 2: I can develop a motif with expression and control.</p> <p>Step 3: I can choreograph a motif with a partner.</p> <p>Step 4: I can extend a sequence with a partner.</p> <p>Step 5: I can create a motif to represent a wild animal.</p> <p>Step 6: I can perform a sequence, showing control and coordination.</p>	<p>Step1: I can respond to music.</p> <p>Step 2: I can develop character into a motif.</p> <p>Step 3: I can extend a sequence with a partner.</p> <p>Step 4: I can develop a sequence, showing different characters and their relationships.</p> <p>Step 5: I can develop choreographing skills.</p> <p>Step 6: I can perform my sequence.</p>	<p>Step1: I can explore movement through improvisation, introducing unison and matching.</p> <p>Step 2: I can apply canon when performing.</p> <p>Step 3: I can add drama and emotion to my dance.</p> <p>Step 4: I can add complex interacting movements and actions and incorporate apparatus.</p> <p>Step 5: I can combine my choreography with a partner's.</p> <p>Step 6: I can dance, representing a cat, in a group performance.</p>	<p>Step 1: I can copy and create movements, showing musicality and control when dancing in counts of 8.</p> <p>Step 2: I can work with a partner to copy and repeat actions when keeping in time with the music.</p> <p>Step 3: I can choose an appropriate style of dance to represent slavery, when working as a group, including transitions between movements.</p> <p>Step 4: I can understand how changing the dynamics of an action changes the appearance of the performance.</p> <p>Step 5: I can understand and use relationships and space to change how a performance looks.</p> <p>Step 6: I can perform showing emotion, control and musicality when executing dance sequence.</p>	<p>Step1: I can perform with technical control and rhythm in a group.</p> <p>Step 2: I can create rhythmic patterns, using my body.</p> <p>Step 3: I can experience dances from different cultures.</p> <p>Step 4: I can consolidate choreography.</p> <p>Step 5: I can finalise choreography, including still imagery.</p> <p>Step 6: I can perform our final routine.</p>
	<p>Beat</p> <p>Champion dancers</p> <p>Control</p> <p>Expression</p> <p>Marching</p> <p>Moving</p> <p>Rhythm</p> <p>Tempo</p> <p>Timing</p>	<p>Beat</p> <p>Champion dancers</p> <p>Control</p> <p>Expression</p> <p>Moving</p> <p>Rhythm</p> <p>Tempo</p> <p>Timing</p> <p>Coordination</p> <p>Flow</p> <p>Linking</p> <p>Motif</p>	<p>Beat</p> <p>Champion dancers</p> <p>Control</p> <p>Expression</p> <p>Moving</p> <p>Rhythm</p> <p>Tempo</p> <p>Timing</p> <p>Coordination</p> <p>Flow</p> <p>Linking</p> <p>Choreography</p> <p>Unison</p> <p>Stimulus</p> <p>Sequence</p> <p>Emotion</p>	<p>Choreography</p> <p>Unison</p> <p>Stimulus</p> <p>Sequence</p> <p>Emotion</p> <p>Excellent dancers</p> <p>Expression</p> <p>Interconnecting</p> <p>Character</p>	<p>Excellent dancers</p> <p>Expression</p> <p>Interconnecting</p> <p>Character</p> <p>Choreography</p> <p>Flow</p>	<p>Excellent dancers</p> <p>Expression</p> <p>Interconnecting</p> <p>Character</p> <p>Choreography</p> <p>Flow</p> <p>Rhythm</p> <p>Timing</p> <p>Stage presence</p> <p>Unison</p>	<p>Excellent dancers</p> <p>Expression</p> <p>Interconnecting</p> <p>Character</p> <p>Choreography</p> <p>Flow</p> <p>Rhythm</p> <p>Timing</p> <p>Stage presence</p> <p>Unison</p> <p>Compositional</p> <p>Improvisation</p>

Progression in Physical Education

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
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.	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 learning in a level one tournament.
				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	Marking Pressure Tackle Shadowing Tracking back Tactics Counter attack Referee Through ball Man-to-man marking

Progression in Physical Education							
		Y1	Y2	Y3	Y4	Y5	Y6
Fundamental skills	Jumping:	Jumping:	Jumping				
	<p>Step1: I can explore different ways of jumping.</p> <p>Step 2: I can develop jumping techniques.</p> <p>Step 3: I can apply jumping techniques in a game.</p> <p>Step 4: I can jump across a distance.</p> <p>Step 5: I can jump up high.</p> <p>Step 6: I can explore hopping.</p>	<p>Step 1: I can begin to understand the different reasons when, where and why we jump in different ways.</p> <p>Step 2: I can begin to develop my understanding of how to jump efficiently.</p> <p>Step 3: I can apply my jumping skills during a circuit.</p> <p>Step 4: I can explore skipping.</p> <p>Step 5: I can apply my jumping skills in a game situation.</p> <p>Step 6: I can apply my jumping skills in a competition.</p> <p>Running:</p> <p>Step1: I can explore running.</p> <p>Step 2: I can use running techniques into a game.</p> <p>Step 3: I can explore running at different speeds.</p> <p>Step 4: I can show the correct technique of running as fast as we can in a racing context.</p> <p>Step 5: I can run for longer and as part of a team.</p> <p>Step 6: I can apply running into a competitive game.</p>	<p>Step 1: I can apply an effective jumping technique.</p> <p>Step 2: I can say how, where and why we jump in a game.</p> <p>Step 3: I can show how to jump in combination, and when linking jumps.</p> <p>Step 4: I can explore jumping using different combinations, jumping for distance and speeds.</p> <p>Step 5: I can develop jumping using different combinations, jumping for distance.</p> <p>Step 6: I can use my knowledge of jumping and apply to competitions.</p> <p>Dodging:</p> <p>Step 1: I can explore dodging.</p> <p>Step 2: I can develop dodging techniques in a game.</p> <p>Step 3: I can learn the roles of attacking and defending.</p> <p>Step 4: I can work with a team to dodge in a game.</p> <p>Step 5: I can know why, where and how to dodge in a game.</p> <p>Step 6: I can use my knowledge of dodging and apply this within a competition.</p>				

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

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

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

Progression in Physical Education

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

Progression in Physical Education

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Hockey				<p>Step1: I can hold the hockey stick correctly and use it to dribble with the ball, keeping possession to defeat an opponent.</p> <p>Step 2: I can pass and receive the ball, in order to gain possession.</p> <p>Step 3: I can combine dribbling and passing to create space.</p> <p>Step 4: I can develop passing, receiving and dribbling.</p> <p>Step 5: I can shoot to score a point.</p> <p>Step 6: I can play in a level 1 tournament.</p>	Replaced with swimming 22-23	<p>Step1: I can refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</p> <p>Step 2: I can develop my knowledge and understanding of defending.</p> <p>Step 3: I can practise shooting techniques, applying this into game situations.</p> <p>Step 4: I can practise attacking techniques and use these in a game situation.</p> <p>Step 5: I can practise defending techniques and use these in a game situation.</p> <p>Step 6: I can apply my knowledge into a level one competition.</p>	<p>Step 1: I can use passing, dribbling and moving skills to keep possession and score.</p> <p>Step 2: I can learn the rules of the game and apply this knowledge in mini games.</p> <p>Step 3: I can switch to a defending position, as soon as I lose possession of the ball.</p> <p>Step 4: I can understand attacking tactics and apply them into game situations.</p> <p>Step 5: I can understand defensive tactics and apply them to game situations.</p> <p>Step 6: I can apply all skills, rules and tactics within a tournament.</p>
				<p>Attacker</p> <p>Defender</p> <p>Possession</p> <p>Space</p> <p>Intercepting</p> <p>Shooting</p> <p>Barrier</p>	<p>Attacker</p> <p>Defender</p> <p>Possession</p> <p>Space</p> <p>Intercepting</p> <p>Shooting</p> <p>Barrier</p> <p>Dribbling</p> <p>Marking</p> <p>Tackling</p> <p>Blocking</p> <p>Free Hit</p>	<p>Attacker</p> <p>Defender</p> <p>Possession</p> <p>Space</p> <p>Intercepting</p> <p>Shooting</p> <p>Barrier</p> <p>Dribbling</p> <p>Marking</p> <p>Tackling</p> <p>Blocking</p> <p>Free Hit</p> <p>Counter attack</p> <p>Man-to-man marking</p> <p>Goal side</p>	<p>Attacker</p> <p>Defender</p> <p>Possession</p> <p>Space</p> <p>Intercepting</p> <p>Shooting</p> <p>Barrier</p> <p>Dribbling</p> <p>Marking</p> <p>Tackling</p> <p>Blocking</p> <p>Free Hit</p> <p>Counter attack</p> <p>Man-to-man marking</p> <p>Goal side</p> <p>Tactics</p>

		<p>Step 2: I can keep a ball controlled using a racket.</p> <p>Step 3: I can move a ball into a space.</p> <p>Step 4: I can explore hitting (pushing) a ball using a racket.</p> <p>Step 5: I can accurately hit a ball.</p> <p>Step 6: I can show accuracy in a variety of games.</p>	<p>Step 2: I can combine hitting a ball with accuracy and power.</p> <p>Step 3: I can hit a ball, with a racket, showing accuracy and power to beat an opponent.</p> <p>Step 4: I can hit/strike a ball into a space.</p> <p>Step 5: I can strike a ball, using a bat, with intent.</p> <p>Step 6: I can strike a ball, with a bat, into a space.</p> <p>Dodging</p> <p>Step1: I can explore dodging techniques.</p> <p>Step 2: I can develop dodging techniques in a game situation.</p> <p>Step 3: I can explore attacking and defending.</p> <p>Step 4: I can apply dodging techniques with a team.</p> <p>Step 5: I can understand how, where and why to dodge in a game situation working in a team.</p> <p>Step 6: I can apply my dodging skills in a competition.</p>				
	<p>(Feet) Aiming Attacker Defender Dribbling</p>	<p>(Feet) Aiming Attacker Defender Dribbling Accuracy Change of direction Control</p> <p>(Rackets and balls) Hitting Aiming Coordination</p>	<p>(Feet) Aiming Attacker Defender Dribbling Accuracy Change of direction Control Opponent Possession</p> <p>(Rackets and balls) Hitting Aiming Coordination Batter Catching Fielder</p>				

Progression in Physical Education								
	Birth-3 if needed	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Netball					<p>Step1: I can practise passing and receiving in order to keep possession of the ball.</p> <p>Step 2: I can use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</p> <p>Step 3: I can explore the transition between attack and defence.</p> <p>Step 4: I can move the ball up the court, creating an attack that results in a shot.</p> <p>Step 5: I can create an attack that results in a shot at goal using the correct technique.</p> <p>Step 6: I can play in a level 1 tournament.</p>	<p>Step1: I can pass and move, in order to keep possession of the ball.</p> <p>Step 2: I can develop passing, in order to create space.</p> <p>Step 3: I can develop a shooting technique and know where to shoot from (court position)</p> <p>Step 4: I can regain possession after a rebound shot.</p> <p>Step 5: I can develop an understanding of the footwork rule.</p> <p>Step 6: I can apply my knowledge and skills within a level 1 tournament.</p>	<p>Step1: I can use passing and moving skills, refining and applying these into a game situation.</p> <p>Step 2: I can apply my understanding of the rules of the game by officiating and playing in mini games.</p> <p>Step 3: I can understand how my role changes to a defender, when I lose possession of the ball.</p> <p>Step 4: I can show an understanding of attacking and defending positions.</p> <p>Step 5: I can explore different passing styles.</p> <p>Step 6: I can compete in a level one tournament.</p>	<p>Step1: I can use passing and moving skills to keep possession and score.</p> <p>Step 2: I can understand the rules of the game and how to apply this knowledge to play in mini games.</p> <p>Step 3: I can switch to a defending position, as soon as I lose possession of the ball.</p> <p>Step 4: I can apply attacking and defending tactics to Stinger netball games.</p> <p>Step 5: I can explore different passing styles.</p> <p>Step 6: I can apply all skills, rules and tactics within a tournament.</p>
						<p>Attacker Defender Possession Chest pass</p>	<p>Attacker Defender Possession Chest pass Footwork</p>	<p>Attacker Defender Possession Chest pass Footwork Transition Marking Shoulder pass Bounce pass</p>

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

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

Progression in Physical Education

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