

Becoming a confident sportsperson at Kingsway

At Kingsway Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

By the end of Year 6 we aim for our children to:

- ★ To be ambitious and to participate across a range of sports
- ★ To be ethically centred and empathetic to all competitors.
- ★ To be both good winners and losers with sports-person-like behaviours and be gracious in defeat.
- ★ To enjoy a range of sports
- ★ To be able to articulate how the skills taught benefit them and how they transferable to a range of situations
- ★ To be self-reflective and able to set our own goals and know how to achieve them
- ★ To secure fundamental skills in a range of sports and games
- ★ To know, understand and implement these skills.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our lessons.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school towards secondary education and adulthood.

Cycle A

EYFS	Intro to PE (Unit 2)	Fundamentals (Unit 2)	Dance (Unit 2)	Gymnastics (Unit 2)	Ball Skills (Unit 2)	Games (Unit 2)
Objectives	<ul style="list-style-type: none"> ● To move around safely in space. ● To stop safely and develop control when using equipment. ● To follow instructions and play safely as a group. ● To follow a path and take turns. ● To work co-operatively with a partner. 	<ul style="list-style-type: none"> ● To develop balancing. ● To develop running and stopping. ● To develop changing direction. ● To develop jumping and hopping. ● To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> ● To copy, repeat and explore actions in response to a theme. ● To explore and remember actions considering level, shape and direction. ● To explore movement using a prop with control and co-ordination. ● To move with control and co-ordination, expressing ideas through movement. ● To remember and repeat actions moving in time with the music and begin to explore 	<ul style="list-style-type: none"> ● To create short sequences using shapes, balances and travelling actions. ● To develop balancing and safely using apparatus. ● To develop jumping and landing safely from a height. ● To explore travelling around, over and through apparatus. ● To create sequences using apparatus. 	<ul style="list-style-type: none"> ● To develop rolling and tracking a ball. ● To develop accuracy when throwing to a target. ● To develop dribbling with hands. ● To develop throwing and catching with a partner. ● To develop dribbling a ball with your feet and kicking a ball to a target. 	<ul style="list-style-type: none"> ● To aim when throwing and practise keeping score. ● To follow instructions and move safely when play tagging games. ● To learn to play against a partner. ● To develop co-ordination and play by the rules. ● To explore striking a ball and keeping score. ● To work co-operatively as a team.

			counts.			
Year 1/2	Fundamentals (y1)	Gymnastics (y1)	Dance (y1)	Net and wall games (y1)	Striking and fielding (y1)	Athletics (y1)
Objectives	<ul style="list-style-type: none"> ● To explore balance, stability and landing safely. ● To explore how the body moves differently when running at different speeds. ● To explore changing direction and dodging. ● To explore jumping, hopping and skipping actions. ● To explore co-ordination and combination jumps. 	<ul style="list-style-type: none"> ● To develop and combine travelling movements. ● To develop quality when linking shapes. ● To develop stability and control when performing balances. ● To develop technique and control when performing shape jumps. ● To develop rolls and use them in a sequence. ● To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> ● To use counts of 8 to move in time and make my dance look interesting. ● To explore pathways in my dance. ● To explore speeds and actions. ● To use expression and create actions ● To create my own actions 	<ul style="list-style-type: none"> ● To defend space using the ready position. ● To play against an opponent and keep the score. ● To develop racket and ball skills. ● To develop sending a ball using a racket. ● To develop hitting over a net. 	<ul style="list-style-type: none"> ● To develop underarm and overarm throwing and catching. ● To develop hitting a ball. ● To develop collecting a ball. ● To learn how to get a batter out. ● To play games and understand how to score points. 	<ul style="list-style-type: none"> ● To move at different speeds over varying distances. ● To develop balance. ● To develop changing direction quickly. ● To explore hopping, jumping and leaping for distance. ● To develop throwing for distance and accuracy.

Year 1/2	Team Building (y1)	Target Games (y1)	Ball skills (y1)	Sending and receiving (y1)	Invasion games(y1)	Fitness (y1)
Objectives	<ul style="list-style-type: none"> ● To co-operate with a partner to complete challenges. ● To explore and develop working as a team. ● To develop talking, listening and sharing skills. ● To plan with a partner and small group to complete challenges. ● To use talking, listening and sharing skills to complete challenges. 	<ul style="list-style-type: none"> ● To develop throwing for accuracy. ● To develop underarm and overarm throwing at a target. ● To develop throwing for accuracy and distance using underarm and overarm. ● To select the correct throw for the target. ● To develop throwing for accuracy and distance. 	<ul style="list-style-type: none"> ● To develop dribbling a ball with your hands. ● To explore accuracy when rolling a ball. ● To explore throwing with accuracy towards a target. ● To explore catching with two hands. ● To explore dribbling a ball with your feet. 	<ul style="list-style-type: none"> ● To develop rolling and throwing a ball towards a target. ● To develop receiving a rolling ball and tracking skills. ● To be able to send and receive a ball with your feet. ● To develop throwing and catching skills over a short and longer distances. ● To apply sending and receiving skills to small games. 	<ul style="list-style-type: none"> ● To understand the role of defenders and attackers. ● To recognise who to pass to and why. ● To move towards goal with the ball. ● To support a teammate when playing in attack. ● To move into space showing an awareness of defenders. ● To stay with a player when defending. 	<ul style="list-style-type: none"> ● To develop my understanding of how exercise can make you feel. ● To develop my understanding of how exercise can make you strong and healthy. ● To develop my understanding of how exercise relates to breathing. ● To develop my understanding of how exercise helps my brain. ● To develop my understanding of how exercise helps my muscles.
Year 3/4	Gymnastics (y3)	Dance (y3)	Swimming	Swimming	Cricket (y3)	Athletics (y3)

Objectives	<ul style="list-style-type: none"> ● To develop point and patch balances. ● To develop stepping into shape jumps. ● To develop the straight, barrel, and forward roll. ● To be able to transition smoothly in and out of balances. ● To create a sequence with matching and contrasting actions. 	<ul style="list-style-type: none"> ● To use canon and unison. ● To use straight pathways and clear changes in direction ● To understand and use formations. ● To remember, repeat and create actions to represent an idea. ● To select and link appropriate actions and dynamics 	<ul style="list-style-type: none"> ● To develop an understanding of buoyancy and balance in the water. ● To develop independent movement and submersion. ● To develop rotation, sculling and treading water. ● To develop surface dives and submersion. 	<ul style="list-style-type: none"> ● To develop front crawl and backstroke technique. ● To develop head above water breaststroke technique. ● To develop skills in floating. ● To develop water safety skills and an understanding of personal survival. 	<ul style="list-style-type: none"> ● To learn how to score points in a striking and fielding game. ● To develop batting to score points. ● To develop fielding skills to limit the batter's score. ● To understand the role of a bowler. ● To apply skills and knowledge to play games using cricket rules. 	<ul style="list-style-type: none"> ● To develop the sprinting technique and improve on your personal best. ● To develop changeover technique in relay events. ● To develop jumping technique in a range of approaches and take off positions. ● To develop throwing for distance and accuracy. ● To develop throwing for distance in a pull throw.
	Fundamentals Y3/4	Tag rugby	Football	Basketball	Yoga (Y3)	OAA (Y3)

Objectives	<ul style="list-style-type: none"> ● To develop balance and apply it to other fundamental movement skills. ● To understand how the body moves differently at different speeds. ● To develop technique when changing speed. ● To develop agility using a change of speed and direction. ● To develop technique and control when jumping, hopping and landing. ● Extra- To apply fundamental skills to a variety of games. 	<ul style="list-style-type: none"> ● To develop throwing, catching and running with the ball. ● To develop an understanding of how to defend using tagging rules. ● To begin to use the 'forward pass' and 'offside' rule. ● To develop movement skills to dodge a defender. ● To track an opponent and begin to defend as a team. ● Extra- To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<ul style="list-style-type: none"> ● To develop the attacking skill of dribbling. ● To develop changing direction and speed when dribbling. ● To develop passing and begin to recognise when to use different skills. ● To apply attacking skills to move towards a goal. ● To use defending skills to delay an opponent and gain possession. ● Extra- To apply skills and knowledge to compete in a tournament. 	<ul style="list-style-type: none"> ● To develop the attacking skill of dribbling. ● To protect the ball when dribbling against an opponent. ● To develop passing and begin to recognise when to use different skills. ● To use defending skills to delay an opponent and gain possession. ● To develop technique in the attacking skill of shooting. ● Extra- To apply skills and knowledge to compete in a tournament. 	<ul style="list-style-type: none"> ● To explore poses that challenge my balance. ● To explore poses that challenge my flexibility. ● To explore poses that challenge my strength. ● To create a flow suitable for specific skill. 	<ul style="list-style-type: none"> ● To develop co-operation and teamwork skills. ● To develop trust and teamwork. ● To involve all team members to work towards a shared goal. ● To develop trust whilst listening to others and following instructions. ● To be able to identify objects, draw and follow a simple map. ● Extra- To draw a route using directions, orientate a map and navigate around a grid.
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Year 5/6	Gymnastics (Y5)	Volleyball (Y5)	Dance (Y5)	Handball	Rounders (Y5)	Athletics (Y5)
Objectives	<ul style="list-style-type: none"> ● To perform symmetrical and asymmetrical balances. ● To develop the straight, forward, straddle and backward roll. ● To explore different methods of travelling, linking actions in both canon and synchronisation. ● To perform progressions of inverted movements. ● To explore matching and mirroring in sequence work. 	<ul style="list-style-type: none"> ● To use the serve with consideration of attacking principles. ● To develop the fast catch volley with consideration of attacking principles. ● To develop the set shot and use it to pass to a teammate. ● To develop the dig ● To apply rules, skills and principles to play against an opponent.. 	<ul style="list-style-type: none"> ● To understand how changing dynamics changes the appearance of the performance. ● To understand and use relationships and space to change how a performance looks. ● To copy and repeat actions in time with the music. ● To use structure to choreograph a dance performance. ● To use matching, canon and unison. 	<ul style="list-style-type: none"> ● To use a variety of passes to maintain possession under pressure. ● To select the appropriate skill to create space, move towards goal and away from defenders. ● To select and apply the appropriate skill to score goals. ● To use defending skills to prevent an opponent from scoring. ● To use the appropriate defensive technique for the situation. ● Extra- To apply rules, skills and principles to play 	<ul style="list-style-type: none"> ● To develop throwing and catching skills and apply them relevantly to the situation. ● To develop bowling accuracy and perform the skill within the rules of the game. ● To develop batting skills, identify when I am successful and what I need to do to improve. ● To develop fielding techniques and begin to use these under pressure. ● To understand the need for tactics and identify when to use them. 	<ul style="list-style-type: none"> ● To understand pace and apply different speeds over varying distances. ● To develop fluency and co-ordination when running for speed. ● To develop technique in relay changeovers. ● To build momentum and power in the triple jump. ● To develop throwing with force for longer distances and with greater control and technique.

				in a tournament.	<ul style="list-style-type: none"> ● Extra- To apply skills and knowledge to compete in a tournament. 	
Year 5/6	Netball	Fitness (year 5)	Hockey	Badminton (Y5)	Yoga (year 5)	OAA
Objectives	<ul style="list-style-type: none"> ● To develop passing and moving to maintain possession. ● To use a variety of attacking skills to lose a defender. ● To move into and create space to support a teammate. ● To use defending skills to gain possession. ● To develop accuracy in the shooting action under pressure. ● Extra- To use and 	<ul style="list-style-type: none"> ● To understand how speed helps me in other activities and apply this. ● To understand how strength helps me in other activities and apply this ● To understand how agility helps me in other activities and apply this. ● To understand how balance helps me in other activities and apply this. ● To understand how co-ordination helps me in other activities and apply 	<ul style="list-style-type: none"> ● To develop dribbling to beat a defender. ● To send and receive the ball with control under pressure. ● To select the appropriate skill, choosing when to pass and when to dribble. ● To move into and create space to support a teammate. ● To use the appropriate defensive technique for the 	<ul style="list-style-type: none"> ● To use the serve with consideration of attacking principles. ● To explore an underarm return with consideration of attacking principles. ● To explore an underarm return with consideration of attacking principles. ● To explore the overhead forehand with consideration of attacking principles. 	<ul style="list-style-type: none"> ● To understand how breath can help me to hold and move from pose to pose. ● To identify and use balance when exploring poses and creating a flow. ● To identify and use flexibility when exploring poses and creating a flow. ● To identify and use strength when exploring poses and creating a flow. 	<ul style="list-style-type: none"> ● To develop communication and negotiation skills. ● To develop strong communication and negotiation skills to solve challenges. ● To develop planning and problem solving skills. ● To share ideas and work as a team to solve problems. ● To develop navigation skills and map reading. ● Extra- To create

	<p>apply skills, principles and tactics to a game situation.</p>	<p>this.</p> <ul style="list-style-type: none"> ● To understand how stamina helps me in other activities and apply this. 	<p>situation.</p> <ul style="list-style-type: none"> ● Extra- To apply rules, skills and principles to play in a tournament. 	<ul style="list-style-type: none"> ● To select and apply skills and tactics to play competitively. ● Extra- To apply rules, skills and tactics to play in a tournament. 	<ul style="list-style-type: none"> ● To create and refine a flow with a partner. ● Extra- To lead others through our flow. 	<p>and follow a key and route on a map.</p>
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PE Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Introduction to PE	Fundamentals	Ball Skills	Gymnastics	Games	Dance
Year 1/2	A	Fundamentals & Team Building	Gymnastics & Target Games	Dance & Ball Skills	Net and Wall Games & Sending and Receiving	Striking and Fielding & Invasion Games	Athletics & Fitness
	B	Fundamentals & Team Building	Dance & Ball Skills	Gymnastics & Target Games	Net and Wall Games & Sending and Receiving	Striking and Fielding & Yoga	Athletics & Fitness
Year 3/4	A	Year 4- Swimming & Fundamentals Year 3/4 Yoga & Fundamentals Year 3- Yoga & Fundamentals	Year 4- Swimming & Yoga Year 3/4- Dance & Tag rugby Year 3- Dance & Tag rugby	Year 4- Dance & Tag rugby Year 3/4- Swimming & Football Year 3- OAA & Football	Year 4- Gymnastics & Football Year 3/4- Swimming & Gymnastics Year 3- Basketball & Gymnastics	Year 4- OAA & Basketball Year 3/4- OAA & Basketball Year 3- Swimming & Athletics	Year 4- Athletics & Cricket Year 3/4- Athletics & Cricket Year 3- Swimming & Cricket
	B	Year 4 - Swimming & Ball Skills Year 3/4 - Ball Skills & Dance Year 3 - Ball Skills & Dance	Year 4 - Swimming & Hockey Year 3/4 - Hockey & Fitness Year 3 - Hockey & Fitness	Year 4 - Netball & Dance Year 3/4 - Swimming & Netball Year 3 - Netball & Handball	Year 4 - Fitness & Parkour Year 3/4 - Swimming & Parkour Year 3 - Tennis & Parkour	Year 4 - Rounders & Handball Year 3/4 - Rounders & Handball Year 3 - Swimming & Rounders	Year 4 - Athletics & Tennis Year 3/4 - Athletics & Tennis Year 3 - Swimming & Athletics
Year 5/6	A	Dance & Netball	Volleyball & Fitness	Gymnastics & Hockey	Handball & Badminton	Rounders & Yoga	Athletics & OAA
	B	Dance & Volleyball	Tag Rugby &	Parkour &	Football &	Tennis & Cricket	Athletics & Yoga

			Fitness	Basketball	Rounders		
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Get Set 4
Education

About this Document

This long term progression map connects each of our units to the strands of the National Curriculum. At the top of each page, you'll find the corresponding NC strand alongside the units designed to fulfil it

By selecting at least one unit from each page per year, you ensure a structured, progressive learning journey that guides your pupils toward achieving the intended National Curriculum outcomes.

Progression Journey: Dance

This unit links to the following strand of the NC:

KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

EYFS

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6

Copy basic body actions and rhythms.

Copy, remember and repeat actions.

Copy, remember and repeat a series of actions.

Copy remember and perform a dance phrase.

Copy, remember and adapt set choreography.

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Perform dances confidently and fluently with accuracy and good timing.

Choose and use travelling actions, shapes and balances.

Choose actions for an idea.

Select from a wider range of actions in relation to a stimulus.

Create short dance phrases that communicate an idea.

Choreograph considering structure individually, with a partner and in a group.

Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

Travel in different pathways using the space around them.

Use changes of direction, speed and levels with guidance.

Use pathways, levels, shapes, directions, speeds and timing with guidance.

Use canon, unison and formation to represent an idea.

Use action and reaction to represent an idea.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Begin to use dynamics and expression with guidance.

Show some sense of dynamic and expressive qualities.

Show a character through actions, dynamics and expression.

Match dynamic and expressive qualities to a range of ideas.

Change dynamics to express changes in character or narrative.

Confidently perform choosing appropriate dynamics to represent an idea.

Use counts accurately when choreographing to perform in time with others and the music.

Use counts when choreographing and performing to improve the quality of work.

Begin to count to music.

Begin to use counts.

Use counts with help to stay in time with the music.

Use counts to keep in time with a partner and group.

Use counts when choreographing short phrases.

Progression Journey: F.M.S through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing.
Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination.
Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS2: use running, jumping, throwing and catching in isolation and in combination.

KS1: master basic movements including throwing and catching.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and

Participate in team games, developing simple tactics for attacking and defending. defending.

EYFS

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Drop and catch with two hands.

Drop and catch a ball after one bounce on the move.

Dribble a ball with two hands on the move.

Dribble the ball with one hand with some control in game situations.

Link dribbling the ball with other actions with increasing control.

Use dribbling to change the direction of play with some control under pressure.

Use dribbling to change the direction of play with control under pressure.

Move a ball with feet.

Move a ball using different parts of the foot.

Dribble a ball with some success, stopping it when required.

Dribble a ball with feet with some control in game situations.

Change direction when dribbling with feet with some control in game situations.

Dribble with feet with some control under increasing pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Throw and roll a variety of beanbags and larger balls to space.

Throw and roll towards a target with some varying techniques.

Throw and roll towards a target using varying techniques with some success.

Use a variety of throwing techniques in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Kick larger balls to space.

Kick towards a stationary target.

Show balance when kicking towards a target.

Kick towards a partner in game situations.

Kick with increasing success in game situations.

Use a variety of kicking techniques with some control under increasing pressure.

Select and apply the appropriate kicking technique with control.

Stop a beanbag or large ball sent to them using hands.

Catch a beanbag and a medium-sized ball.

Catch an object passed to them, with and without a bounce.

Catch a ball passed to them using one and two hands with some success.

Catch a ball passed to them using one and two hands with increasing success.

Catch and intercept a ball using one and two hands with some success in game situations.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Attempt to stop a large ball sent to them using feet.

Attempt to track balls and other equipment sent to them.

Move to track a ball and stop it using feet with limited success.

Receive a ball sent to them using different parts of the foot.

Receive a ball using different parts of the foot under pressure.

Receive a ball using different parts of the foot under pressure with increasing control.

Receive a ball with consideration to the next move.

Hit a ball with hands.

Strike a stationary ball using a racket.

Strike a ball using a racket.

Strike a ball with varying techniques.

Strike a ball using varying techniques with increasing accuracy.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Run and stop when instructed.

Run, stop and change direction with some balance and control.

Run, stop and change direction with balance and control.

Change direction with increasing speed in game situations.

Change direction to lose an opponent with some success.

Use a variety of techniques to change direction to lose an opponent.

Confidently change direction to successfully outwit an opponent.

Move around showing limited awareness of others.

Recognise space in relation to others.

Move to space to help score goals or limit others scoring.

Use space with some success in game situations.

Create and use space with some success in game situations.

Create and use space for self and others with some success.

Effectively create and use space for self and others to outwit an opponent.

Make simple decisions in response to a situation.

Begin to use simple tactics with guidance.

Use simple tactics.

Use simple tactics individually and within a team.

Use simple tactics to help their team score or gain possession.

Understand the need for tactics and can identify when to use them in different situations.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: **Body Management** through parkour, gymnastics, yoga

These unit link to the following strands of the NC:

KS1: master basic movements as well as developing balance, agility and co-ordination. KS2: develop flexibility, strength, technique, control and balance.

EYFS

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

1

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

2

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

3

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

4

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

5

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

6

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: OAA through team building and OAA

These units link to the following strands of the NC:

KS1: participate in team games, developing simple tactics. KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS

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6

Follow simple instructions.

Follow instructions.

Follow instructions accurately.

Follow instructions from a peer and give simple instructions.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Use clear communication when working in a group and taking on different roles.

Communicate with others clearly and effectively when under pressure.

Share their ideas with others.

Begin to work with a partner and a small group.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Confidently communicate ideas and listen to others before deciding on the best approach.

Begin to lead others, providing clear instructions.

Confident to lead others and show consideration of including all within a group.

Explore activities making own decisions in response to a task.

Understand the rules of the game and suggest ideas to solve simple tasks.

Try different ideas to solve a task.

Plan and attempt to apply strategies to solve problems.

Plan and apply strategies to solve problems.

Plan and apply strategies with others to more complex challenges.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Make decisions about where to move in space.

Copy a simple diagram/map.

Follow and create a simple diagram/map.

Orientate and follow a diagram/map.

Identify key symbols on a map and use a key to help navigate around a grid.

Orientate a map confidently using it to navigate around a course.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Follow a path.

Begin to identify personal success.

Identify own and others' success.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Explain why a particular strategy worked and alter methods to improve.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.

Progression Journey: SET

EYFS

1

2

3

4

5

6

SOCIAL

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.

Work with others to achieve a shared goal.

Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.

Lead others and show consideration of including all within a group.

Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.

Understand what their best looks like and they work hard to achieve it.

Begin to use rules showing awareness of fairness and honesty.

Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.

Use different strategies to persevere to achieve personal best.

Compete within the rules showing fair play and honesty when playing independently.

Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.

Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.

Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.

Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.

Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.

Select and apply from a wider range of skills and actions in response to a task.

Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.

Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.

Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.

Select and apply appropriate skills for the situation when under pressure.