

## PE LONG TERM PLAN – MELBOURNE PRIMARY SCHOOL

### CYCLE A OVERVIEW

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>1st Half Term</u>	<u>2nd Half Term</u>	<u>1st Half Term</u>	<u>2nd Half Term</u>	<u>1st Half Term</u>	<u>2nd Half Term</u>
Y1/2	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day
Year 3/4	Key Skills - Locomotion Gymnastics	Ball Skills - Jumping Dance	KeySkills - Ball Skills (Hands) Gymnastics	Key Skills - Ball Skills (Feet) Dance	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day
Year 5/6	Games (Tag Rugby) Fitness Swimming (Y4 only)	Games (Netball) Dance	Athletics (Field Events) Gymnastics	Dance Games (Dodgeball/ Benchball)	Games (Badminton) Outdoor and Adventurous Activities	Games (Rounders) Athletics (Track) Sports Day

### CYCLE B OVERVIEW

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>1st Half Term</u>	<u>2nd Half Term</u>	<u>1st Half Term</u>	<u>2nd Half Term</u>	<u>1st Half Term</u>	<u>2nd Half Term</u>
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day
Y1/2	Gymnastics Key Skills - Locomotion	Dance Key Skills - Jumping	Gymnastics Key Skills - Ball Skills (Hands)	Dance Key Skills - Ball Skills (Feet)	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day
Year 3/4	Games (Football) Fitness Swimming (Y3 only)	Games (Basketball) Dance	Athletics (Field Events) Gymnastics	Games (Hockey) Dance	Games (Tennis) Outdoor and Adventurous Activities	Games (Cricket) Athletics (Track) Sports Day
Year 5/6	Games (Football) Fitness	Games (Basketball) Dance	Athletics (Field Events) Gymnastics	Games (Hockey) Dance	Games (Tennis) Outdoor and Adventurous Activities	Games (Cricket) Athletics (Track) Sports Day

### Cycle A

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
EYFS	Dance Outdoor Provision	Dance Outdoor Provision	Gymnastics Outdoor Provision	Yoga Outdoor Provision	Games Outdoor Provision	Games Outdoor Provision Sports Day
	<b><u>EYFS Skills Progression</u></b>  <b><u>Outdoor Provision</u></b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P, S, E and D)		<b><u>EYFS Skills Progression</u></b>  <b><u>Gymnastics</u></b> Progress towards a more fluent style of moving, with developing control and grace. (PD) Develop overall body-strength, balance, coordination		<b><u>EYFS Skills Progression</u></b>  <b><u>Games</u></b> Increasingly follow rules, understanding why they are important. (P, S, E and D) Do not always need an adult to remind them of a	

<p>Increasingly follow rules, understanding why they are important. (P, S, E and D)</p> <p>Do not always need an adult to remind them of a rule. (P, S, E and D)</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table. (PD)</p> <p>Manage their own needs. (P, S, E and D)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</p> <p>Combine different movements with ease and fluency. (PD)</p> <p>Develop overall body strength, balance, coordination and agility. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>- rolling - crawling - jumping - climbing (PD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><u>Yoga</u></p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</p> <p>Combine different movements with ease and fluency. (PD)</p> <p>Develop overall body strength, balance, coordination and agility. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p>	<p>rule. (P, S, E and D)</p> <p>Continue to develop their movement, balancing and ball skills. (PD)</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (P, S, E and D)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>- running - crawling - hopping - walking - skipping - jumping (PD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)</p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><u>Outdoor Provision</u></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P,S, E and D)</p> <p>Do not always need an adult to remind them of a rule. (P, S, E and D)</p> <p>Continue to develop their movement, balancing,</p>
--	--	---

<p>(E A and D)</p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing.</b></p> <p><b>Work and play cooperatively and take turns with others</b></p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><b>Perform songs, rhymes, poems and stories with others.</b></p> <p><u><b>Dance</b></u></p> <p>Use large-muscle movements to wave flags and streamers (PD)</p> <p>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. (PD)</p> <p>Respond to what they have heard, expressing their thoughts and feelings (E A and D)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (PD)</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table. (PD)</p> <p>Combine different movements with ease and fluency.</p>	<p>- rolling - jumping (PD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><u><b>Outdoor Provision</b></u></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P,S, E and D)</p> <p>Do not always need an adult to remind them of a rule. (P, S, E and D)</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table. (PD)</p>	<p>riding (scooters, trikes and bikes) and ball skills. (PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table. (PD)</p> <p>Manage their own needs. (P, S, E and D)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)</p> <p>Create collaboratively, sharing ideas, resources and skills. (E A and D)</p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b></p> <p><b>Explain the reasons for rules, know right from</b></p>
--	--	---

	<p>(PD) Develop overall body strength, balance, coordination and agility. (PD) Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping (PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D) Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D) Listen attentively, move to and talk about music, expressing their feelings and responses. (E A and D) Watch and talk about dance and performance art, expressing their feelings and responses. (E A and D) Explore and engage in music making and dance, performing solo or in groups. (E A and D) <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b> <b>Try to move in time with music.</b></p>		<p>Manage their own needs. (P, S, E and D) Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D) Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD) Create collaboratively, sharing ideas, resources and skills. (E A and D) <b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b> <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b> <b>Manage their own basic hygiene and personal needs, including dressing.</b> <b>Work and play cooperatively and take turns with others</b> <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b> <b>Perform songs, rhymes, poems and stories with others.</b></p>		<p><b>wrong and try to behave accordingly.</b> <b>Manage their own basic hygiene and personal needs, including dressing.</b> <b>Work and play cooperatively and take turns with others</b> <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b> <b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b> <b>Perform songs, rhymes, poems and stories with others.</b></p>	
Y1/2	Key Skills - Locomotion Gymnastics	Key Skills - Jumping Dance	Key Skills - Ball Skills (Hands) Gymnastics	Key Skills - Ball Skills (Feet) Dance	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day
	<b><u>Year 1/2 Skills Progression</u></b>		<b><u>Year 1/2 Skills Progression</u></b>		<b><u>Year 1/2 Skills Progression</u></b>	

	<p><b><u>Locomotion and Jumping (Fundamental Movements)</u></b>  Explore running and apply into a game  Explore running at different speeds  Explore running in a team  Recap and develop jumping  Explore how jumping affects our bodies  Explore skipping and apply skipping and jumping into a game  Explore and develop dodging  Apply dodging: Explore attacking and defending  Apply dodging in teams  Consolidate and apply jumping into a game  Linking jumping  Explore jumping combinations</p> <p><b><u>Dance</u></b>  Copy and remember moves and positions.  Move with careful control and coordination.  Link two or more actions to perform a sequence.  Dance with control and coordination.  Choose movements to communicate a mood, feeling or idea.</p> <p><b><u>Gymnastics</u></b>  Copy and remember actions.  Move with some control and awareness of space.  Link two or more actions to make a sequence.  Show contrasts (such as small/tall, straight/curved and wide/narrow).  Travel by rolling forwards, backwards and sideways.  Hold a position whilst balancing on different points of the body.  Climb safely on equipment.  Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.</p>	<p><b><u>Dance</u></b>  Copy and remember moves and positions.  Move with careful control and coordination.  Link two or more actions to perform a sequence.  Dance with control and coordination.  Choose movements to communicate a mood, feeling or idea.</p> <p><b><u>Gymnastics</u></b>  Copy and remember actions.  Move with some control and awareness of space.  Link two or more actions to make a sequence.  Show contrasts (such as small/tall, straight/curved and wide/narrow).  Travel by rolling forwards, backwards and sideways.  Hold a position whilst balancing on different points of the body.  Climb safely on equipment.  Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.</p> <p><b><u>Ball Skills - Feet</u></b>  Introduce aiming with accuracy  Introduce power and speed when sending a ball  Introduce/develop stopping, combining sending skills  Combine sending and receiving skills  Develop moving the ball using the feet  Apply and consolidate dribbling into games  Explore kicking (passing)  Apply kicking (passing) to score a point  Develop dribbling/passing and receiving  Combine dribbling, passing and receiving, keeping possession</p>	<p><b><u>Locomotion (Fundamental Movements)</u></b>  Explore running  Apply running into a game  Explore running at different speeds  Explore running in a team  Consolidate running, apply running into a competitive game  Recap and develop jumping  Explore how jumping affects our bodies  Explore skipping  Apply skipping and jumping into a game  Explore and develop dodging  Apply dodging: Explore attacking and defending  Apply dodging in teams  Consolidate jumping  Apply jumping into a game  Explore jumping combinations</p> <p><b><u>Small-Sided Games</u></b>  Use the terms 'opponent' and 'team-mate'.  Use rolling, hitting, running, jumping, catching and kicking skills in combination.  Begin to follow simple rules.  Develop simple tactics.  Lead others when appropriate.</p>
--	---	--	---

			<p>Develop dribbling/passing and receiving to score a point</p> <p>Develop dribbling/passing/ receiving, keeping possession</p> <p>Combine and apply dribbling, passing and receiving, keeping possession/to score a point</p> <p><b>Ball Skills - Hands</b></p> <p>Introduce sending (bouncing) with control</p> <p>Introduce aiming with accuracy</p> <p>Introduce power and speed when sending a ball</p> <p>Introduce/develop stopping, combining sending skills</p> <p>Combine sending and receiving skills</p> <p>Develop dribbling/passing and receiving</p> <p>Combine dribbling, passing and receiving, keeping possession</p> <p>Develop and combine dribbling/passing and receiving to score a point</p> <p>Develop dribbling/passing/ receiving, keeping possession to score a point</p> <p>Apply dribbling, passing and receiving as a team to score a point</p>			
<b>Year 3/4</b>	<p><i>Games (Tag Rugby)</i></p> <p><i>Fitness</i></p> <p><i>Swimming (Y4 only)</i></p>	<p><i>Games (Netball)</i></p> <p><i>Dance</i></p>	<p><i>Athletics (Field Events)</i></p> <p><i>Gymnastics</i></p>	<p><i>Dance</i></p> <p><i>Games (Dodgeball/ Benchball)</i></p>	<p><i>Games (Badminton)</i></p> <p><i>Outdoor and Adventurous Activities</i></p>	<p><i>Games (Rounders)</i></p> <p><i>Athletics (Track)</i></p> <p><i>Sports Day</i></p>
	<p><b><u>Year 3/4 Skills Progression</u></b></p> <p><b><u>Tag Rugby</u></b></p> <p>Throw and catch with control and accuracy. Control a ball when moving with hands.</p>		<p><b><u>Year 3/4 Skills Progression</u></b></p> <p><b><u>Dodgeball/ Benchball</u></b></p> <p>Throw and catch with control and accuracy. Control a ball when moving with hands.</p>		<p><b><u>Year 3/4 Skills Progression</u></b></p> <p><b><u>Badminton</u></b></p> <p>Strike a shuttlecock with control. Control a shuttlecock when moving with a racket.</p>	



<p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Fitness</u></b> Run over a longer distance, conserving energy in order to sustain performance. Compete with others and aim to improve personal best performances.</p> <p><b><u>Netball</u></b> Throw and catch with control and accuracy. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Dance</u></b> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p><b><u>Swimming</u></b> Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</p>	<p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball using your hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Athletics (Field)</u></b> Sprint over a short distance up to 60 metres. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p> <p><b><u>Dance</u></b> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p><b><u>Gymnastics</u></b> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p>	<p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a shuttlecock with a racket. Lead others and act as a respectful team member.</p> <p><b><u>Outdoor and Adventurous Activities</u></b> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary.</p> <p><b><u>Rounders</u></b> Throw and catch with control and accuracy. Strike a ball and field with control. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Athletics (Track)</u></b> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in</p>
---	---	---



	Coordinate leg and arm movements. Swim at the surface and below the water.		Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).		order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances.
<b>Year 5/6</b>	<i>Games (Tag Rugby) Fitness</i>	<i>Games (Netball) Dance</i>	<i>Athletics (Field Events) Gymnastics</i>	<i>Dance Games (Dodgeball/ Benchball)</i>	<i>Games (Badminton) Outdoor and Adventurous Activities</i> <i>Games (Rounders) Athletics (Track) Sports Day</i>
	<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b><u>Tag Rugby</u></b> Choose and combine techniques in game situations (running, passing and catching). Work alone, or with team mates in order to gain possession or goals. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p><b><u>Netball</u></b> Choose and combine techniques in game situations (running, throwing, catching, passing and jumping). Work alone, or with team mates in order to gain points or possession. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all</p>		<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b><u>Athletics (Field)</u></b> Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b><u>Dodgeball/ Benchball</u></b> Choose and combine techniques in game situations (running, passing and passing). Work alone, or with team mates in order to gain points or possession. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>		<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b><u>Badminton</u></b> Choose and combine techniques in game situations (running and jumping). Work alone, or with team mates in order to gain points. Strike a volleyed shuttlecock with accuracy. Use forehand and backhand when playing racket games. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p><b><u>Outdoor and Adventurous Activities</u></b> Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p>

	<p>competitive situations. Lead others when called upon and act as a good role model within a team.]</p> <p><b><u>Fitness</u></b> Choose the best pace for running over a variety of distances. Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b><u>Dance</u></b> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Can compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Create and perform dances in a variety of styles. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</p>	<p><b><u>Dance</u></b> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Can compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Create and perform dances in a variety of styles. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</p> <p><b><u>Gymnastics</u></b> Create complex and well executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. Hold shapes that are strong, fluent and expressive. include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p><b><u>Rounders</u></b> Choose and combine techniques in game situations (running, throwing, striking and catching). Work alone, or with team mates in order to gain points or possession. Strike a bowled ball with accuracy. Field and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p><b><u>Athletics (Track)</u></b> Combine sprinting with low hurdles over 60 metres. Choose the best pace for running over a variety of distances. Compete with others and keep track of personal best performances, setting targets for improvement.</p>
--	--	--	---

		upright).	
--	--	-----------	--

<b><u>Cycle B</u></b>						
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
EYFS	<i>Dance Outdoor Provision</i>	<i>Dance Outdoor Provision</i>	<i>Gymnastics Outdoor Provision</i>	<i>Yoga Outdoor Provision</i>	<i>Games Outdoor Provision</i>	<i>Games Outdoor Provision Sports Day</i>
	<b><u>EYFS Skills Progression</u></b>  <b><u>Outdoor Provision</u></b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P, S, E and D) Increasingly follow rules, understanding why they are important. (P, S, E and D) Do not always need an adult to remind them of a rule. (P, S, E and D) Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)		<b><u>EYFS Skills Progression</u></b>  <b><u>Gymnastics</u></b> <i>Progress towards a more fluent style of moving, with developing control and grace. (PD)</i> <i>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</i> <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</i>		<b><u>EYFS Skills Progression</u></b>  <b><u>Games</u></b> Increasingly follow rules, understanding why they are important. (P, S, E and D) Do not always need an adult to remind them of a rule. (P, S, E and D) Continue to develop their movement, balancing and ball skills. (PD) Skip, hop, stand on one leg and hold a pose for a game like musical statues. (P, S, E and D) Start taking part in some group activities which they make up for themselves, or in teams. (PD)	

<p>Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table. (PD)</p> <p>Manage their own needs. (P, S, E and D)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)</p> <p>Create collaboratively, sharing ideas, resources and skills. (E A and D)</p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b></p>	<p>Combine different movements with ease and fluency. (PD)</p> <p>Develop overall body strength, balance, coordination and agility. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - crawling - jumping - climbing (PD)</li> </ul> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><u>Yoga</u></p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</p> <p>Combine different movements with ease and fluency. (PD)</p> <p>Develop overall body strength, balance, coordination and agility. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - jumping (PD)</li> </ul> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p>	<p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- running - crawling - hopping - walking - skipping - jumping (PD)</li> </ul> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)</p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><u>Outdoor Provision</u></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P,S, E and D)</p> <p>Do not always need an adult to remind them of a rule. (P, S, E and D)</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)</p> <p>Use large-muscle movements to paint and make marks. (PD)</p> <p>Start taking part in some group activities which</p>
---	--	---

<p><b>Manage their own basic hygiene and personal needs, including dressing.</b>  <b>Work and play cooperatively and take turns with others</b>  <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>  <b>Demonstrate strength, balance and coordination when playing.</b>  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Perform songs, rhymes, poems and stories with others.</b></p> <p><b>Dance</b>  Use large-muscle movements to wave flags and streamers (PD)  Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. (PD)  Respond to what they have heard, expressing their thoughts and feelings (E A and D)  Progress towards a more fluent style of moving, with developing control and grace. (PD)  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD)  Use their core muscle strength to achieve a good posture when sitting at a table. (PD)  Combine different movements with ease and fluency. (PD)  Develop overall body strength, balance, coordination and agility. (PD)  Revise and refine the fundamental movement skills they have already acquired:  - rolling - running - crawling - hopping - walking -</p>	<p><b>Outdoor Provision</b>  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (P,S, E and D)  Do not always need an adult to remind them of a rule. (P, S, E and D)  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (PD)  Go up steps and stairs, or climb up apparatus, using alternate feet. (P, S, E and D)  Use large-muscle movements to paint and make marks. (PD)  Start taking part in some group activities which they make up for themselves, or in teams. (PD)  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)  Use their core muscle strength to achieve a good posture when sitting at a table. (PD)  Manage their own needs. (P, S, E and D)  Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)  Know and talk about the different factors that</p>	<p>they make up for themselves, or in teams. (PD)  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD)  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (PD)  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. (PD)  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)  Use their core muscle strength to achieve a good posture when sitting at a table. (PD)  Manage their own needs. (P, S, E and D)  Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. (PD)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)  Know and talk about the different factors that support overall health and wellbeing: - regular physical activity (PD)  Create collaboratively, sharing ideas, resources and skills. (E A and D)  <b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b>  <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b>  <b>Manage their own basic hygiene and personal needs, including dressing.</b>  <b>Work and play cooperatively and take turns with others</b></p>
--	---	--

	<p>skipping - jumping (PD)          Explore, use and refine a variety of artistic effects to express their ideas and feelings. (E A and D)          Return to and build on their previous learning, refining ideas and developing their ability to represent them. (E A and D)          Listen attentively, move to and talk about music, expressing their feelings and responses. (E A and D)          Watch and talk about dance and performance art, expressing their feelings and responses. (E A and D)          Explore and engage in music making and dance, performing solo or in groups. (E A and D)  <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>  <b>Demonstrate strength, balance and coordination when playing.</b>  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Try to move in time with music.</b></p>	<p>support overall health and wellbeing: - regular physical activity (PD)          Create collaboratively, sharing ideas, resources and skills. (E A and D)  <b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b>  <b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b>  <b>Manage their own basic hygiene and personal needs, including dressing.</b>  <b>Work and play cooperatively and take turns with others</b>  <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>  <b>Demonstrate strength, balance and coordination when playing.</b>  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Perform songs, rhymes, poems and stories with others.</b></p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>  <b>Demonstrate strength, balance and coordination when playing.</b>  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b>  <b>Perform songs, rhymes, poems and stories with others.</b></p>			
Y1/2	Gymnastics Key Skills - Running/ Locomotion	Dance Key Skills - Jumping	Gymnastics Key Skills - Ball Skills (Hands)	Dance Key Skills - Ball Skills (Feet)	Small Sided Games (Net and Racket) Small Sided Games (Invasion)	Small Sided Games (Invasion) Athletics (Track) Sports Day

<p><b><u>Year 1/2 Skills Progression</u></b></p> <p><b><u>Locomotion and Jumping (Fundamental Movements)</u></b>  Explore running and apply into a game  Explore running at different speeds  Explore running in a team  Recap and develop jumping  Explore how jumping affects our bodies  Explore skipping and apply skipping and jumping into a game  Explore and develop dodging  Apply dodging: Explore attacking and defending  Apply dodging in teams  Consolidate and apply jumping into a game  Linking jumping  Explore jumping combinations</p> <p><b><u>Dance</u></b>  Copy and remember moves and positions.  Move with careful control and coordination.  Link two or more actions to perform a sequence.  Dance with control and coordination.  Choose movements to communicate a mood, feeling or idea.</p> <p><b><u>Gymnastics</u></b>  Copy and remember actions.  Move with some control and awareness of space.  Link two or more actions to make a sequence.  Show contrasts (such as small/tall, straight/curved and wide/narrow).  Travel by rolling forwards, backwards and sideways.  Hold a position whilst balancing on different points of the body.  Climb safely on equipment.  Stretch and curl to develop flexibility. Jump in a</p>	<p><b><u>Year 1/2 Skills Progression</u></b></p> <p><b><u>Dance</u></b>  Copy and remember moves and positions.  Move with careful control and coordination.  Link two or more actions to perform a sequence.  Dance with control and coordination.  Choose movements to communicate a mood, feeling or idea.</p> <p><b><u>Gymnastics</u></b>  Copy and remember actions.  Move with some control and awareness of space.  Link two or more actions to make a sequence.  Show contrasts (such as small/tall, straight/curved and wide/narrow).  Travel by rolling forwards, backwards and sideways.  Hold a position whilst balancing on different points of the body.  Climb safely on equipment.  Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.</p> <p><b><u>Ball Skills - Feet</u></b>  Introduce aiming with accuracy  Introduce power and speed when sending a ball  Introduce/develop stopping, combining sending skills  Combine sending and receiving skills  Develop moving the ball using the feet  Apply and consolidate dribbling into games  Explore kicking (passing)  Apply kicking (passing) to score a point  Develop dribbling/passing and receiving  Combine dribbling, passing and receiving, keeping</p>	<p><b><u>Year 1/2 Skills Progression</u></b></p> <p><b><u>Locomotion (Fundamental Movements)</u></b>  Explore running  Apply running into a game  Explore running at different speeds  Explore running in a team  Consolidate running, apply running into a competitive game  Recap and develop jumping  Explore how jumping affects our bodies  Explore skipping  Apply skipping and jumping into a game  Explore and develop dodging  Apply dodging: Explore attacking and defending  Apply dodging in teams  Consolidate jumping  Apply jumping into a game  Explore jumping combinations</p> <p><b><u>Small-Sided Games</u></b>  Use the terms 'opponent' and 'team-mate'.  Use rolling, hitting, running, jumping, catching and kicking skills in combination.  Begin to follow simple rules.  Develop simple tactics.  Lead others when appropriate.</p>
--	--	--



	variety of ways and land with increasing control and balance.	<p>possession Develop dribbling/passing and receiving to score a point Develop dribbling/passing/ receiving, keeping possession Combine and apply dribbling, passing and receiving, keeping possession/to score a point</p> <p><b>Ball Skills - Hands</b> Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop and combine dribbling/passing and receiving to score a point Develop dribbling/passing/ receiving, keeping possession to score a point Apply dribbling, passing and receiving as a team to score a point</p>	
--	---	--	--

<b>Year 3/4</b>	<i>Games (Football) Fitness Swimming (Y3 only)</i>	<i>Games (Basketball) Dance</i>	<i>Athletics (Field Events) Gymnastics</i>	<i>Games (Hockey) Dance</i>	<i>Games (Tennis) Outdoor and Adventurous Activities</i>	<i>Games (Cricket) Athletics (Track) Sports Day</i>
-----------------	--	-------------------------------------	--	---------------------------------	--	---

	<b><u>Year 3/4 Skills Progression</u></b> <b>Football</b>	<b><u>Year 3/4 Skills Progression</u></b> <b>Gymnastics</b>	<b><u>Year 3/4 Skills Progression</u></b> <b>Tennis</b>
--	--	--	--

<p>Kick a ball with control and accuracy. Control a ball when moving with feet choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with feet. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Basketball</u></b> Throw and catch with control and accuracy. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Fitness</u></b> Run over a longer distance, conserving energy in order to sustain performance. Compete with others and aim to improve personal best performances.</p> <p><b><u>Dance</u></b> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).</p> <p><b><u>Athletics (Field)</u></b> Sprint over a short distance up to 60 metres. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p> <p><b><u>Dance</u></b> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Begin to perform in pairs/groups. Create dances and movements that convey a definite idea change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Strike a tennis ball with control. Control a tennis ball when moving with a racket. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a tennis ball with a racket. Lead others and act as a respectful team member.</p> <p><b><u>Cricket</u></b> Throw and catch with control and accuracy. Strike a ball and field with control. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p><b><u>Outdoor and Adventurous Activities</u></b> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and</p>
--	---	---

	<p><b>Swimming</b> Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</p>		<p><b>Hockey</b> Strike a ball and field with control. Control a ball when moving with hands. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with a hockey stick. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p>		<p>change plans if necessary.</p> <p><b>Athletics (Track)</b> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances.</p>	
<b>Year 5/6</b>	<i>Games (Football) Fitness</i>	<i>Games (Basketball) Dance</i>	<i>Athletics (Field Events) Gymnastics</i>	<i>Games (Hockey) Dance</i>	<i>Games (Tennis) Outdoor and Adventurous Activities</i>	<i>Games (Cricket) Athletics (Track) Sports Day</i>
	<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b>Football</b> Choose and combine techniques in game situations (running, passing and kicking). Work alone, or with team mates in order to gain possession or goals. Strike a volleyed ball with accuracy. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p><b>Basketball</b></p>		<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b>Gymnastics</b> Create complex and well executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. Hold shapes that are strong, fluent and expressive. include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinaesthetic awareness</p>		<p><b><u>Year 5/6 Skills Progression</u></b></p> <p><b>Tennis</b> Choose and combine techniques in game situations (running, jumping, striking and throwing). Work alone, or with team mates in order to gain points. Strike a volleyed tennis ball with accuracy. Use forehand and backhand when playing racket games. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good</p>	

<p>Choose and combine techniques in game situations (running, throwing, catching, passing and jumping). Work alone, or with team mates in order to gain points or possession.</p> <p>Defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p><b><u>Fitness</u></b></p> <p>Choose the best pace for running over a variety of distances.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b><u>Dance</u></b></p> <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Can compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Create and perform dances in a variety of styles.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</p>	<p>(placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p> <p><b><u>Hockey</u></b></p> <p>Choose and combine techniques in game situations (running and passing).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a ball with accuracy.</p> <p>Use forehand and backhand when turning using the hockey stick.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p><b><u>Athletics (Field)</u></b></p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b><u>Dance</u></b></p> <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p>	<p>role model within a team.</p> <p><b><u>Athletics (Track)</u></b></p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best pace for running over a variety of distances.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b><u>Outdoor and Adventurous Activities</u></b></p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked.</p> <p>Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p><b><u>Cricket</u></b></p> <p>Choose and combine techniques in game situations (running, throwing and catching).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled ball with accuracy.</p> <p>Field, defend and attack tactically by anticipating</p>
---	---	--

		<p>Perform and create complex sequences. Can compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences. Create and perform dances in a variety of styles. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)</p>	<p>the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>
--	--	---	--