

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Gymnastics	Pupils can: Make gymnastic shapes. Travel, stop and link shapes together with some control. Jump safely from the floor and apparatus with neatness and control. Begin to balance on large and small body parts. Begin to recognise good shapes and begin to suggest improvements for others. Begin to roll with control in different ways. Begin to link a jump, roll and balance neatly. Create a sequence using 2-4 different gymnastic actions, linking these together using the floor and apparatus. Make a shape at the beginning and end of movements. Begin to evaluate sequences and practise for performance.	Stretching and Curling Pupils can: Travel and stop in a variety of ways showing movement and shapes that are 'stretched and 'curled'. Recognise the difference between these shapes and perform them with control. Jump safely and with control from the floor and apparatus showing both types of shapes. Confidently name the shapes and include them in a sequence. Balance on different parts of the body with good body tension, showing a variety of shapes. Recognise good shapes and suggest improvements for others. Roll with control in four different ways, linking them together with jumps, rolls and balances. Confidently remember movements to show to others. Describe the differences between own movements. Confidently evaluate sequences and practise for performance.	Symmetry/Asymmetry Pupils can: Create symmetrical shapes and balances. Link symmetrical travel movements and balances together with control and good body tension. Perform and name different symmetrical jumps and rolls. Create asymmetrical shapes, travelling movements and balances, linking them together with good body tension. Evaluate own work and that of others and suggest improvements. Move from symmetrical to asymmetrical shapes using good body tension. Create a sequence of 6-8 elements using the floor and apparatus. Name and include both symmetrical and asymmetrical elements and a start/finish position.	Symmetry/Asymmetry Pupils can: Create symmetrical shapes and balances. Link symmetrical travel movements and balances together with control and good body tension. Confidently perform and name different symmetrical jumps and rolls. Create asymmetrical shapes, travelling movements and balances, linking them together with good body tension. Confidently evaluate own work and that of others and suggest improvements. Confidently move from symmetrical to asymmetrical shapes using good body tension. Create a sequence using the floor and apparatus, showing good body tension. Teach the sequence to someone and perform it together. Confidently name and include both symmetrical and asymmetrical elements and a start/finish position.	Partner sequences with meeting and parting Pupils can: Work with a partner to show a variety of balances on the floor and apparatus with good body tension. Include matching, mirroring and contrasting balances. Work with a partner to develop part and full body weight partner balances. Link balances together in a short sequence with a partner. Practice jumping and rolling in unison and canon with good body tension. Evaluate own performance and that of others for improvement. Work with a partner to practice meeting and parting using different gymnastic elements. Show contrasting actions and include different levels within a routine. Create a sequence of 8-10 actions using both the floor and apparatus. Evaluate a sequence for improvement to the next level and practise for performance.	Counterbalances and counter tension Pupils can: Describe and demonstrate what is meant by counterbalance. Work with a partner to show 3 counter balances on the floor, with good body tension. Describe and demonstrate what is meant by counter tension. Work with a partner to show 3 quality balances with counter tension using the floor and apparatus. Work with a partner to link 2 different balances showing counter balance/tension neatly together using the floor and apparatus on different levels. Work with a partner to move in and out of balances fluently. Show 3 different ways to travel in between balances showing a variety of speeds. Create a sequence using challenging balances, good body tension, changes in direction and speed.			



for performance.

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Dance	Create and perform short dances based on ideas Pupils can:	Create and perform short dances based on themes Pupils can:	Begin to develop movement vocabulary and motifs Pupils can:	Confidently choreograph movement vocabulary and motifs		
	 Pupils can: Begin to use large body actions and small body actions to create a dance. Begin to develop and remember movement actions. Begin to include a change in levels and speed. Begin to create shapes and link them together. Begin to travel from one move to another. Begin to link moves together fluently and in unison. Begin to develop performance skills. Begin to describe and comment on others' work, explaining what is liked/disliked and why. 	Confidently use large body actions and small body actions to create a dance. Confidently develop and remember movement actions. Include a change in levels and speed independently. Create shapes and link them together. Travel from one move to another. Link moves together fluently and in unison. Develop performance skills. Practice and perform confidently Confidently describe and comment on others' work, explaining what is liked/disliked and why.	Begin to develop a movement phrase, which tells a story through dance. Begin to work in groups to create and perform a short dance sequence. Begin to use a change of direction and canon in choreography. Begin to include shapes, travel movements and changes in speed. Begin to move between whole class choreography to paired work. Begin to perform a longer sequence of moves. Begin to describe own and work of others using some dance vocabulary.	Pupils can: Confidently develop a movement phrase, which tells a story through dance. Work in groups to create and perform a short dance sequence. Confidently use a change of direction and canon in choreography. Include shapes, travel movements and changes in speed. Move confidently between whole class/paired/solo work. Perform a longer sequence of moves with confidence. Describe in detail own and work of others and explain clearly how this can be improved using dance vocabulary.		



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Swimming			Level 1: Enter the water safely and conthe pool or the steps. Move freely around the pool i Half-submerge the face in wate seconds Push and glide on the front/ba pool floor with a float, and alt position. To travel a minimum distance with a float. Propel a floating object for 3m Demonstrate either a horizon position for a minimum of 5 se Exit the water correctly from the Level 2: Enter the water safely and conthe pool or the steps. To submerge the face in wate seconds. To hold a tucked floating positis seconds. Either on the front, with back with face up, or verti To swim 1 width on the front. To swim 1 width on the front to breaststroke-style leg action. To swim 1 width on either the arm recovery from the water to Demonstrate a 360 degree tu horizontal or a vertical positio floor and without the use of a Propel a floating object for a r method. Level 3: Fully submerge the face in wates seconds.	in any direction ter and blow bubbles for 3 ack from the poolside or ter shape to gain a standing of 5m on the front/back in by any method. tal or a vertical floating econds. the poolside. Infidently from either side of or and blow bubbles for 3 tion for a minimum of 5 with the face submerged, on ically with head held up. with a float, using a straight with a float, using a straight with a float, using a e front or back showing full without a float. tal or a vertical floating rn or roll from either a on without touching the pool of float. minimum of 5m by any ter and blow bubbles for 3		



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	Swim 1	Om without a pause and using any recognised	
	stroke.		
	Retriev	e an object from pool bottom using hands and	
	feet.		
	Tread v	vater using arms and legs for at least 30 seconds.	
		Om on the front/back using reasonable technique	
		ognised arm recovery.	
		t least 10m using 3 changes of direction without	
		g the side or pool bottom.	
		star shape float on the back for a minimum of 5	
	second		
		nrough a submerged hoop in the water at least 1m	
	depth.		
	Level 4		
		to the water at full reach depth and swim a	
		ous 10m without holding the side or touching the	
	pool bo		
		dive in the water showing good technique.	
		stationary position by treading water with head up	
		econds.	
		ont/back crawl for 1 width showing a good	
	technic	ue and arm recovery.	
	To scul	headfirst for a distance of 5m and return to feet	
	first.		
	Swim a	minimum of 5m using dolphin leg kick.	
	Enter ti	ne water of full reach depth/tread water for 10	
	second	s/followed by a 10m swim.	
	Swim 5	m under water.	
	Demon	strate a star float for 30 seconds.	
	Retriev	e an object from the pool floor.	
		tucked mushroom float shape on the back for 30	
	second		
	Level 5		
		vater for 30 seconds followed by a 25m swim.	
		f from side, followed by a surface dive.	
		n a surface dive followed by a 5m underwater	
	swim.		
		Im head-first and return to the side feet first.	
		5m using inverted breast stroke kick or	
	backstr		
		5m front crawl.	
		length front crawl and follow with a strong push	
		n the pool side, on the back, using both feet and	
		tended.	
		e an object from the pool bottom using both	
	hands.		
	Jump ir	ito the water showing a recognised shape.	

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Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils can:	Pupils can:	Solo skills	Solo skills	Solo skills	Solo skills
Net and Wall	Be in a ready position to catch	Be in a ready position, moving	Pupils can:	Pupils can:	Pupils can:	Pupils can:
Net and wan	a ball.	from left to right to intercept	Drop a ball from level with	Drop a ball from level with the	Drop a ball from level with	Drop a ball from level with
Games	Send and receive a ball in a	a ball and return to the	the chin and usually be able	chin and usually be able to	the chin and consistently	the chin and consistently
	variety of ways.	centre, prepared for the next	to catch it before it	catch it after one bounce	be able to catch it after one	be able to catch it after one
	Hit a ball back to the	ball.	bounces.	consistently using alternate	bounce consistently using	bounce consistently using
	collector.	Send a ball in a variety of	Roll a ball along the floor to	hands to drop and catch.	alternate hands to drop	alternate hands to drop
	Use a racket to return a ball	ways and anticipate where it	a target area and use an	Use an underarm and over arm	and catch.	and catch. Throw ball om
	to a target with some	will land and be ready to	underarm throw to send a	throw to send a ball to a target	Use an underarm and over	the air and clap multiple
	accuracy.	receive it.	beanbag or ball towards a	area and use an over arm	arm throw to send a ball to	times before letting it
	Use skills to return a ball over	Hold a racket/bat correctly	large target. Understand	throw to send a ball or beanbag	a target area and use an	bounce and catching it.
	a central line to a partner.	and return a ball, using a	the difference between		over arm throw to send a	



Use skills to participate effectively in a compatibility game. Nor and hading, to at larget area. Nor and ball accurately along the ball accurately along ball ac		111751		giession at Nalisieu		
game.His ball accurately workships line and the aterget.Pairs killsPairs killsfurther awy. Commutation pairs killsAttreet area and use and use and the servet.Confidently use kills of inchand, tackbard and wells of use yard uter neture game with a partner. (competitive game).Baits kills and inchand, tackbard and partner to acht haft and en one partner to acht haft and	Use skills to participate	smooth action, to a target	overarm and underarm	towards a large target area	ball or beanbag towards a	Use an underarm and over
Image: Pupls car:	effectively in a competitive		throw and be able to	positioned further away.	large target area positioned	arm throw to send a ball to
Payers should be change bail with some out of the part of the	game.	Hit a ball accurately along a	demonstrate both.	Pairs skills	further away. Demonstrate	a target area and use an
Image: Section of the sectin of the section of the section of the		line and hit a target.	Pairs skills	Pupils can:	both with control, using a	over arm throw to send a
Constant, backshard, and back for manual, backshard, and back volve, to pipy, as and and returning metwith a pather to pipy, as and and returning metwith a pather (competitive game).a pather is back with a pather the chin for a pather to catch. Catch. All methods to drop and catch. Start to constant ty, with a good served, back with a good served with a good served, back wit			Pupils can:	Players should drop a ball from	good set up position for the	ball or beanbag towards a
Image: the second backband and velocity bigs as and and return game with a partner.partner. Dop a bill from level with bounce consistent velocity.Pairs abills consistent velocity.Complete all volocity as ability for invession with a goal were in ability for invession with a goal were in bounces.Pairs abills consistent velocity.Complete all volocity as ability for invession with a goal were in bounces.Dot were invession with a goal were in bounce and back holds are bill with some ability for invession with a goal were in bounces.Dot were invession with a goal were in bounce in the sign and free ability on the sign and free and a gue position for the ability on the sign and free are are bill were are with a goal were in bounce are with a goal were in were are with a goal were in are and adjust possition to complete throw/cathPairs ability and complete throw/cathPairs ability and complete throw/cathPairs ability and complete throw/cathPairs ability and complete throw/cathPairs ability and are were are with were are with were are complete throw/cathPairs are are were are with were are complete throw/cathPairs ability and are were are with were are complete throw/cathPairs are are were are complete throw/cathPairs are are were are are were are with were are complete throw/cathPairs are are were are are were are are were are are were are with were are the are are and adjust possition to complete throw/cathPairs are are were are are were are<		Confidently use skills of	Roll a ball along the floor to	level with the chin for their	over arm throw.	large target area positioned
wolley to play asend and returns may may with a partner (competitive game). bounce could have hands to draw bands and bands and bands at cath hare multiple bounces. bounce could have hands to draw bands stat to complete throw/tath relies over and throw to ball over and throw ball and ratek al targe ball with some degree of cantol and success. Pupils can: control ball and ratek relies over and throw ball and ratek relies over and throw ball over and throw ball relies over and throw ball over and throw ball relies over the and throw b			a partner.	partner to catch it after one	Pairs skills	further away. Demonstrate
return game with a partner to competitive game). the chi for a partner to catch. catch. Complete inhois to drop and catch. Complete inhois to drop catch and the catch. Complete inhois to drop and catch. Complete inhois to drop catch and to drop and catch. Complete inhois to drop and catch. Complete inhois to drop and catch. Complete inhois to drop catch and to drop and catch and to drop and catch and to drop and catch and to drop and hit catch and to drop and catch and to drop and catch and to drop and catch			Drop a ball from level with	bounce consistently using	Pupils can:	both with control, using a
campetitive game).catch after multiple bounces.catch after multiple boun			the chin for a partner to	alternate hands to drop and	Complete all Y3/4 pairs	
bounces.Start acomplete throw(racht) a large ball with some degree footnvol all success.competente. Not often the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy missing their target tracks.the length of throws to frapping the tail and nardy miss target target tails over a net/ine using the bail over throw.the length of throws to frapping the tail and nardy miss target target tracks.the length of throws to frapping the tail and nardy miss target target tracks.the tails over a net/ine using the sails to tails over an et/ine using the hall over an et/ine using the bail over to her rack the ball through the aria and adjut position to aria and table throw throw to space with control arise the ball over to her track the ball through the aria and throw shot throw to space with control arise throw the ball up and hit it track the ball through the aria and the ball over to her throw the ball up and hit it throw to space with control arise throw the ball up and hit it throw to space with control arise throw the ball up and hit it throw to space with control.the length throw the throw to space with control.the length throw the<			catch after multiple	catch.	skills with a good level of	over arm throw and varying
a large ball with some degree of control and success.a large ball with some degree of control and success.missing their target tracks when using both underarm and over am throws.Pairs skills1 with using the source of control and success.Begin to track the ball through the air and adjut position to cath ball.missing their target tracks and over am throws.Conditedity and calles over ann throws.Conditedity and talles over annotable.Conditedity and talles over annotable.Conditable.Co		(bounces.	Start to complete throw/catch	competence. Not often	the length of throws to
degree of control and success.underarm throughout. and over an throughout. over an throughout. over an throughout. underarm throughout. the air and adjust position to over an throughout. underarm throughout. throu to space with control and threight various adjust position to adjust position to ad			Throw and catch rally using	rallies over a net/line using	dropping the ball and rarely	different targets.
Success.Begin to track the ball through the ai and adjust position to catch ball.and over am throws.Confidently and complet all Y3/ pairs skills.Serve and returnHold a racket and balance the ball or the strings, using an underam throw motion to roll the ball ower them to their partner while control. Partner can control the ball after one bounce using their racket and cone.Seve and return to rack the ball through the ai and adjust position to rack the ball through the ai and adjust position ai and adjust position ai and adjust position to roll the ball after one bounce using their racket and cone.Seve and return to racket he ball to move, catch and then ground first). Throw the ball up and hit it over to a central to row to a central to row catch and then gain their balance to row catch and the recover. Tak the ball throwigh the ball bounce one before sending it bounce one before sending it bounce one before sending it bounce one to before sending it bounce on the floor first.Move guickly into position and the gain their bounce.Pupils can:FenisFenisSeve and returnSeve and return to row to the server with control.Pupils can:FenisMove guickly into position and the gain their bounce.Seve and return to roll whole with bould up and hit to cort to the server to roll whole with bould up and hit to cort to the server the			a large ball with some	overarm to begin and then	missing their target tracks	Pairs skills
Image: stateTennisthe air and adjust position on position on competently complex all complex all stateCompletentums and state stateCompletentums and stateCompletentums and stateCompletentums and stateCompletentums and stateCompletentums and stateCompletentums and stateCompletentums and adjust position on ari and adjust position on ari a			degree of control and	underarm throughout.	when using both underarm	Pupils can:
Pupils can:catch ball.rafles over a net/line using over an net/l			success.	Begin to track the ball through	and over arm throws.	Confidently and
Serve and returnThrow to space swith controloverarm throughout.Throw its page synth controlThrow to space swith control.Throw to space swith control.Throw its page synth control.Thr			Tennis	the air and adjust position to	Complete throw/catch	competently complete all
Hold a racket and balane, the ball on the strings, using an underarm throw motion to for the ball on the strings, using an underarm throw motion to for the ball on the strings, using bar underarm and adjust position to overarm throws. Track the ball through the air and adjust position to overarm throws. I be all of the ball on the strings, using bar underarm and underarm and using bot underarm throws. Track the ball through the air and adjust position to overarm throws. I be all strings, using the instance on the ball strings, using the instance on the ball strings, using the instance on the ball strings. Serve and return Track the ball through the ball strings, using the instance on the ball strings, using the instance on the ball strings. I be all strings, using the instance on the ball strings, using the instance on the ball strings. Serve and return Track the ball strings. I be all strings, using the instance on the ball strings, using the instance on the ball strings. Serve and return Track the ball strings. I be all strings, using the instance on the ball strings. Serve and return Track the ball strings. Serve and return Serve and return I be all strings, using the instance on the strings. Serve and return Track the ball strings. Serve and return Serve and return Serve and return Serve and return			Pupils can:	catch ball.	rallies over a net/line using	Y3/4 pairs skills.
Image: set in the			Serve and return	Throw to spaces with control to	overarm to begin and then	They rarely drop the ball or
Image: state in the state				challenge partner's ability to	underarm throughout.	miss target areas when
InterpretationInterpretationPupils can: Serve and returnCatch ball. Consistently throw to space with control to challege partner? ability to move, catch and recover to a central locance.Track the ball through the aria datch the ball to challege partner? ability to move, catch and recover to a central locance.Track the ball through the aria datch the ball to challege partner? ability to move, catch and recover to a central locance.Track the ball through the aria datch the ball to challege partner? ability to move, catch and recover to a central locance.Track the ball through the aria datch the ball before throwing the ball back to their partner? are without first letting it bounce.Track the ball through the and hit i over to lad inside the court are without first letting it bounce once before sending it sandwich' ball with racket and sandwich' ball with racket and sandwich' ball with racket and sandwich' ball with racket and hand.Track the ball through the aria datch the ball back to their partner. why our ecoure or a between on the floor first. proprising during the attivities.InterpretationRallyingAs a partner, can let the ball back wer to the server with sandwich' ball with racket and hand.Serve and returnTrack the ball though the aria datch the ball back to their partner with why our ecoure a battereInterpretationRallyingAs a partner, can let the ball back wer to the server with outrol. Server and the partner who will sandwich' the ball before sending it back.Pupils can: court area without first partner who will sandwich' progressing not 2 (or more) sending it back over to the server with cou				move, catch and then recover.	Track the ball through the	using both underarm and
Image: Series and returnSeries and returnthrow to space with controlair and catch the ballImage: Series and returnControl. Partner can controlComfortably control serve(when letting it bounce on the ground first).throw to space with controlcomfortably at variousImage: Series and returnSeries and returnComfortably control serve(when letting it bounce on the ground first).throw to space with controlcomfortably at variousImage: Series and returnSeries and cone.ground first).throw the ball up and hit it over to land inside the court area without first letting it bounce.mode control.Move quickly into position and then gain their balance before throwing the ball back to their partner.Image: Series and returnSeries and returnConfortably control serveWhy you recover to a entrol serve ran then serve inf they let it bouncecentral position at the back serve inf they let it bounceImage: Series and returnConfortably control their serve inf they let it bouncefor the court area between throw the ball up and hit it serve inf they let it bounceregularly without prompting during the activities.Image: Series and series			an underarm throw motion	Tennis	air and adjust position to	overarm throws.
Image: control. Partner can controlComfortably control serveto challenge partner'scomfortably at variousthe ball after one bounceusing their racket/coneground first).ability to move, catch andheights.'sandwich' the ball between'sandwich' the ball betweenThrow the ball up and hit itocation.and then gain their balance'sandwich' the ball between'racket and cone.Throw the ball up and hit itocation.and then gain their balance'sandwich' the ball between'sandwich' the ball betweenThrow the ball up and hit itocation.and then gain their balance'sandwich' the ball between'sandwich' the ball between'sandwich' the ball betweenTernisRecognise the benefit of'yand conce.As a partner, can let the ballServe and feturnServe and feturncentral position at the back'yand conce abefor a partner,'bounce once before sending itServe and feturncentral position at the back'yand conce abellpast the ball back to'sandwich' ball with racket andhand.regularly without'yand conce abellpartner work wich''sandwich' ball with racket andon the floor first.prompting during the'yand conce, bit the ball back to'sandwich' ball with confidence,ver to land inside thever to land inside the'yand conce, bit the ball back to'sandwich' ball with confidence,partner work the ball back to theirpartner work the ball back to their'yand conce, back and backpartner work with confidence,partner san let the ballbounce one befo			to roll the ball over the net	Pupils can:	catch ball. Consistently	Track the ball through the
Image: the ball after one bounce using their racket/cone to 'sandwich' the ball between racket and cone.(when letting it bounce on the ground first).ability to move, catch and recover to a central location.heights.Move quickly into position over to land inside the cout area without first letting it bounce.TennisMove quickly into position and ther gain their balance before throwing the ball back to their partner.Rallying Pupils can:As a partner, can let the ball bounce once before sending it back over to the server with control.Pupils can:TennisRecognise the benefit of why you recover to aVery out coursePupils can:control.Serve and return poss the ball to a partner, who can hit the ball back to the mafter one bounce with hand.Pupils can:control out and hit it over to land inside the control.control out and hit serve if they let it bounce on the floor first.regularly without prompting during the activities.Players can bounce a ball and hit it over to the partner who will 'sandwich' the ball before sending it back.Pupils can:court area without first progressing onto 2 (or more) shot ralies. Focus is on control of shots to ensure they land in the court area.Pupils can:Rallying partner valing it back over to the partner valing it back over to the progressing onto 2 (or more) shot ralies. Focus is on control of shots to ensure they land identify when a point and due to a mistake.head storing partner valing it back over to the pupils can:Pupils can:Rallying partner can let the ball back and tonto.Points and scoring Pupils can:						
Image: series of the series						
Sign dwich' the ball between racket and cone.Throw the ball up and hit it over to land inside the court area without first letting it bounce.Iocation.and then gain their balance before throwing the ball before throwing the ball before throwing the ball bounce.Relying Use an underarm throw to pass the ball to a partner, out each time after one bounce with them after one bounce aball control.Serve and return Comfortably control their serve if they let it bounce regularly without regularly without prompting during the control.Throw the ball up and hit it over to the server with control. Server can then Serve and returnComfortably control their throw the ball up and hit throws and should do this serve if they let it bounce regularly without prompting during the control.Throw the ball up and hit throws and should do this serve if they let it bounce regularly without prompting during the control.Players can bounce a ball and hit it over to their and the to ver to their and their to ver to their and thit it over to their and their to ver to fund it it over to their and their ball before sending it back.Nore to flag server if they let it bounce.Players can bounce a ball and hit it over to their and thit it over to their back.Puplis can: routine with confidence, or show to ball up and hit it progressing onto 2 (or more) short arealing it bounce.Puplis can: court area.Points and scoring Puplis can keep count of a identify when a point end due to a mistake.Points and scoring of shots to ensure they land in the court area.Serve and nead server with control. Server server with control. Server server with			the ball after one bounce	(when letting it bounce on the	ability to move, catch and	
Image: series of the series			-	-	recover to a central	
And bit is the series of the			'sandwich' the ball between	Throw the ball up and hit it	location.	
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RallyingAs a partner, can let the ball bounce once before sending itPupils can: central position at the back of the court area between throws and should do this regularly withoutUse an underarm throw to pass the ball to a partner, who can hit the ball back to them after one bounce with control. Server can thenServe and return pupils can: comfortably control theirInthe comparison of the court area between throws and should do this regularly withoutPupilsServe in the get it bounce is andwich' ball with racket and them after one bounce with control.Serve in they let it bounce on the floor first. on the floor first.Prompting during the activities.Pupils can: partner who will 'sandwich' the ball back.Court area without first partner who will 'sandwich' the ball back.Pupils can: court area without first progressing onto 2 (or more)Partners can let the ball progressing onto 2 (or more)Partners can let the ball back.Rally with a partner using backnot and shots.Pupils can back and scoring Pupils can be pupils can server with back.Soft shots ensure they land in server with control. ServerPupils build up a co- server with control. Serv				area without first letting it		
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NANSLEDAN	Physical Educat	ion Progression at Nanslee	lan School	
	They understand ways to win a po *Opponent hits 1 of court area/int *Opponent does successfully hit t after one bounce (Chn can have ar understanding w being able to den the skills themse Begin to underst idea of tie-break 2, 3, 4, 5)	int:point and understand how many serves each player gets on a point (2).notUnderstand that servers take turns and serve diagonally.he ballKnow where to stand to serve and return, showing confidence to call out and raise their hand to indicate they have seen an error.and theBegin to explain how the point	Use the bounce, hit catch routine with accuracy and confidence, progressing onto 4 (or more) shot rallies. Ensure that their shots land in the court area consistently. Points and scoring Pupils can: Serve, play a point and confidently explain who won. They can identify all the ways to win a point and understand how many serves per point. Understand that servers take turns and serve diagonally. Know where to stand to serve and return, showing confidence and competence to call out and raise their hand to indicate they have seen an error.	Feed the ball in to their partner and play points, trying to move their partner within the court. <i>Points and scoring</i> Pupils can: Serve using both overarm and underarm action from the back of the court. They understand where the serve should go (diagonal) and they can play out points to their conclusion, identifying when a mistake is made and by whom. Confidently explain who won/lost a point and why they are happy to score their own matches (with the use of cones). Assist with umpiring other pupils' matches.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Basketball				Avoid a defender when dribbling a basketball. Attack an opponent by knocking the ball from their hand. Apply the chest pass in combination with dribbling. Avoid a defender when dribbling a basketball use the ball with accuracy when passing and shooting in a game of 5v5 basketball.					



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						•
Tag Rugby			Pupils can: Pass with accuracy at chest height whilst travelling with the ball Accurately pass the ball backwards whilst travelling, passing left and right sided. Travel into a space, using speed and change of direction to avoid being tagged. Put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. Involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game).		Pupils can: Involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (be able to read the game). Complete a fake pass (dummy) before releasing the ball accurately to a teammate. Make an outstanding effort to help other team members. Use a side step or dodge to avoid defending players.	



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Accurately pass the ball in 3			Consistently use the
Netball			different ways.			footwork rule when passing
Netbull			Consistently use the			the ball.
			footwork rule.			Choose the most
			Consistently use different			appropriate way to pass the
			techniques to move into a			ball. I can effectively
			space to receive a ball,			perform a netball shot.
			evaluate my performance			Use several different tactics
			and those of others.			to gain possession of the
			Consistently use a good			ball. I can critically evaluate
			technique to perform a			my performance and those
			netball shot.			of others.
			Play a game of High 5 and			Consistently show effective
			demonstrate understanding			defending skills.
			of the role of all of the			Demonstrate clear
			positions.			understanding of the High 5
			Consistently and accurately			positions and roles.
			apply footwork, shooting,			Be an effective team player
			passing and receiving,			in a game of High 5 Netball
			finding a space and			by accurately and tactically
			positions skills to play a			applying the skills learned.
			game of High 5 Netball.			







Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Athletics			Pupils can: Improve speed over 40/60m. Run in a straight line and pass the baton successfully. Control a landing without losing balance by bending knees to absorb force of landing. Jump with distance in a variety of jumps. Throw a ball using an over arm action.	Pupils can: Sustain sprint with good arm/leg drive for 60m. Run and pass the baton in the right hand without slowing down take off with one foot and land with either one or two feet with increasing distance. Jump with increasing distance and coordination in a variety of jumps. Throw over arm accurately towards a target.	Pupils can: Pass the baton on successfully and run using a good knee lift. Keep on running even though tiredness may set in. Run and hurdle lifting the trailing leg as it goes over the hurdle. Throw a variety of different implements with increasing distances. Long jump by taking off on one foot and landing with both.	Pupils can: Sprint with a fluid and effective style. Sustain pace and endurance throughout a session. Hurdle efficiently, running at speed and taking off with the same foot. Effectively aim and throw to distance with different types of implement. Jump to height and distance in a long jump after a run up.	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and Fielding (Cricket, Rounders)	Year 1 Pupils can: Throw and catch a ball from a partner. Find the best way to aim a ball and hit a target. Bowl a ball towards a target. Hit a ball with a bat. Begin to use the skills learned to bowl, roll, throw, catch and hit a ball in a small game situation.	Year 2 Pupils can: Throw and catch a ball accurately over various distances, catching it most of the time. Aim a ball accurately to hit a target. Vary the way they bowl the ball depending on the target and bowl accurately. Hit a ball with a bat accurately into a space when it is bowled towards them. Confidently apply the skills they have learned to bowl, roll, throw, catch and hit a	Year 3 Pupils can: Roll a ball at a target and receive a ball with two hands. Hit the ball in a range of directions. Strike a moving ball with intent. Stop a ball coming towards me and return back to the bowler. Hit the ball so that runs are scored.	Year 4 Pupils can: Accurately throw a ball at a target and receive a ball with one and two hands. Hit the ball accurately in a range of directions and varied distance. Strike a moving ball accurately into open space. Stop a ball in the air or ground consistently and return with speed accurately back to the bowler. Hit the ball accurately into open space to enable maximum runs.	Year 5 Pupils can: Hit the ball a range of distances. Bowl a ball underarm consistently into a designated area, allowing the ball to bounce once. Stop the ball and throw overarm towards the stumps. Be part of a competitive striking game and throw underarm at chest height. Occasionally hit a moving ball.	Year 6 Pupils can: Hit the ball from both sides of the body, directing the ball away from the fielders. Bowl a ball overarm accurately towards a target. Adjust fielding positions according to the batter and throw at speed accurately towards the stumps. Play a competitive striking game and throw accurately and consistently at chest height. Hit a moving ball consistently into space.



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			-			-
OAA (Outdoor and Adventurous Activities)				Pupils can: Explain accurately what is meant by orienteering and can remember 6 map symbols. Navigate accurately using a simple map and always work collaboratively with my partner. Orientate a simple map to the ground accurately. Recognise how they can improve their work through evaluating what they have done. Work sensibly and cooperatively with a partner to complete challenges. Discuss effective ways to complete the challenge. Use a map to complete an orienteering course. Use my map to set up and find all of the controls. Discuss with a partner the most effective route to use.		Pupils can: Use a map to set up and find all of the controls. Discuss with a partner the most effective route to use. Know the 8 points of the compass and can use this knowledge to follow a trail. Always use a map to complete an orienteering course. Mostly work collaboratively with others to complete problem-solving activities. Discuss effective ways of completing the challenge. Work collaboratively with a partner to use a map to set up and complete an orienteering course. Take part in an orienteering competition using all the skills that have been learned.