

St Paul's CE Primary

P.E Progression in Skills Document

Purpose of study.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Fundamentals

Reception (Ongoing)	- To demonstrate locomotor and non-locomotor skills- rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping. - To demonstrate object control skills- bouncing, kicking, throwing, catching and striking. - Each child will be classed as either; Immature, Developing or Mature at each specific skill. - The intent in the foundation stage is to focus on developing gross and fine motor skills. These skills will give the children the opportunity to develop a wider range of physical skills ready for KS1.
Year 1 (Ongoing)	- To demonstrate and understand locomotor and non-locomotor skills- rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping. - To demonstrate and understand object control skills- bouncing, kicking, throwing, catching and striking. - Each child will be classed as either; Immature, Developing or Mature at each specific skill. - The intent is to carry out baseline of the 10 fundamental movement skills and for each child to have at least a basic understanding of each skill.
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Some of these skills are used within certain lessons for Year 2 and maybe Year 3, depending on what stage a child is at.

Games (Developmental)

Reception (Ongoing)	▪ To listen to instructions of the game. ▪ Play certain games with some understanding. ▪ To show an understanding of fundamental movement skills at an immature/ developing level in- travelling, sending and receiving.
Year 1 (Ongoing)	▪ To listen and understand the instructions of the game. ▪ Play all the games showing understanding the instructions. ▪ Children develop basic game playing skills, in particular the FMS of throwing and catching. ▪ Perform fundamental movement skills at a developing level in- travelling, sending and receiving.
Year 2 (Ongoing)	▪ Can demonstrate the instructions of the game. ▪ Play all the games understanding the instructions ▪ Can work out how to try and beat the opposition with some understanding of tactics. ▪ Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. ▪ Perform fundamental movement skills at a developing level and start to master some basic movements in – travelling, sending and receiving.
Year 3	
Year 4	
Year 5	
Year 6	

Gymnastics

Reception (Ongoing)	- Children are introduced to movement, stillness and how to find space safely. - They are introduced to basic gymnastic actions on the floor. - They are introduced to using some of the apparatus. - They are introduced to new ways of travelling around with their own bodies. - They are introduced to new ways of jumping. - They are introduced to new ways of rolling. - They are introduced to new ways of balancing.
Year 1 (A1, A2, Sp2)	- Children investigate movement, stillness and how to find and use space safely. - They explore basic gymnastic actions on the floor and using apparatus. - They copy or create, remember and repeat, short movement phrases of 'like' linked actions eg two jumps or two rolls. - In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. - Perform fundamental movement skills at a developing level in- Travelling skills. - Perform body actions with some control and co-ordination. - Travel - Balance- introduced to STILLNESS - Jump - Roll- introduced to pencil and egg roll. - Introduce Apparatus
Year 2 (Sp1, Su1)	- Children will focus on increasing their range of basic gymnastic skills. - They create simple sequences of 'unlike' actions on the floor eg a roll, a jump and a shape. - They then transfer what they learn on the floor to apparatus. - In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. - Perform fundamental movement skills at a developing level and start to master some basic movements in- Travelling skills. - Perform body actions with control and co-ordination. - Travel- start to explore different ways. - Balance- to understand STILLNESS - Jump - Roll- introduced to dish, teddy bear and forward roll. - Apparatus
Year 3 (A2)	- Children will focus on improving the quality of their movement eg by stretching fingers and pointing their toes to help them produce extension. - They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly. - Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. - Travel- visibly show different ways. - Balance- to visibly show STILLNESS - Jump - Roll- dish, pencil, egg, teddy bear, forward and backwards roll. - Apparatus
Year 4 (A2)	- Children will learn and develop their skills with control and precision and combine these skills to create a sequence for a competition. - They will extend their range of actions, balances, body shapes and abilities working on more difficult combinations. - The children will work in pairs using matching and mirroring to plan and perform sequences. - Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control. - Travel- visibly show different ways. - Balance- to visibly show STILLNESS - Jump - Roll- dish, pencil, egg, teddy bear, forward and backwards roll showing control. - Apparatus
Year 5	Children will develop a wider range of actions and use their skills and abilities individually and in sequence with a partner, with the aim of showing as much control and precision as possible.

(A2)	▪ Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience. ▪ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. ▪ Travel- visibly show different ways. ▪ Balance- to visibly show STILLNESS, can use counter balance, group balances, harder balances. ▪ Jump ▪ Roll- dish, pencil, egg, teddy bear, forward and backwards roll showing control. ▪ Apparatus
Year 6 (Sp1)	▪ Children use their knowledge of compositional principles eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. ▪ Children will plan and perform a sequence with a partner and they will choose their own apparatus and design a simple layout. ▪ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. ▪ Travel- visibly show different ways. ▪ Balance- to visibly show STILLNESS, can use counter balance, group balances, harder balances. ▪ Jump ▪ Roll- dish, pencil, egg, teddy bear, forward and backwards roll showing control. ▪ Apparatus

Dance

Reception (Ongoing)	- Children will explore basic body actions, eg. Jumping and turning. They will use different parts of their body to make movements. - Perform fundamental movement skills at an immature/ developing level. - Copy simple movement patterns. - Perform basic body actions - Copy and explore basic body
Year 1 (Sp1, Su1)	- Children will explore basic body actions, eg. Jumping and turning. They will use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. - In dance as a whole, children think about how to use movement to explore and communicate ideas and issues and their own feelings and thoughts. - Perform fundamental movement skills at a developing level. - Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects). - Turn, travel, jump, gesture, stillness. - Copy simple movement patterns. - Show and tell using body actions to explore moods, ideas and feelings. - Vary speed, strength, energy and tension of their movements.
Year 2 (Sp1, Sp2)	- Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. - A range of subjects, including some based on different times and cultures can be used. - Children will learn how to use different parts of the body to imitate and lead movements. - They will create short dances individually and also create and perform with a partner. - Perform fundamental movement skills at a developing level and start to master some basic movements. - Perform body actions with control and co-ordination and perform short dances, showing an understanding of expressive qualities. - Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects). - Turn, travel, jump, gesture, stillness. - Copy simple movement patterns. - Show and tell using body actions to explore moods, ideas and feelings. - Vary speed, strength, energy and tension of their movements.
Year 3 (Sp1)	- Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and sometimes historical dances. - They work with a partner and in small groups, developing their ability to create, perform and appreciate dance. - Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. - To perform dances expressively, using a range of performance skills. - To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups. - To perform more complex dance phrases that communicates character and narrative. - To perform in a whole class performance.
Year 4 (Sp1/2)	- Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and in small groups. - Children concentrate on combining and linking phrases of movement fluently and with control. - Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment. - To perform dances expressively, using a range of performance skills. - To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups. - To perform more complex dance phrases that communicates character and narrative. - To perform in a whole class performance.
Year 5 (Sp1)	- Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. - They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and musically enriched dance. - Perform different styles of dance clearly and fluently, adapt and refine the way they use their dances to express themselves in the style of dance. - To perform dances expressively, using a range of performance skills. - To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups. - To perform more complex dance phrases that communicates character and narrative. - To perform in a whole class performance.

	▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dance in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively.
Year 6 (Sp2)	▪ Children will focus on using different visual images as the starting point for composing, performing and watching dance. ▪ They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting. ▪ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. ▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities on their own, with a partner and in small groups. ▪ To perform more complex dance phrases that communicates character and narrative. ▪ To perform in a whole class performance. ▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dance in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively.

Reception will touch on aspects of Dance within their *Fundamentals*.

Invasion Games

Reception	Skills developed through <i>Fundamentals</i> and <i>Games Topics</i>.
Year 1	Skills developed through <i>Fundamentals</i> and <i>Games Topics</i>.
Year 2 (A2, Sp2)	- Skills used within certain Invasion Games will be introduced. - Start to relate certain skills with certain Invasion Games (kicking a <i>Football</i>, dribbling with a <i>Basketball</i>, using a <i>Hockey Stick</i>).
Year 3 (Sp2, Su2)	- This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching and will learn new invasion game sport specific techniques. - Master most fundamental skills from Key Stage 1 and start to develop sport specific skills and perform them with some accuracy. - Introduced to all the different Invasion Games. - Learn the rules through small sided games and skills based games. - Show some understanding of how to play different Invasion Games. - Continue on with skills used in KS1 for each specific Invasion Games (dribbling a hockey ball, passing a football).
Year 4 (Sp2, Su2)	- Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They play small, uneven sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'. - Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy. - Understand some of the rules of each Invasion Games. - Develop sport specific skills. (kicking and throwing accurately, navigating space, receiving the ball and passing it on quickly, shooting into the corners of a goal, beating an opponent one on one, trying to stop an opponent one on one, defending and attacking as a team). - Introduction of tactics.
Year 5 (A1, A2)	- Children will learn how to work well as a team when attacking and explore a range of ways to defend. They play uneven sided games leading to 5v4 or 4v3. - Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting and will learn to apply basic principles for attacking and defending. - Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. - Understand all the rules of each Invasion Game. - Start showing sport specific skills. (kicking and throwing accurately, navigating space, receiving the ball and passing it on quickly, shooting into the corners of a goal, beating an opponent one on one, trying to stop an opponent one on one, defending and attacking as a team). - Show some understanding of how to defeat another team. - Showing an understanding of tactics of tactics.
Year 6 (Su2)	- Children will improve their defending and attacking play. They start to play even sided mini versions of invasion games. - In all games activities, children think about how to use their skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponents territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'. - Continue to develop sport specific skills and perform them with consistency, confidence, control and speed. - Understand all the rules of each Invasion Game. - Show sport specific skills. (kicking and throwing accurately, navigating space, receiving the ball and passing it on quickly, shooting into the corners of a goal, beating an opponent one on one, trying to stop an opponent one on one, defending and attacking effectively as a team). - Show understanding of how to defeat another team. - Use of tactics.

Will use some of the skills in KS1 but from Year 2/3 upwards, they start to learn the rules of the games rather than just the skills.

Reception and Year 1 will learn skills through *Fundamentals* and *Games Topic*.

Outdoor and Adventurous Activities (O.A.A)

Reception	
Year 1	
Year 2	
Year 3 (A1, Sp2)	- Children take part in simple trust and organisation activities using maps and diagrams. - Working on their own and in small groups, children will learn to use simple maps and follow simple trails. - Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy. - Show some understanding of why and how we use teamwork. - Show some understanding of why and how we use communication skills. - Show some understanding of how to solve a problem. - Show some understanding of what a map is. - Show some understanding of instructions. - Show some understanding of using a control card. - Introduction to North, East, South and West (Compass) and how that equates to where we are. - Introduction to map reading.
Year 4 (A1, Sp1)	- Children will be set physical challenges and problems to solve. - They will take part in a range of communication activities to develop problem solving skills in some adventure games. - The problem solving tasks that they tackle will require more teamwork, with clearly defined roles and responsibilities. - Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control. - Show an understanding of why and how we use teamwork. - Show an understanding of why and how we use communication skills. - Show an understanding of how to solve a problem. - Show an understanding of what a map is. - Show an understanding of instructions. - Show some understanding of North, East, South and West (Compass) and how that equates to where we are. - Show some understanding of map reading.
Year 5 (Su2)	- Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments. - Throughout there is an emphasis on building trust and working as a team. - Continue to develop specific skills and perform with consistency, accuracy, confidence and control. - Show understanding of why and how we use teamwork. - Show understanding of why and how we use communication skills. - Show understanding of how to solve a problem. - Show understanding of what a map is. - Understand instructions. - Show some understanding of North, East, South and West, North West, North East, South West and South East (Compass) and how that equates to where we are. - Show an understanding of map reading. - Can individually or in small groups show some understanding of how to work out how to complete a task using a map, compass, co-ordinates or instructions.
Year 6 (A2)	- Children will take part in more complex orienteering events. They will learn to read a map more accurately and adapt their skills to meet challenges set in new environments. - They will research and undertake a journey safely and will develop the skills and understanding to become more self-reliant. - They will take on more demanding leadership roles and will learn to take the initiative more often. - Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed. - Show understanding and explain why and how we use teamwork. - Show understanding and explain how we use communication skills. - Show understanding and explain how to solve a problem. - Show understanding and explain what a map is. - Understand instructions. - Show an understanding of North, East, South and West, North West, North East, South West and South East (Compass) and how that equates to where we are. - Can map read, understanding symbols and read co-ordinates and show where they are on a map.

	▪ Can individually or in small groups show an understanding of how to work out how to complete a task using a map, compass, co-ordinates or instructions. ▪ Can create their own games, tasks, problem solving games. ▪ Self-evaluate.
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Net and Wall

Reception	
Year 1	
Year 2	
Year 3 (Su2)	- Children will learn to develop the skills they need for net and wall games and on how to use these skills to make the game difficult for their opponent. - They learn to direct the ball towards the target area and away from their opponent. - The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. - To hold a racket with the correct grip. - To be able to strike a ball with the face of a racket. - Use the palms, wrists, forearm with a balloon or soft ball to strike into the air to a partner. (Volleyball) - Understand what Net and Wall Games are? (Tennis, Badminton, Volleyball, Table Tennis).
Year 4 (A2/Su1)	- Children will learn to develop the skills they need for net and wall games and on how to use these skills to make the game difficult for the opponent. - They learn to direct the ball towards the target area and away from their opponent. - The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. - To naturally hold a racket with the correct grip. - To be able to strike a ball with the face of a racket towards its intended target. - Use the palms, wrists, forearm with a balloon or soft ball to strike into the air over a net. (Volleyball) - To have played Net and Wall Games (Tennis, Badminton, Volleyball, Table Tennis).
Year 5 (Sp1)	- Children will learn to develop the range and quality of their skills when playing games using rackets. - They learn specific tactics and skills used in net and wall games. - They will spend time developing effective serving techniques and tactics. - The aim is to get the ball to land in the target area and make it difficult for their opponent to return it. - Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. - To naturally hold a racket with the correct grip, facing the racket towards in the correct position. - To be able to strike a ball with the face of a racket towards its intended target, using accuracy. - Use the palms, wrists, forearm with a balloon or soft ball to strike into the air over a net, aiming for a certain part of the court. (Volleyball) - To show an understanding of how to try and beat an opponent in Net and Wall Games (Tennis, Badminton, Volleyball, Table Tennis) - Use tactics. - Body position when receiving the ball. - Movement of feet towards the ball.
Year 6 (Su1)	- Children will learn to develop the range and quality of their skills when playing games using rackets. - They learn specific tactics and skills used in net and wall games. - They will spend time developing effective serving techniques and tactics. - The aim is to get the ball to land in the target area and make it difficult for their opponent to return it. - Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed. - To naturally hold a racket with the correct grip, facing the racket naturally towards the intended target. - To be able to strike a ball with the face of a racket towards its intended target, using accuracy and judging weight of the shot and use of power. - Use the palms, wrists, forearm with a balloon or soft ball to strike into the air over a net, aiming for a certain part of the court. (Volleyball) - To know how to beat an opponent in Net and Wall Games (Tennis, Badminton, Volleyball, Table Tennis) - Using tactics, from weight of strike, spin and power. - Body position when receiving the ball is judging the flight of the ball. - Movement of feet, back to the centre line of the court after each shot and moving into the path of the ball.

Athletics

Reception (Ongoing)	Skills developed through <i>Fundamentals</i> and <i>Games Topics</i>.
Year 1 (Ongoing)	- Children will explore the FMS of running, jumping and throwing activities and take part in simple challenges and competitions. - They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. - In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. - Perform fundamental movement skills at a developing level. - Running, hopping, rolling a ball, underarm throw and jumping.
Year 2 (A1, A2, Su1, Su2)	- Children explore the FMS of running, jumping and throwing activities and take part in simple challenges and competitions. - They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. - In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. - Perform fundamental movement skills at a developing level and start to master some basic movement. - Running, underarm throw, overarm throw, push throw and jumping for distance.
Year 3 (Su1)	- Children should concentrate on developing good basic running, jumping and throwing techniques. - They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. - Children will develop their technical understanding across all areas of Athletics. - They will also be encouraged to take more responsibility for designing, organising and judging athletic events. - Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. - Throwing- pull, push and sling. - Hop, step and jump and Combination of jumping actions.
Year 4 (Su1)	- Children should concentrate on developing good basic running, jumping and throwing techniques. - They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. - Children will develop their technical understanding across all areas of Athletics. - They will also be encouraged to take more responsibility for designing, organising and judging athletic events. - Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. - Throwing- pull, push and sling. - Hop, step and jump. - Combination of jumping actions.
Year 5 (Sp2)	- Children will focus on developing their technical understanding of athletic activity. - They will learn how to set targets and improve their performance in a range of running, jumping and throwing activities. - In running events they will run further in both sprints and long distance runs. - In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). - In jumping events, they will explore how their run up and technique affects jumping for height and distance. - Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. - Throwing- push, pull, sling and heave. - Jumping and landing in different ways. - Running for short and long distances. - Passing a baton in a relay.
Year 6 (Su1)	- Children will focus on developing their technical understanding of athletic activity. - They will learn how to set targets and improve their performance in a range of running, jumping and throwing activities. - In running events they will run further in both sprints and long distance runs. - In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). - In jumping events, they will explore how their run up and technique affects jumping for height and distance. - Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. - Throwing- push, pull, sling and heave. - Jumping and landing in different ways. - Running for short and long distances. - Passing a baton in a relay.

Striking and Fielding

Reception	
Year 1	
Year 2	
Year 3 (Su1)	- Children will learn how to hit or strike a ball into spaces, so that they can score runs in different ways. - When fielding, they learn to work as a team to keep the batters score down. - In striking and fielding games, players learn to strike a ball and try and avoid fielders, so that they can run round the bases or wickets to score runs. - Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. - To bowl underarm. - To strike a ball. - To throw a ball. - To catch a ball. - To show some understanding of the basic rules of cricket and rounders. - To compete in a small sided game.
Year 4 (A1, Su2)	- Children will learn how to hit or strike a ball into spaces, so that they can score runs in different ways. - When fielding, they learn to work as a team to keep the batters score down. - In striking and fielding games, players learn to strike a ball and try and avoid fielders, so that they can run round the bases or wickets to score runs. - When fielding they try to prevent runs of points being scored. - Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. - To bowl underarm using the correct technique. - To learn the overarm bowl. - To strike a ball using the correct technique. - To throw a ball using some accuracy. - To catch a ball using the correct technique. - To show an understanding of the basic rules of cricket and rounders. - To compete in a small sided game knowing how to try and outscore the opposition.
Year 5 (A1, Su1)	- Children will develop the range and quality of their skills and understanding. - They learn how to play the different roles of a bowler, backstop, fielder and batter. - Children will focus on developing their technique and using a wider range of shots, working in larger for some of the time. - They will concentrate on developing their bowling technique and using tactics as a fielding team. - Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control. - To bowl underarm using the correct technique showing some accuracy. - To bowl the overarm bowl. - To strike a ball using the correct technique and showing some accuracy. - To throw a ball using some accuracy when on the move. - To catch a ball using the correct technique when on the move. - To know the basic rules of cricket and rounders. - To compete in a small sided game knowing how to try and outscore the opposition using all the skills learnt above.
Year 6 (A1, Su2)	- Children will develop the range and quality of their skills and understanding. - They learn how to play the different roles of a bowler, backstop, fielder and batter. - Children will focus on developing their technique and using a wider range of shots, working in larger for some of the time. - They will concentrate on developing their bowling technique and using tactics as a fielding team. - Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. - Decision making is now instinctive. - To bowl underarm using the correct technique, putting the batter under pressure. - To bowl the overarm bowl accurately towards the stumps.

	▪ To strike a ball using the correct technique and showing some accuracy. ▪ To throw a ball using accurately when on the move. ▪ To catch a ball using the correct technique when on the move and at higher speeds. ▪ To know the basic rules of cricket and rounders and can give feedback as to what the rules include. ▪ To compete in a match knowing how to try and outscore the opposition and can create their own tactics as to how to win a game.
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Will use some of the skills in KS1 but from Year 3 upwards, they start to learn the rules of the games rather than just the skills.

Swimming

Reception	
Year 1	
Year 2	
Year 3 (A1, A2, Sp1)	- Show some understanding of how to swim without guides (feet on floor of pool, hands on side of pool, armbands and floats). - Swim 10 metres kicking arms and legs in and through the water, keeping their head above. - Can use swimming aids as a guide to help develop strokes.
Year 4 (A1, A2, Sp1) Or (Sp2, Su1, Su2)	- Show an understanding of how to swim different strokes. - Swim 10 metres using one of the following strokes; breast stroke, back stroke, front crawl. - Start to show specific techniques for each strokes. (eg. Back Stroke: head back, looking up at the ceiling, kicking legs in the water without too much splash, rotating arms past the ears and head and guiding hands through the water to push the body backwards). - Can use swimming aids as a guide to help develop strokes.
Year 5 (Sp2, Su1, Su2)	- Swim over a distance of at least 25 metres - Use a range of strokes (eg. Front crawl, backstroke and breaststroke) - Understand safe self-rescue in different water based situations.
Year 6	

Beginners and non-swimmers:

- Children will learn to enjoy being in the water and become more confident.
- They learn how to keep afloat, move in the water, meet challenges and breathe when swimming.
- Swimming aids can be used for support.

Developing and competent swimmers:

-Focus on swimming more fluently

Improving their swimming strokes

Learn personal survival techniques