



Eaton Primary School

Progression of Learning

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Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical sportsperson will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	EYFS	KS1	KS2
<p>This is what our sportsperson can do....</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children will develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Children will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenge situations.</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games and develop simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	<p>Children will continue to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Children will use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics) • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Dance	Dance	Dance	Dance
<u>Knowledge</u>	<p>Prior Learning:</p> <ul style="list-style-type: none"> Respond to hearing music Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes. <p>Focus: To accurately replicate basic dance movements and enjoy participating in a broad range of activities.</p>	<p>Focus:</p> <ul style="list-style-type: none"> Become increasingly competent and confident in fundamental basic ABC in relation to dance activity. Develop and perform simple movement patterns. 	<p>Focus:</p> <ul style="list-style-type: none"> Perform routines to audiences. Perform using a range of movement patterns and set phrases. Work collaboratively in groups. 	<p>Focus:</p> <ul style="list-style-type: none"> Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression. Work collaboratively in groups to compose simple dances. Recognise and comment on dances suggestion ideas for improvement.
<u>Skills</u>	<ul style="list-style-type: none"> Link colours to feelings Explore animal movements and levels. Replicate actions in larger groups. Seasons sequence work Explore leader and follower work. 	<ul style="list-style-type: none"> Dance a solo. Dance a duet. Explore creative footwork. Discuss how performance can develop. Respond to visual stimulus. 	<ul style="list-style-type: none"> Develop dance freeze frames. Practice and perform a slide and roll. Learn to replicate a set phrase. Work collaboratively to sequence movements. Create a 5 action routine. 	<ul style="list-style-type: none"> Apply specific actions (Such as Bollywood) Perform non-locomotor and locomotor movements. Describe key features of certain styles of dance (such as line dancing). Work collaboratively in a group. Create their own dance using knowledge of a variety of styles.
<u>Key vocabulary</u>	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow	Direction, huddle, group, mood, feeling, musicality, respond	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.	Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns.
<u>Key indicators</u>	<ul style="list-style-type: none"> Recognised actions to be performed to music. Copy, repeat and perform some basic actions to music. 	<ul style="list-style-type: none"> Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. 	<ul style="list-style-type: none"> Demonstrate and discuss performance skills. Perform with increasing musicality with control and confidence. Work as part of a group to listen and give ideas. 	<ul style="list-style-type: none"> Confidently participate dances from different parts of the world Refine and improve dances to include rhythm and expression Adapt a pair dance to a small group dance.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Gymnastics	Gymnastics	Gymnastics	Gymnastics
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes. <p>Focus:</p> <ul style="list-style-type: none"> Develop basic movements such as jumping, changing direction, moving at speed and balancing. Accurately replicate basic movements and enjoy participating in a broad range of activities. 	<p>Focus:</p> <ul style="list-style-type: none"> Devise simple sequences using compositional ideas. Master basic movements including leaping, jumping balancing and stretching. Work collaboratively to adapt, change and improve individual sequence. 	<p>Focus:</p> <ul style="list-style-type: none"> Understand how to develop strength and stamina through sustained periods of vigorous activity. Practice and implement runs, leaps, jumps and locomotion in more complex sequences. Work collaboratively to perform with a partner. 	<p>Focus:</p> <ul style="list-style-type: none"> Work collaboratively with a partner to perform. Compare performance with previous performances. Develop flexibility, balance, strength and control
<u>Skills</u>	<ul style="list-style-type: none"> Adapt instruction to physical actions. Take off positions. Landing positions. Moving over and under apparatus. Shapes and balances. 	<ul style="list-style-type: none"> Contrasting shapes Body control when rolling. Jumps. Partner unison. Patterns. 	<ul style="list-style-type: none"> Changes in speed. Step. Cartwheel progressions. Composition ideas. Refining sequences. 	<ul style="list-style-type: none"> Round off. Explore symmetry. Explore asymmetry. Counterbalances. Performing.
<u>Key vocabulary</u>	Balance, control, fast, high, jump, link, low, stretch, pattern.	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas, healthy active lifestyle.	Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.
<u>Key indicators</u>	<ul style="list-style-type: none"> Confidence in fundamental movements. Developing ability in jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills. 	<ul style="list-style-type: none"> Identify similarities and differences in sequences. Perform sequences with contrasting actions. Explain why strength and flexibility is important in maintaining a healthy active lifestyle. 	<ul style="list-style-type: none"> Can decide on ways to improve a piece of work using compositional elements and implement changes. Demonstrate some control when taking weight on hands. Adapt actions and sequences to work with partners and small groups. 	<ul style="list-style-type: none"> Selects a component for improvement and use of guidance from others. Attempt to perform more complex skills in isolation such as a round off. Work responsibly in trust exercises and when counterbalancing.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Manipulation and coordination	Attack/defend shoot	Football	Football
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Participates in a variety of agility based activities, involving moving and controlling objects. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully etc. Relate body movements to music and percussion beats. <p>Focus:</p> <ul style="list-style-type: none"> Send and receive a variety of objects using different body parts. Work with others to control objects in space. Coordinate body parts, such as hand eye, foot eye over a variety of activities and in different ways. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. Describe why we take part in exercise and enjoy it. <p>Focus:</p> <ul style="list-style-type: none"> Understand and develop eye to foot coordination. <p>Understand and participate in increasingly challenging games situations.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understand and develop eye to foot coordination. Understand and participate in increasingly challenging games situations. <p>Focus:</p> <ul style="list-style-type: none"> Defensive skills Dribbling in different directions using different parts of the feet. Passing for distance. Evaluating to aid improvement. 	<ul style="list-style-type: none"> Choose to implement a range of strategies to attack and defend. To perform a wider range of more complex skills. Recognise and describe good individual and team performances. Suggest, plan and lead simple drills for given skills.
<u>Skills</u>	<ul style="list-style-type: none"> Coordinate limbs to carry out coordinated and defined movements and actions. Reproduce movements with a ball bilaterally. Make contact with a ball using feet and legs. Practice hop, skip and jump sequences. Send and stop objects using hands and feet. 	<ul style="list-style-type: none"> Inside of foot kicking. Stopping the ball with the foot. Controlling the ball. Bouncing the ball to send. Bouncing the ball to dribble 	<ul style="list-style-type: none"> Coming towards the ball to receive. Explore two types of marking. Defensive tackling. Dribbling in different directions. Passing over distance. 	<ul style="list-style-type: none"> Set up someone to shoot. Deny space. Attacking set play. Attack in pairs. Covering defender.
<u>Key Vocabulary</u>	Carry, Crawl, Freeze, Grip, Hop, Jump, Pause, Prepare, Eyes	Aim, attack, compete, controlling, cooperate, receive, control.	Control, use, space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.	Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.
<u>Key Indicators</u>	<ul style="list-style-type: none"> Can children send and receive objects with some accuracy? 	<ul style="list-style-type: none"> Recognise that you sometimes need to stay in defined areas. Can send a ball using their feet. 	<ul style="list-style-type: none"> Sometimes make decisions on the best time to tackle. Send the ball over longer distances. 	<ul style="list-style-type: none"> Devise a drill that develops a particular skill. Apply correct body positioning in defending.

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| | <ul style="list-style-type: none">• Can children coordinate their movements in activities such as hopscotch?• Can the children explain/show how to carry out movements with accuracy? | <ul style="list-style-type: none">• Show awareness of teammates and opponents in games. | <ul style="list-style-type: none">• Work hard in a game and recognise the effects on yourself and teammates. | <ul style="list-style-type: none">• Collaborate with partner to implement simple defensive techniques. |
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Year Group	EYFS	KS1	LKS2	UKS2
Unit	Cooperation and problem-solving skills	Attack/defend/shoot	Netball/Basketball	Netball/Basketball
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Coordinates similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and sometimes with a rope. <p>Focus:</p> <ul style="list-style-type: none"> Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose. Collect, distinguish and differentiate colours and create a shape as a team. Move confidently and cooperatively in space. Travel in a range of ways. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. Describe why we take part in exercise and enjoy it. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. Understand and participate in increasingly challenging games situations. <p>Focus:</p> <ul style="list-style-type: none"> Understand high five netball positions. Acquire and apply basic shooting techniques. Understand rules of high five. Understand how to develop marking and footwork. 	<p>Focus:</p> <ul style="list-style-type: none"> Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.
<u>Skills</u>	<ul style="list-style-type: none"> Work as an individual and partner to match. Keep heart rate high. Work as a pair to demonstrate larger numbers. Be involved in traveling and travel trails. Work cooperatively to complete shapes. 	<ul style="list-style-type: none"> Inside of foot kicking. Stopping the ball with the foot. Controlling the ball. Bouncing the ball to send. Bouncing the ball to dribble 	<ul style="list-style-type: none"> Protecting the ball. Basic shooting technique. Playing within thirds. Play in a game using one-to-one marking. Play using correct footwork rules. 	<ul style="list-style-type: none"> Double bounce. Marking the pass or shot. Organisation around the D. Attempt rebounds as attacker and defender. Knocking the ball away.
<u>Key Vocabulary</u>	Cooperate, Team, Individual, Partner, Pair, Trail, Collect, Shape, Number	Aim, attack, compete, controlling, cooperate, receive, control.	Teamwork, footwork, foul, free pass, goal attack, centre, goal shooter, goal defence, goalkeeper, marking, high five.	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside.
<u>Key Indicators</u>	<ul style="list-style-type: none"> Can the children use simple problem solving skills in their games? Can children work alone as in part of a group to make a number or shape? <p>Can children control their movements within a space?</p>	<ul style="list-style-type: none"> Recognise that you sometimes need to stay in defined areas. Can send a ball using their feet. Show awareness of teammates and opponents in games. 	<ul style="list-style-type: none"> Show awareness of high five positions. Catch the ball executing correct footwork rules. Build up the attack as part of a team. 	<ul style="list-style-type: none"> Make choices about where to pass the ball. Anticipate, track and control a rebounding ball from a shot. Play in high five squad rotation.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Body management	Attack/Defend shoot	Tag Rugby	Tag Rugby
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Can stand and balance for short periods on one foot. Can climb stairs and move over large and small steps. Can use hands and feet to negotiate obstacles. <p>Focus:</p> <ul style="list-style-type: none"> Explore balance and exploring own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. Describe why we take part in exercise and enjoy it. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. <p>Understand and participate in increasingly challenging games situations.</p> <p>Focus:</p> <ul style="list-style-type: none"> Understand and demonstrate basic tag rugby skills. Understand and implement rules and tactics. Understand the importance of increasing speed and endurance during gameplay. 	<p>Focus:</p> <ul style="list-style-type: none"> Understand a range of strategies and tactics to attack and defend. Observe, recognise and analyse good individual and team performances. Understand importance of a warmup and how to plan and lead this.
<u>Skills</u>	<ul style="list-style-type: none"> Follow balance obstacle challenge. Work with others to move through hoops. Use a variety of ways to travel over apparatus. 	<ul style="list-style-type: none"> Inside of foot kicking. Stopping the ball with the foot. Controlling the ball. Bouncing the ball to send. Bouncing the ball to dribble 	<ul style="list-style-type: none"> Basic passing. Picking up and running with the ball. Keeping possession. Evading defenders. Running into space. 	<ul style="list-style-type: none"> Support player with the ball. Set play for attacking. Take the distance not the time. Spaces not faces principle. Transition from attack to defence.
<u>Key Vocabulary</u>	Steps, Strides, Climb, Alternate, Balance, Bounce, Hop, Jump, Crawl	Aim, attack, compete, controlling, cooperate, receive, control.	Passing, running, backwards, tag, straight, space, teamwork, try-area.	Transition, principle, STEP, agility, turnover, support, observe, analyse.
<u>Key Indicators</u>	<ul style="list-style-type: none"> Can children describe the difference between and tall and small shape? Can children discuss ways it was harder/easier to move? Can children say which body parts they balanced on to make a bridge? 	<ul style="list-style-type: none"> Recognise that you sometimes need to stay in defined areas. Can send a ball using their feet. Show awareness of teammates and opponents in games. 	<ul style="list-style-type: none"> Decide on ways to improve a piece of teamplay. Play using passing back and sideways rules. Recognise how playing as part of a team can improve your communication skills. 	<ul style="list-style-type: none"> Use STEP principle to plan a warmup. Use speed and agility in gameplay. Suggest ways to improve set plays.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Manipulation and coordination	Send and return	Tennis	Tennis
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Can send and receive a variety of objects with different body parts. Work with others to control objects in space. Can coordinate different body parts, such as hand eye, foot eye, over a variety of activities and in different ways. <p>Focus:</p> <ul style="list-style-type: none"> Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects such as balls and beanbags. Selected and applied skills to beat an opposition. <p>Focus:</p> <ul style="list-style-type: none"> Track the path of a ball over a net and move towards it. Hit and return a ball with some consistency. Play modified net/wall games of throwing, catching and sending over a net. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game. To begin to identify and describe some rules of tennis. To explore serving and beginning a game. To begin exploring forehand hitting. <p>Focus:</p> <ul style="list-style-type: none"> To identify and describe some rules of tennis. To serve and begin a game. To explore forehand hitting. Explore different shots (forehand and backhand). Work to return the serve. Positions in gameplay. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Explored different shots (forehand and backhand) Work to return the serve. Position in game play. Introduce volley and overhead shots. Apply new shots into game situations. Play with others to score and defend points. Explore tennis service rules. <p>Focus:</p> <ul style="list-style-type: none"> Develop volley and overhead shots. Develop new shots in game situations. Play with others to score and defend points in competitive games. Further explore tennis service rules. Develop back hand shots. Introduce the 'lob'. Begin to use full tennis scoring system. Develop doubles play and tactics to improve.
<u>Skills</u>	<ul style="list-style-type: none"> Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Spin, roll, rotate, throw and catch hoops. 	<ul style="list-style-type: none"> On toes to move toward the path of a ball. Identifying dominant and non-dominant side. Basic service rules. Perform with increased agility in a conditioned game. 	<ul style="list-style-type: none"> Tennis ready position. Recognise the types of hitting needed for different areas of the court. Serve with some accuracy to targets. Perform a forehand shot on a moving ball. Move towards the ball to return to the other side. 	<ul style="list-style-type: none"> Putting skills into games. Volley shots. Clear ball from the back of the court. Recognise the difference in where you might stand in doubles play. Approach the ball forehand and backhand.

		<ul style="list-style-type: none"> • Able to self-feed to send a ball to a partner using a racket. 	<ul style="list-style-type: none"> • Return the ball from around the court. • Forehand to targets. • Introduction to backhand shots. • Return balls to different places on the court. • Use tennis skills to play in doubles games. 	<ul style="list-style-type: none"> • Defend points against opposition using teamwork. • Demonstrate lob shot in isolated situations. • Score tennis game using full tennis rules. • Work as a pair to develop tactics against other pairs.
<u>Key vocabulary</u>	Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition.	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racket.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.	Service rules, volley, overhead, singles, doubles, lob shot, positioning, footwork, listening skills, dispute, peers, attacking, defensive, improvement.
<u>Key indicators</u>	<ul style="list-style-type: none"> • Name a sport in which they could use their baton skills. • Become better at rolling a hoop to a partner, or to chase. • Understand the term opposition when playing in a game. 	<ul style="list-style-type: none"> • Decide on and play using dominant hand. • Take part in a rally. • Play in modified games with others to send and return a ball over a net/line. 	<ul style="list-style-type: none"> • Understand the role of an umpire. • Use skills and techniques to score points against an opponent. • Use tactics to improve play against different opponents. • Use the correct side for backhanded shots. • Return to the correct position after hitting shots. • Demonstrate effective communicating with a partner when playing doubles. 	<ul style="list-style-type: none"> • Plays shots to opponent, allowing ball to bounce in both singles and doubles games. • Demonstrate footwork during game. • Apply tactics when playing as singles and in pairs. • Can explain the 'deuce' score in tennis. • Perform the lob shot with purpose in a game.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Speed and agility	Run, Jump and Throw	Athletics	Athletics
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> • Explores a variety of rolling, sliding and slithering movements. • Jumps using a variety of take off and landings. • Moves on and off low apparatus using hands and feet in a variety of combinations. • Participates in a variety of small group cooperative activities. <p>Focus:</p> <ul style="list-style-type: none"> • Travel with some control and coordination • Change direction at speed through both choice and instruction. • Perform actions, demonstrating changes in speed. • Start, stop, pause, prepare for and anticipate movement in a variety of situations 	<p>Prior learning:</p> <ul style="list-style-type: none"> • Attempts at linking running and jumping and have practised some simple throwing techniques. • Children have worked on increasing stamina, strength, balance, agility, and co-ordination in a variety of activities and exercises. • Children have worked on co-operative activities in run, jump and throwing games. <p>Focus:</p> <ul style="list-style-type: none"> • Develop power, agility, coordination, and balance over a variety of activities. • Can throw and handle a variety of objects including quits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. 	<p>Prior learning:</p> <ul style="list-style-type: none"> • Linked running and jumping movements. • Move safely around, between and over apparatus. • Worked with a variety of equipment. • Show controlled movements in response to instructions. • Begin to show agility and speed. • Begin to Jump for height and distance. • Begin to throw with speed and power and applied appropriate force <p>Focus:</p> <ul style="list-style-type: none"> • Control movement in response to instructions. • Demonstrate agility and speed. • Jump for height and distance, increasing this over time. • Throw with increasing speed and power, applying appropriate force. • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. 	<p>Prior learning:</p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing • Used a variety of equipment to measure, time and compare different styles of runs jumps and throws. • Sustain pace over short and longer distances. • Run as part of a relay team. • Performed a range of jumps and throws. <p>Focus:</p> <ul style="list-style-type: none"> • Sustain pace over short and longer distances. • Run as part of a relay team. • Perform a range of jumps and throws. • Apply strength and flexibility to throwing, running, and jumping. • Accurately and confidently judge across a variety of activities. • Work in collaboration to demonstrate improvement.
<u>Skills</u>	<ul style="list-style-type: none"> • Demonstrate agility in a range of games. • Recognise and follow instructions • Experiment with different starting and stopping positions. • Perform fast and slow movements. <p>Show control to stop and perform actions.</p>	<ul style="list-style-type: none"> • Awareness of others. • Creating power. • Quick feet • Choose appropriate throw. • Static and dynamic balances. 	<ul style="list-style-type: none"> • Combination jumps • Recognising different pace. • Approaching hurdles. • Pull throw. • Recording points. • Aiming at targets. • Accelerating over short distances. • One footed take off. • Sling throw. • Baton exchange on the curved run. 	<ul style="list-style-type: none"> • Relay legs • Work to improve distance covered in set time. • Use push throws to hit targets. • Baton exchange. • Power in the sprint start. • Standing triple jump. • Heave throw. • Parlauuf running. • Scissor jump
<u>Key vocabulary</u>	Pause, Prepare, Freeze, High/low, Switch, Agility	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach,	Bounce, relay, baton, targets, record, takeover, sustain, receive, hop-step-jump, safety, rules, strength, pass,

			combine, foam javelins, vortex howler, bounce target, take off, sling, exchange, accuracy.	judge, trajectory, sprint, shuttle, assess.
<u>Key indicators</u>	<ul style="list-style-type: none"> • Can the children show the same movements, both fast and slow? • Can children describe different ways that they have started and stopped? • Can the children explain how to stop a player in the middle getting the ball? 	<ul style="list-style-type: none"> • Make choices about appropriate throws for different activities. • Show increased control of body and limbs. • Work cooperatively to complete running, jumping and throwing tasks. 	<ul style="list-style-type: none"> • Change technique to improve score. • Use a recording system to keep track of score. • Demonstrate a range of throwing techniques. • Baton exchange skills demonstrated in relay running. 	<ul style="list-style-type: none"> • Pass baton into opposite hand. • Choose appropriate throw for distance. • Explore distance jumped with run up. • Perform the heave throw. • Develop fitness through parlauff running. • Perform the three phases of the triple jump.

Year Group	EYFS	KS1	LSK2	UKS2
Unit	Manipulation and coordination	Hit/catch and run	Cricket/rounders	Cricket/rounders
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Can send and receive a variety of objects with different body parts. Work with others to control objects in space. Can coordinate different body parts, such as hand eye, foot eye, over a variety of activities and in different ways. <p>Focus:</p> <ul style="list-style-type: none"> Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Developed sending and receiving skills to benefit fielding as a team. Can distinguish between the roles of batters and fielders. Have been introduced to the concept of simple tactics. <p>Focus:</p> <ul style="list-style-type: none"> Develop eye to hand coordination for hitting. Participate in striking and fielding game situations. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple fielding and striking games. Introduced to some of the basic rules of cricket/rounders. Beginning to develop a range of skills to use in isolation and in a competitive context. Some experience of striking a bowled ball. <p>Focus:</p> <ul style="list-style-type: none"> Adhered to some of the basic rules of cricket/rounders. Developing an increasing range of skills to use in isolation and in a competitive. Strike a bowled ball. Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Developed and applied a range of skills in competitive contexts. Chosen and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency. Linked a range of skills and use in combination. Begin to collaborate with a team to choose, use and adapt rules in games. Show awareness of how aspects of fitness apply to cricket/rounders, e.g. power, flexibility and cardiovascular endurance. <p>Focus:</p> <ul style="list-style-type: none"> Link a range of skills and use in combination. Develop skills in collaborating with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket/rounders, e.g. power, flexibility and cardiovascular endurance.
<u>Skill</u>	<ul style="list-style-type: none"> Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Spin, roll, rotate, throw and catch hoops. 	<ul style="list-style-type: none"> Hitting with bats. Using kicking to send ball to score points. Use underarm bowling. Field to catch and throw to teammates. Play as part of a team to field and hit to score. 	<ul style="list-style-type: none"> Forward drive into space. Bowl with some consistency. Foot placement to strike a ball. Use long barrier to collect a ball. Overarm throw for distance. Directing the hit. Anticipate when to run, to score singles. 	<ul style="list-style-type: none"> Start sprints with power to run between wickets/bases. Use the short throw to run players out. Anticipate the rise of the bowled ball. Defensive shot. Demonstrate urgency in acquiring runs.

			<ul style="list-style-type: none"> Intercepting the ball with one hand. Bowl overarm from a stationary position at a target. Attempt a pull shot in a game. 	<ul style="list-style-type: none"> Tracking and catching a high ball. Using the short ball to tempt players to hit high. Work as pairs to field a long ball.
<u>Key vocabulary</u>	Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, throw, grip, opposition.	Hit, catch, runs, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicket keeper, innings, forward drive, long barrier, over, zones, directing, conditioned, game, intercepting, isolation, pull, shot, ground ball, over arm, singles.	Calling, accuracy, rise if the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular, endurance, power, urgency, acquire, high ball, tracking, short delivery, long ball, on/off drive, slip, short leg, cover, innings, retires.
<u>Key Indicators</u>	<ul style="list-style-type: none"> Name a sport in which they could use their baton skills. Become better at rolling a hoop to a partner, or to chase. Understand the term opposition when playing in a game. Throw and catch balls of different shapes and sizes 	<ul style="list-style-type: none"> Make choices about where to hit the ball. Developed hitting skills with a variety of bats. Display sportsmanship when competing against others. 	<ul style="list-style-type: none"> Understand the purpose of the long barrier. Work as a team tactically to score runs. Return the ball with speed to the bowler/wicketkeeper. Demonstrate a pull shot. Demonstrate an overarm bowl. 	<ul style="list-style-type: none"> Hit a wide variety of shots. Make choices about shot made. Know the differences between an attacking and defensive shot. Understand point scoring in the game. Can work in pairs to retrieve a long ball. Understand the benefits of bowling a short ball. Play tactically to improve game.

Year Group	EYFS	KS1	LKS2	UKS2
Unit	Manipulation and coordination	Attack/Defend shoot	Hockey	Hockey
<u>Knowledge</u>	<p>Prior learning:</p> <ul style="list-style-type: none"> Can send and receive a variety of objects with different body parts. Work with others to control objects in space. Can coordinate different body parts, such as hand eye, foot eye, over a variety of activities and in different ways. <p>Focus:</p> <ul style="list-style-type: none"> Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can recognise rules and apply them. Can use simple strategies for invasion games. Describe why we take part in exercise and enjoy it. <p>Focus:</p> <ul style="list-style-type: none"> Understand and develop eye to foot coordination. Understand and participate in increasingly challenging games situations. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Can send and receive balls in a variety of ways. Can recall and link combinations of skills, e.g. running with a ball. Refine gross motor skills. Experience in different types of small invasion games. Use a variety of techniques and tactics to play competitively, both attacking and defending. <p>Focus:</p> <ul style="list-style-type: none"> Play in hockey-type invasion games. Improve game based agility. Manipulate objects, sticks and balls with safety and control. Consistently perform basic hockey skills such as dribbling, and push pass. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during game play. 	<p>Prior learning:</p> <ul style="list-style-type: none"> Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot. Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learned ways of marking and defending.
<u>Skill</u>	<ul style="list-style-type: none"> Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Spin, roll, rotate, throw, and catch hoops. 	<ul style="list-style-type: none"> Inside of foot kicking. Stopping the ball with the foot. Controlling the ball. Bouncing the ball to send. Bouncing the ball to dribble 	<ul style="list-style-type: none"> Flat side of the stick. Ball carrier. Close control. Preparing to tackle. Moving into space to retrieve. Puss pass. Straight dribble. Stopping the ball. Slap pass. Turning with the ball. 	<ul style="list-style-type: none"> Block tackle Passing in the D Applying marking in a game. Sweep shot send over distance. Dragging the ball from left to right. Shooting from close range. Long corners. Goal side marking. Channel opposition players Apply the self-pass rule.

<u>Key vocabulary</u>	Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, throw, grip, opposition, dribble.	Aim, attack, compete, controlling, cooperate, receive, control.	Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space, push, slap.	Teamwork, score, shoot, Position, power, distance, perform, consistent, fair play, tackle, covering, supporting.
<u>Key Indicators</u>	<ul style="list-style-type: none"> Name a sport in which they could use their baton skills. Become better at rolling a hoop to a partner, or to chase. Understand the term opposition when playing in a game. Can navigate their way safely around obstacles. Can manoeuvre objects of varying sizes around obstacles. Throw and catch balls of different shapes and sizes 	<ul style="list-style-type: none"> Recognise that you sometimes need to stay in defined areas. Can send a ball using their feet. Show awareness of teammates and opponents in games. 	<ul style="list-style-type: none"> Display close control over the ball. Show increasing control of the ball using the stick. Demonstrate skill in dribbling and turning the ball with the stick. Understand the basic rules of hockey. Produce power to make a slap his travel further. 	<ul style="list-style-type: none"> Build an attack towards the goal. Can position self appropriately when marking in defence. Use and apply the rules to team's advantage. Can use Indian dribble in game situations. Use and apply strategies in the game to defend.
			Swimming	
<u>Knowledge</u>			<ul style="list-style-type: none"> Understand the danger of water How to exit and enter pools safely Safety rules around a pool Knowledge of different stroke techniques. 	
<u>Skill</u>			<ul style="list-style-type: none"> Become familiar with floating, submerging, and moving through water. Use swimming aides to develop technique and stamina. Swim lengths, sometimes linked with tumble turns. Swim distance from 10 to 400 metres unaided. Use breathing patterns for different strokes. Use different pull and kick styles. Tread water Basic survival and rescue techniques. 	
<u>Key vocabulary</u>			Floating, submerging, technique, stroke, stamina, lengths, tumble turn, breathing, pull, kick, tread, front crawl, breast stroke, back stroke.	
<u>Key Indicators</u>			<ul style="list-style-type: none"> Moves around the pool in a safe manner. Can swim 10-400 metres unaided. Treads water for a short time. 	