

### About this document

This progression of skills demonstrates how we meet the requirements of the National Curriculum across our school. It shows how we cover all of the statutory requirements within our own curriculum and how it is tailored and specific to the needs and interests of our children.

In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

### Key Aims of the National Curriculum

#### All pupils should:

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

### KS1 Key Skills:

Pupils should be taught to

- 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, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Topic	Y1 Learning Journey	Topic	Y2 Learning Journey
<b>Spatial Awareness</b>	In this unit children will further develop the basic skill of identifying and maintaining space. Children will understand where the boundaries are in designated areas and understand how to move around a zone with interference from others safely and consistently.	<b>Ball skills with feet</b>	In this unit, pupils will develop their fundamental ball skills using their feet such as dribbling with feet, passing a ball and changing directions with a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will begin to play small sided games and apply simple tactics to outwit an opponent. Pupils will be able to play independently, with a partner and as part of a small team.
<b>Ball control</b>	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling	<b>Ball skills with hands</b>	In this unit, pupils will develop their fundamental ball skills using their hands such as dribbling with hands, passing a ball

*together we shine*

**P.E Progression of Skills KS1 & KS2**

	<p>with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>		<p>in a variety of ways, and changing directions with a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will begin to play small sided games and apply simple tactics to outwit an opponent. Pupils will be able to play independently, with a partner and as part of a small team.</p>
<p><b>Throwing and catching</b></p>	<p>In this unit, children will develop their understanding of playing throwing and catching games. Children will practise and further develop fundamental throwing and catching skills through games. Pupils will have the opportunity to work independently, in pairs and small groups. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p><b>Ball skills with sticks</b></p>	<p>In this unit, pupils will develop their fundamental ball skills using sticks such as dribbling with a stick, passing a ball with a stick, changing directions with a ball and stick and shooting with a stick. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will begin to play small sided games and apply simple tactics to outwit an opponent. Pupils will be able to play independently, with a partner and as part of a small team.</p>
<p><b>Sending and receiving</b></p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p><b>Health &amp; Fitness</b></p>	<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>
<p><b>Tagging and dodging</b></p>	<p>In this unit children will develop their fundamental movement skills through the</p>	<p><b>Hand-eye coordination - tennis</b></p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will</p>

### P.E Progression of Skills KS1 & KS2

	<p>topic of 'places and spaces'. Children will develop skills of tagging, running, dodging, travelling and changing direction. Children will develop fine and gross motor skills, through playing simple tagging and dodging games. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>		<p>learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>
<p><b>Gymnastics (Basic Gymnastics Actions)</b></p>	<p>In this unit, children will develop their basic gymnastic skills. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. Children copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p><b>Gymnastics ( Developing Travelling, Rolling, Jumping And Balances)</b></p>	<p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>
<p><b>Hand-eye coordination</b></p>	<p>In this unit children develop basic throwing and catching skills using a variety of balls and objects. Fundamental skills include throwing underarm to a partner, catching from a partner, throwing and catching one handed. They will learn how to stay safe using equipment and how to work independently and with a partner.</p>	<p><b>Athletics - Running jumping throwing</b></p>	<p>In this unit children will develop their fundamental movement skills. Fundamental skills will include, running, jumping, throwing and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently, with a partner and as a team.</p>
<p><b>Gymnastics ( Creating Short Sequences On Low Level Apparatus)</b></p>	<p>In this unit pupils explore the various ways of creating a short gymnastics sequence that include three basic elements (one roll, one jump, one balance). Pupils create their sequence individually and on the floor space</p>	<p><b>Gymnastics ( Paired Sequences On Low Level Apparatus)</b></p>	<p>In this unit children develop their basic gymnastic skills on low level apparatus. Pupils work with a partner to create a short sequence of up to four gymnastics elements (one roll, one balance, one jump and one</p>

**P.E Progression of Skills KS1 & KS2**

	initially, when they are comfortable on the floor space pupils can apply the skills/sequence to low level apparatus.		free choice). Pupils begin to learn about analysing and evaluating each other performance to suggest simple ways to improve.
<b>Running, jumping throwing</b>	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include, running, jumping, throwing and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	<b>Athletics</b>	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
<b>Dance (Fairy Tales)</b>	Children should be able to identify and portray different traveling steps, create different shapes with their bodies and develop this by understanding the 8 count method and how to become a character. They should also understand different levels and speeds in Dance.	<b>Dance (Circus)</b>	Children should be able to travel in different relevant ways. They should be able to identify characteristics of different Circus acts and how they move and portray them in routines created by themselves. They should be able to work with a partner and understand relationships in dance and add this to their routines.
<b>Working with other and in teams</b>	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	<b>Striking and fielding skills</b>	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.

### P.E Progression of Skills KS1 & KS2

<b>Dance (Animals)</b>	Children should be able to travel in different ways relating to animals. They should understand and be able to use changes in speed, direction and levels when copying a teacher led routine and creating movements of their own.	<b>Dance (Super-Heroes and Villains)</b>	Children should be able to understand different levels, understand and implement the 8 count method when copying and creating movements and be able to develop routines with a partner.
----------------------------	---	--	---

#### KS2 Key Skills

##### Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, 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 [for example, 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.

#### Swimming and water safety

##### All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Topic	Y3 Learning Journey	Topic	Y4 Learning Journey
<b>Football</b>	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	<b>Tag Rugby</b>	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.

**P.E Progression of Skills KS1 & KS2**

<p><b>Netball</b></p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p><b>Swimming</b></p>	<p>Children are to develop confidence in and around the water and skills when performing different strokes both on their fronts and backs. Stamina should also be developed so that <b>a distance of 25m can be swum</b> with relative ease.</p>
<p><b>Hockey</b></p>	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p><b>Basketball</b></p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p>
<p><b>Health &amp; Fitness</b></p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when</p>	<p><b>Swimming</b></p>	<p>Children are to develop confidence in and around the water and skills when performing <b>different strokes both on their fronts and backs</b>. Stamina should also be developed so that <b>a distance of 25m can be swum</b> with relative ease.</p>



### P.E Progression of Skills KS1 & KS2

	they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.		
<b>Tennis</b>	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	<b>Tennis/Volleyball</b>	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
<b>Gymnastics (Developing Short Sequences And Movement Phrases)</b>	In this unit pupils develop gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	<b>Swimming</b>	Children are to develop confidence in and around the water and skills when performing <b>different strokes both on their fronts and backs</b> . Stamina should also be developed so that <b>a distance of 25m can be swum</b> with relative ease.
<b>Handball</b>	Pupils will learn to contribute to the game by helping to keep possession of the ball, use	<b>Gymnastics (Collaborating With A</b>	In this unit pupils are developing gymnastic actions using a combination of floor and

**P.E Progression of Skills KS1 & KS2**

	<p>simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules.</p>	<p><b>Partner To Create A Short Sequence)</b></p>	<p>apparatus. In pairs each pupils will create their own sequence that includes up to eight gymnastic elements. Each pupil is expected teach their routine to their partner. The pairs then create a paired sequence using elements of each other's sequences. Groups are encouraged to work together to negotiate each persons' ideas to create a sequence that flows from one action to the next.</p>
<p><b>Gymnastics (Small Group Work Developing A Six Element Sequence)</b></p>	<p>In this unit pupils develop gymnastic actions in small groups of 3-4 pupils. Pupils create a short sequence to include at least six different elements and link each action together to ensure the sequence flows. The sequence should have a clear start and finish point and must include at least one roll, one jump, one balance and one travelling movement. Small groups are encouraged to work as a team and support one another to create a performance that is suitable for an audience.</p>	<p><b>Swimming</b></p>	<p>Children are to develop confidence in and around the water and skills when performing <b>different strokes both on their fronts and backs</b>. Stamina should also be developed so that a distance of 25m can be swum with relative ease. For some, the advanced skills of <b>safe self-rescue will be taught</b>.</p>
<p><b>Athletics</b></p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p><b>Athletics</b></p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p>



### P.E Progression of Skills KS1 & KS2

<b>Dance (Creativity)</b>	Children should be able to understand dance terms and use these to create and develop their own dance routines in small groups, with the support of the teacher.	<b>Swimming</b>	Children are to develop confidence in and around the water and skills when performing different strokes both on their fronts and backs. Stamina should also be developed so that a distance of 25m can be swam with relative ease. For some, the advanced skills of safe self-rescue will be taught.
<b>Cricket</b>	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	<b>Dance (All Around The World)</b>	Children should be able to interpret and create dances from different countries around the world. They should be able to identify the characteristics of these dances and work in groups to create routines.
<b>Dance (Weather)</b>	Children should be able to interpret different types of weather and create and link movements and shapes to portray these. They should understand different dance terms and be able to incorporate these into their sequences. Children should be able to peer assess and recognise WWW/EBI.	<b>Swimming</b>	Children are to develop confidence in and around the water and skills when performing different strokes both on their fronts and backs. Stamina should also be developed so that a distance of 25m can be swam with relative ease. For some, the advanced skills of safe self-rescue will be taught.
<b>Topic</b>	<b>Y5 Learning Journey</b>	<b>Topic</b>	<b>Y6 Learning Journey</b>
<b>Football</b>	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils	<b>Tag Rugby</b>	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging.

**P.E Progression of Skills KS1 & KS2**

	<p>will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>		<p>When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even-sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
<b>Netball</b>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<b>Hockey</b>	<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>
<b>Hockey</b>	<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be</p>	<b>Basketball</b>	<p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be</p>

### P.E Progression of Skills KS1 & KS2

	encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.		encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.
<b>Health &amp; Fitness</b>	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	<b>Health And Fitness</b>	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.
<b>Tennis</b>	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	<b>Tennis/Volleyball</b>	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.
<b>Gymnastics</b>	In this unit, pupils create more complex	<b>Gymnastics</b>	In this unit, pupils create longer sequences

**P.E Progression of Skills KS1 & KS2**

<p><b>(Creating Complex Sequences)</b></p>	<p>sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><b>(Partner Relationships Applied To Sequences)</b></p>	<p>individually, with a partner and in small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances.</p>
<p><b>Handball</b></p>	<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>	<p><b>Gymnastics (Refining A Twelve Element Sequence)</b></p>	<p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils create sequences with 12 actions that includes a variety of gymnastics elements. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances.</p>
<p><b>Gymnastics (Small Group Work To Create A Complex Sequence)</b></p>	<p>In this unit pupils develop more complex gymnastics skills including counter balance and tension with a partner, a variation of balances and jumps on a variety of</p>	<p><b>Athletics</b></p>	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities,</p>

### P.E Progression of Skills KS1 & KS2

	gymnastics apparatus. In small groups of 3-4 pupils, they create sequences on floor and apparatus of up to ten elements and include extra skills such as synchronisation, canon, matching, mirroring, twisted shapes and changes of speed and direction.		pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.
<b>Athletics</b>	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.	<b>Dance (Hairspray)</b>	Children should be able to understand the essence of the swinging 60's and portray this in their dance moves and performance. They should be able to understand and use various dance techniques and terminology and memorise and perform teacher led choreography with little support. Children should be able to work in a group to create a 60's inspired dance routine using dance knowledge previously taught and perform confidently understanding how to perform effectively.
<b>Dance (The Greatest Showman)</b>	Children should be able to identify characteristics of different Circus acts and how they move and portray them in routines created by themselves. They should be able to perform in large and smaller groups and understand the importance of performing in	<b>OAA</b>	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to

**P.E Progression of Skills KS1 & KS2**

	character and unison.		produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
<b>Cricket</b>	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.		
<b>Dance (The Lion King)</b>	Children should be able to portray an animal in the most life like of ways. They should be able to work with the class to perform a choreographed dance inspired by the Lion King. They should be able to understand and demonstrate various dance techniques and implement these in the routine.		