



## Progression of Teaching and Learning in P.E

<b>Dance</b>								
<b><u>Reception</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>End of KS1 expectations</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>	<b><u>End of KS2 expectations</u></b>
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	To demonstrate locomotor and non-locomotor movements.  To understand what personal space is.	To develop locomotor and non-locomotor movements.  To develop understanding of what personal space is.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.	To demonstrate locomotor and non-locomotor movements. To understand what personal space is.	to further demonstrate locomotor and non-locomotor movements. To understand what personal space is.	To understand where the Haka originates and perform movements from the Haka. To create narrative through movement.	To develop understanding of where the Haka and perform movements from the Haka. To create narrative through movement.	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures. Respond to a range of stimuli and accompaniment. Through dance, develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.
	To explore which shapes are used in dance.  To develop balance when holding shapes individually and with a partner.	Continue to explore shapes used in dance.  To further develop balance when holding shapes individually and with a partner.		To explore basic and complex shapes in dance, developing balance and strength skills. To perform shapes with a partner and with a group.	To continue exploring basic and complex shapes in dance, developing balance and strength skills. To perform shapes with a partner and with a group.	To understand what Street Dance is and where it comes from. To demonstrate and perform some street dance moves.	To further understand what Street Dance is and where it comes from. To demonstrate and perform some street dance moves.	
	To understand the 3 different levels used in Dance. To demonstrate movement at each level.	To understand the 3 different levels used in Dance and develop movement at each level.		To understand the 3 different levels used in Dance. To demonstrate movement at each level.  To understand what a routine is in Dance. To create and perform a routine.	To understand the 3 different levels used in Dance. To demonstrate movement at each level.  To understand and further develop understanding of what a routine is in Dance. To create and perform a routine.	To understand where Bollywood dancing comes from. To perform some Bollywood dancing movements.  To understand what improvisation is in dance. To demonstrate different movements through improvisation.	To develop understanding of where Bollywood dancing comes from and perform some Bollywood dancing movements.  To further develop understanding of what improvisation is in dance.  Continue to	

							demonstrate different movements through improvisation.	
	To understand what a routine is in Dance.  To create and perform a routine.	Develop an understanding of what a routine is in Dance.  To create and perform a routine.		To understand the concept of beat and tempo in Dance. Be able to clap and dance to the beat of a song.	To further understand the concept of beat and tempo in Dance. Be able to clap and dance to the beat of a song.	To choose a style of dance in which to create and practice a routine.  To perform the routine created with a group to an audience.	To choose a style of dance in which to create and practice a routine.  To perform the routine created with a group to an audience.	
	To understand the concept of beat and tempo in Dance. Be able to clap and dance to the beat of a song.	understand the concept of beat and tempo in Dance.  Be able to clap and dance to the beat of a song.		To explore moving with different props and to use a prop within a dance routine.	To continue exploring moving with different props and to use a prop within a dance routine.			
	To explore moving with different props and to use a prop within a dance routine.	Continue exploring movement with different props and to use a prop within a dance routine.						

## Gymnastics

Reception	Year 1	Year 2	End of KS1 expectations	Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
Make body tense, relaxed, curled and stretched.	Make body tense, relaxed, curled and stretched, showing some tension.	Make body tense, relaxed, curled and stretched, in a range of movements.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Refine movements into sequences.	Use a greater number of own ideas for movement in response to a task.	Share ideas and give positive criticism /advice to self & others.	Combine own work with that of others, identifying strengths & weaknesses.	Select a suitable routine to perform to different audiences, bearing in mind <b>who</b> the audience is.	Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
Balance on small/large body parts & understand stillness.	Begin to work on alone/with someone to make a sequence of shapes/travels.	Perform a sequence with changes in speed & direction including 3 different actions ( <i>sometimes giving advice to others</i> )		Jump/land with control using different body shapes in flight.	Perform at least 3 different rolls (shoulder, forward, back) with some control.	Include change of speed, direction and shape in movements.	Transfer sequence above onto suitably arranged apparatus & floor.	
Make large and small body shapes.		Be still on single/two + points of contact on floor/apparatus showing tension & control		Travel while using various hand apparatus,(ribbon/hoop/rope/ball).	Link a roll with travel and balance using floor and apparatus with good body control.	Follow a set of 'rules' to produce a sequence, possibly made by peers.	Perform 6-8 part floor sequence as individual, pair & small group to a piece of music.	
Climb & hang from apparatus safely.	Climb safely, showing some shapes and balances when climbing.	Jump/land with control using different body shapes in flight.		Know principles of balance, agility, coordination and apply them on floor & apparatus.	Show a kinaesthetic awareness to improve placement and alignment of body parts.	Create mirror /matching/cannon( pair) sequence varying dynamics/levels/direction etc.	Demonstrate 3 paired balances in sequence using various skills/actions.	
Perform basic travelling actions on various body parts.	Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Link known shape/travel/roll/jump to a balance using floor & on apparatus				Demonstrate good kinaesthetic awareness – placement and alignment.	Practice and refine.  Range of movements could include – Travel, balances, swinging, springing, flight, vaults, rotations, inversions, bending/ stretching/twisting, gestures, linking skills...	

### Invasion Games – KS1 - Netball/Basketball

<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>
Send & receive a ball by rolling from hand & striking with foot.	To perform a chest pass and a bounce pass.	To perform a chest pass and a bounce pass.	Children should be taught the foundation skills of netball and be able to apply these in team games, developing simple tactics for attacking and defending.
Aim & throw object underarm.	To understand and demonstrate the footwork rule in Netball / basketball.  to understand dribbling rules used in basketball	To further understand and demonstrate the footwork rule in netball/basketball	
Catch balloon/bean bag/scarf & sometimes a bouncing ball.		to develop dribbling rules of basketball and to dribble with the ball at speed.	
Move and stop safely in a specific area.	To use an overhead pass. To use different types of passes in a game scenario.	To use an overhead pass. To use different types of passes in a game scenario.	
Play a passing & target game alone and with a partner.	To understand and demonstrate different ways of defending in Netball / basketball	To further understand and demonstrate different ways of defending in netball / basketball	
	To demonstrate the correct shooting technique.	To demonstrate the correct shooting technique.	
	To play a game using the rules of netball / basketball learnt so far.	To play a game using the netball/ basketball rules learnt so far.	

### Invasion Games – KS2 – Netball / Basketball

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
To perform a chest pass and a bounce pass. To pass and move into space.	To perform a chest pass and bounce pass, and working on movement to receive the ball.	To learn and use 3 different Netball passes.	To learn and apply 3 different Netball passes.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic
To understand footwork rule in Netball. To pass and move whilst demonstrating this rule.	To further understand footwork rules in netball and to demonstrate these rule whilst passing and moving	To understand footwork rule in Netball. To pass and move whilst demonstrating this rule.	To further understand footwork rule in Netball. To pass and move whilst demonstrating this rule	
To know how to hold and dribble the Basketball.	To know how to hold and dribble the Basketball.	To dribble a basketball with increasing control.	To dribble a basketball with increasing control.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
To change direction and speed whilst dribbling, and to understand some dribbling rules in Basketball.	To change direction and speed whilst dribbling, and to further understand some dribbling rules in Basketball.	To change direction and speed whilst dribbling, and to understand some dribbling rules in Basketball.	To change direction and speed whilst dribbling, and to understand the dribbling rules in Basketball.	
To demonstrate a defensive position, and to know the rules for defending in Basketball.	To demonstrate a defensive position, and to know the rules for defending in Basketball.	To demonstrate a defensive position, and to know the rules for defending in Basketball.	To demonstrate a defensive position, and to know the rules for defending in Basketball.	
To pass the Basketball using a chest pass and a bounce pass.	To pass the Basketball using a chest pass and a bounce pass.	To pass the Basketball using a chest pass and a bounce pass, and to use a fake pass to create an open pass.	To confidently pass the Basketball using a chest pass and a bounce pass, and to use a fake pass to create an open pass.	

		To understand and demonstrate the correct shooting technique.	To understand and demonstrate the correct shooting technique.	
To understand and demonstrate the correct shooting technique.	To further understand and demonstrate the correct shooting technique.	To understand and apply the rules of Basketball to play a game.	To understand and apply the rules of Basketball to play a game.	
To understand and apply the rules of Basketball to play a game.	To understand and apply the rules of Basketball to play a game.			

### **Invasion Games – KS2 – Tag Rugby**

<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>	<b><u>End of KS2 expectations</u></b>
<p>To hold and carry a rugby ball.</p> <p>To pass and catch rugby ball (pocket to rocket pass).</p> <p>To pass to a player in space.</p> <p>To understand a key principle of Tag Rugby is to find space.</p> <p>To identify space to pass and move in to.</p> <p>To use communication when finding space.</p>	<p>To hold and carry a rugby ball.</p> <p>To pass and catch rugby ball (pocket to rocket pass).</p> <p>To pass to a To understand a key principle of Tag Rugby is to find space.</p> <p>To identify space to pass and move in to.</p> <p>To use communication when finding space. player in space.</p>	<p>To hold and carry a rugby ball.</p> <p>To pass and catch rugby ball (pocket to rocket pass).</p> <p>To pass to a player in space.</p> <p>To understand a key principle of Tag Rugby is moving forward.</p> <p>To support the ball carrier.</p> <p>To evade defenders and find space.</p>	<p>To hold and carry a rugby ball.</p> <p>To pass and catch rugby ball (pocket to rocket pass).</p> <p>To pass to a player in space.</p> <p>To understand a key principle of Tag Rugby is moving forward.</p> <p>To support the ball carrier.</p> <p>To evade defenders and find space.</p>	<p>Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and Defending.</p>
<p>To understand a key principle of Tag Rugby is moving forward.</p> <p>To support the ball carrier.</p> <p>To evade defenders and find space.</p>	<p>To understand a key principle of Tag Rugby is moving forward.</p> <p>To support the ball carrier.</p> <p>To evade defenders and find space.</p>			
<p>To use Tag Belts when playing Tag Rugby.</p> <p>To defend by pulling tags from an attacker's tag belt.</p> <p>To attack by evading defender, stopping them taking a tag.</p>	<p>To use Tag Belts when playing Tag Rugby.</p> <p>To defend by pulling tags from an attacker's tag belt.</p> <p>To attack by evading defender, stopping them taking a tag.</p>	<p>To understand a key principle of Tag Rugby is to find space.</p> <p>To identify space to pass and move in to.</p> <p>To use communication when finding space.</p>	<p>To understand a key principle of Tag Rugby is to find space.</p> <p>To identify space to pass and move in to.</p> <p>To use communication when finding space.</p>	
<p>To understand a good defensive line in Tag Rugby.</p> <p>To work as a team to defend effectively.</p>	<p>To understand a good defensive line in Tag Rugby.</p> <p>To work as a team to defend effectively.</p>	<p>To use Tag Belts when playing Tag Rugby.</p> <p>To defend by pulling tags from an attacker's tag belt.</p> <p>To attack by evading defender, stopping them taking a tag.</p>	<p>To use Tag Belts when playing Tag Rugby.</p> <p>To defend by pulling tags from an attacker's tag belt.</p> <p>To attack by evading defender, stopping them taking a tag.</p>	
<p>To understand what a backwards pass is in Tag Rugby.</p> <p>To understand the offside line in Tag Rugby.</p> <p>To play a game of Tag Rugby.</p>	<p>To understand what a backwards pass is in Tag Rugby.</p> <p>To understand the offside line in Tag Rugby.</p> <p>To play a game of Tag Rugby.</p>	<p>To understand a good defensive line in Tag Rugby.</p> <p>To work as a team to defend effectively.</p> <p>To pass backwards in a game of Tag Rugby.</p> <p>To understand what a backwards pass is in Tag Rugby.</p>	<p>To understand a good defensive line in Tag Rugby.</p> <p>To work as a team to defend effectively.</p> <p>To pass backwards in a game of Tag Rugby.</p> <p>To understand what a backwards pass is in Tag</p>	

		To understand the offside line in Tag Rugby. To play a game of Tag Rugby.	Rugby. To understand the offside line in Tag Rugby. To play a game of Tag Rugby.	
<b>Invasion Games – KS2 - Hockey</b>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>

1. To hold a hockey stick correctly, finding the correct body position. 2. To begin dribbling using a hockey stick.	1. To hold a hockey stick correctly, finding the correct body position. 2. To begin dribbling using a hockey stick.	1. To hold a hockey stick correctly, finding the correct body position. 2. To begin dribbling with a hockey stick.	1. To hold a hockey stick correctly, finding the correct body position. 2. To begin dribbling with a hockey stick.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
1. Review holding a stick correctly & body position. 2. Introduction to passing & receiving.	1. Review holding a stick correctly & body position. 2. Introduction to passing & receiving.	1. Review holding a stick correctly & body position. 2. Introduction to passing & receiving	1. Review holding a stick correctly & body position. 2. Introduction to passing & receiving	
1. Recap and practice – dribbling and passing & receiving. 2. Introduction to tackling.	1. Recap and practice – dribbling and passing & receiving. 2. Introduction to tackling.	1. Recap and practice – dribbling and passing & receiving. 2. Introduction to tackling.	1. Recap and practice – dribbling and passing & receiving. 2. Introduction to tackling.	
1. Development of safe tackling technique. 2. How to use ‘drags’ and changes of direction and/or speed to beat a tackler.	1. Development of safe tackling technique. 2. How to use ‘drags’ and changes of direction and/or speed to beat a tackler.	1. Development of safe tackling technique. 2. How to use ‘drags’ and changes of direction and/or speed to beat a tackler, including a ‘V Drag’.	1. Development of safe tackling technique. 2. How to use ‘drags’ and changes of direction and/or speed to beat a tackler, including a ‘V Drag’.	
1. To work as a team to maintain possession (attack). 2. To work as a team to gain possession (defense).	1. To work as a team to maintain possession (attack). 2. To work as a team to gain possession (defense).	1. To work as a team to maintain possession (attack). 2. To work as a team to gain possession (defense).	1. To work as a team to maintain possession (attack). 2. To work as a team to gain possession (defense).	
1. To develop shooting towards goal. 2. To apply previously learnt skills to a game of Hockey.	1. To develop shooting towards goal. 2. To apply previously learnt skills to a game of Hockey.	1. To develop shooting towards a goal. 2. To apply previously learnt skills to a game of Hockey.	1. To develop shooting towards a goal. 2. To apply previously learnt skills to a game of Hockey.	

<b><u>Dodgeball / handball</u></b> <b><u>(multi-sports)</u></b>				<b><u>Cricket</u></b>				
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
	To throw a dodgeball using an overarm throwing action.  Use an overarm throw in a game of Dodgeball, staying in the area of the court.	To throw a dodgeball using an overarm throwing action.  Use an overarm throw in a game of Dodgeball, staying in the area of the court.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Throw and catch under pressure.  To develop catching skills, catching from different heights and moving position to catch.	To develop the range of Cricket skills they can apply in a competitive context.  To develop straight-arm bowling technique.	To link together a range of skills and use in combination.  To develop straight-arm bowling technique.	To apply with consistency standard cricket rules in a variety of different styles of games.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for

	Understand the rules of and participate in a game of Jedi Dodgeball,  How to use non-throwing arm to help with accuracy when throwing towards a target.	Understand the rules of and participate in a game of Jedi Dodgeball,  How to use non-throwing arm to help with accuracy when throwing towards a target.	Use fielding skills to stop the ball effectively.	To stop the ball effectively when fielding, and to move into a good position when fielding.  To consolidate existing skills and apply with consistency	To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.	To attempt a small range of recognised shots in isolation and in competitive scenarios.	attacking and defending
	Aim accurately when throwing at opposing players, and teammates, in Fusion Dodgeball.  To use an overarm throw to shoot at a target.  To demonstrate the correct shooting technique in Handball.	Aim accurately when throwing at opposing players, and teammates, in Fusion Dodgeball.  To use an overarm throw to shoot at a target.  To demonstrate the correct shooting technique in Handball.	Learn the role of backstop.  To develop accuracy when throwing, building towards throwing at the stumps.				
	To use changes of direction and/or speed to dodge effectively.	To use changes of direction and/or speed to dodge effectively.	Play in a game of pairs cricket working as team, using tactics in order to beat another team.	To choose and use a range of simple tactics in isolation and in a game context.	To collaborate as a team to choose, use and adapt rules in games.		

### Rounders – KS2

<u>Year 3</u>	<u>4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Be able to play simple rounders games	Identify different positions in rounders and the roles of those positions.	Collaborate as a team to choose, use and adapt rules in games.	Apply consistently rounders rules in conditioned games.	Children should be taught to play competitive games, modified where appropriate, such as football, netball,

Apply some rules to games.	Choose and use a range of simple tactics in isolation and in a game context.	Play in a tournament and work as team, using tactics in order to beat another team.	Use a range of tactics for attacking and defending in role of bowler, batter and fielder.	rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Develop and use simple rounders skills.	Develop the range of rounders skills that can apply in a competitive context.	Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance and link together a range of skills including: throw and catch under pressure; use fielding skills to stop the ball effectively; learn batting control; learn the role of backstop.	Play small sided games using standard rounders pitch layout.	

### Tennis/ Badminton – KS2

<u>Year 3</u>	<u>4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).	Tap the ball back and forth to a partner over a small space.	1. To demonstrate the basic grip and correct way to hold a tennis racket. 2. To demonstrate the forehand hit.	1. To demonstrate the basic grip and correct way to hold a tennis racket. 2. To demonstrate the forehand hit.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
Tap the ball back and forth to partner.	Begin to tap a ball over a net allowing for a bounce, hit technique.	1. To grip the racket using a backhand grip (one hand and two-handed).  2. To hit using a backhand shot.	1. To grip the racket using a backhand grip (one hand and two-handed).  2. To hit using a backhand shot.	
Stand in a ready position holding racquet correctly.	Move from a ready position into a forehand position/backhand position quickly.	1. To understand that a serve is used in Tennis to start each point. 2. To practice an underarm serve.	1. To understand that a serve is used in Tennis to start each point. 2. To practice an underarm serve.	
Change from a ready position before tapping the ball to a partner.	Bring racquet to meet the ball for a forehand and backhand hit and know to use two hands for an effective backhand.	1. To develop serving to an overarm serve. 2. To understand the serving boxes on a court.	1. To develop serving to an overarm serve. 2. To understand the serving boxes on a court.	
Begin to know what it means by a forehand and backhand position.	Move racquet in a low to high swing for an effective tap.	1. To understand and explain what is a volley in Tennis, and what different types of volley shots there are. 2. To perform a volley shot.	1. To understand and explain what is a volley in Tennis, and what different types of volley shots there are. 2. To perform a volley shot.	
Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.	Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.	1. To use all skills learned to play a game similar to Tennis. 2. To understand and apply points scoring in a game of Tennis.	1. To use all skills learned to play a game similar to Tennis. 2. To understand and apply points scoring in a game of Tennis.	

<u>Athletics</u>								
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of KS1 expectations</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
	Use varying speeds when running.  Practise short distance running.	Run with agility and confidence.  Hurdle an obstacle and maintain effective running style.  Run for distance.	Children should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and	Run in different directions and at different speeds, using a good technique. Understand the relay and passing the baton. Choose and understand appropriate running techniques.	Demonstrate good running technique in a competitive situation. Select and maintain a running pace for different distances.	Use correct technique to run at speed. Develop the ability to run for distance. Identify and apply techniques of relay running.	Investigate running styles and changes of speed. Demonstrate good running technique in a competitive situation.	Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and



	Explore footwork patterns.	Learn the best jumping techniques for distance.	sequences of movement.  They should enjoy communicating, collaborating their own success.	Reinforce jumping techniques.	Explore different footwork patterns Understand which technique is most effective when jumping for distance.	Understand which technique is most effective when jumping for distance. Explore different footwork patterns.	Explore different footwork patterns. Understand which technique is most effective when jumping for distance.	sequences of movement.  They should enjoy communicating, collaborating and competing with each other and evaluate their own success.
	Explore different methods of throwing. Explore arm mobility.	Throw different objects in a variety of ways.	Children should be taught to use running, jumping, throwing and catching in isolation and in combination.	Improve throwing technique.	Practise throwing with power and accuracy. Throw safely and with understanding.	Throw with accuracy and power. Learn how to use skills to improve the distance of a pull throw.	Practise throwing with power and accuracy. Throw safely and with understanding.	Children should be taught to use running, jumping, throwing and catching in isolation and in combination.
		Complete an obstacle course with control and agility.		Compete in a mini competition, recording scores.	Utilise all the skills learned in this unit in a competitive situation.	Demonstrate good techniques in a competitive situation.	Utilise all the skills learned in this unit in a competitive situation.	

### Football (KS2)

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
1. To understand that dribbling requires close control of the ball. 2. To dribble with a football at our feet.	1. To understand that dribbling requires close control of the ball. 2. To dribble with a football at our feet.		1. To understand that dribbling requires close control of the ball. 2. To dribble with a football at our feet.	1. To understand that dribbling requires close control of the ball. 2. To dribble with a football at our feet.
1. To identify and find space. 2. To keep the ball under control whilst moving into spaces.	1. To identify and find space. 2. To keep the ball under control whilst moving into spaces.		1. To pass the football to a player or target. 2. To receive a pass with control. 3. To combine passing and dribbling skills.	1. To pass the football to a player or target. 2. To receive a pass with control. 3. To combine passing and dribbling skills.
1. To pass the football to a player or target. 2. To receive a pass with control.	1. To pass the football to a player or target. 2. To receive a pass with control.		1. To use dribbling and passing to keep possession.. 2. To make decisions about when to dribble or pass.	1. To use dribbling and passing to keep possession.. 2. To make decisions about when to dribble or pass.

Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

1. To use dribbling and passing to keep possession. 2. To make decisions about when to dribble or pass.	1. To use dribbling and passing to keep possession. 2. To make decisions about when to dribble or pass.		1. To explore ways to get past defenders. 2. To defend a 1v1 situation.	1. To explore ways to get past defenders. 2. To defend a 1v1 situation.	
1. To develop shooting technique. 2. To dribble towards a goal and shoot.	1. To develop shooting technique. 2. To dribble towards a goal and shoot.	1. To develop shooting technique. 2. To dribble towards a goal and shoot.	1. To develop shooting technique. 2. To dribble towards a goal and shoot.	1. To develop shooting technique. 2. To dribble towards a goal and shoot.	
To use all skills learnt to play a team game relevant to football.	To use all skills learnt to play a team game relevant to football.	To use all skills learnt to play a team game relevant to football.	To use all skills learnt to play a team game relevant to football.	To use all skills learnt to play a team game relevant to football.	

		<b>Football (KS1)</b>		
<b><u>Year 1</u></b>		<b><u>Year 2</u></b>		<b><u>End of Key Stage expectations</u></b>
1. To understand the term 'dribbling' in Football. 2. To understand that dribbling requires close control of the ball. 3. To dribble with a football at our feet.		1. To understand the term 'dribbling' in Football. 2. To understand that dribbling requires close control of the ball. 3. To dribble with a football at our feet.		Pupils should 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 challenging situations.
1. To dribble with a football at our feet. 2. To develop close control of the football, changing speeds or direction.		1. To dribble with a football at our feet. 2. To develop close control of the football, changing speeds or direction.		
1. To identify and find space. 2. To keep the ball under control whilst moving into spaces.		1. To identify and find space. 2. To keep the ball under control whilst moving into spaces.		
1. To pass the football to a player or target. 2. To receive a pass with control.		1. To pass the football to a player or target. 2. To receive a pass with control.		
1. To develop a shooting technique. 2. To dribble towards a goal and shoot.		1. To develop a shooting technique. 2. To dribble towards a goal and shoot.		
1. To use all skills learnt to play a game relevant to football.		1. To use all skills learnt to play a game relevant to football.		

## **School Swimming and Water Safety**

<b><u>Award 1</u></b>	<b><u>Award 2</u></b>	<b><u>Award 3</u></b>	<b><u>Award 4</u></b>	<b><u>Award 5</u></b>	<b><u>Award 6</u></b>	<b><u>Safe Self Rescue Award</u></b>	<b><u>End of Key Stage 1 Expectations</u></b>	<b><u>End of Key Stage 2 Expectations</u></b>
<b><u>With or without float equipment or support:</u></b>	<b><u>With or without float equipment:</u></b>	<b><u>Without floats equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float equipment or support:</u></b>	<b><u>Without float, in clothing, in order without pause:</u></b>		
Enter the water safely	Enter the water safely	Fully submerge to pick up an object.	Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m).	Jump in, submerge, surface and swim back to point of entry (at least full reach depth).	Perform three different shaped jumps into deep water, including a straddle jump.	Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help. Swim 15m on front, rotate and swim 15m on back to a floating object.	Children should be competent and confident in the water.	Children should swim competently, confidently and proficiently over a distance of at least 25metres.
Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor.	Move from a horizontal floating position on the front and return to standing.	Perform a tuck float and hold for 5 seconds.	Push and glide towards the pool floor with arms extended.	Perform a horizontal stationary scull on the back.	Perform a head first scull for 5m.	Swim 15m on front, rotate and swim 15m on back to a floating object.	Children use a variety of arm and leg actions to propel themselves through the water.	Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke.
Scoop the water and wash face, be comfortable water showered from overhead.	Move from a horizontal floating position on the back and return to standing.		Perform a sequence of 3 changing shapes, whilst floating on the surface.	Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back.	Two out of the following three must be completed:	Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object.	Children should participate in games to develop an understanding of buoyancy and propulsion.	Children should perform a safe self-rescue in different water-based situations.
Blow bubbles a minimum of 3 times, with nose and mouth submerged.	Push and glide on the front in a horizontal position, to or from the pool wall.	Push from a wall and glide on the front with arms extended.	Push & glide on the front with arms extended and log roll onto back.	Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back.	Swim 10m front crawl, backstroke or breaststroke.	Take up the Huddle position. Swim using a long arm front paddle (survival stroke) to the side.		
Take part in a movement games. Give examples of 2 pool rules.	Push and glide on the back in a horizontal position from the pool wall.	Push from a wall and glide on the back (optional with arms extended).	Push & glide on back with arms extended and log roll onto front.		Tread water for 30 seconds.	Climb out from water of at least full reach depth without using the steps.		
	Travel on the back for 5m. Travel on the front for 5m.	Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing.	Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor.	Swim 10m, own choice of stroke.	Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke.	Discuss as a group when these skills might be used to self- rescue in different water based situations.		
			Travel 10m on the back with feet off the pool floor.					

Recognise and identify the purpose of beach flags.	Float on the back. Know how to signal for help.	Identify an open water hazard near your home or school.	Perform a 'shout and signal' rescue. Explain how get help.	Give two examples of where it is safe to swim and why.	Swim 10m wearing clothes - as a minimum T-shirt and shorts.			
Exit the water safely.	Exit the water safely.	Exit the water safely	Exit the water safely without using steps	Exit the water safely.	Exit deep water without the use of steps.			