



Lewknor C of E Primary School

Physical Education - Progression of Key Skills - Reception – Year 6

Dance

EYFS	Infants Cycle A	Infants Cycle B	End of KS expectations
<p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Move around the space safely.</p>	<p>Copy dance moves.</p> <p>Establish sequences of actions and skills which have a clear beginning, middle and end.</p> <p>Remember a short dance.</p> <p>Dance imaginatively showing some control and co-ordination.</p> <p>Change rhythm, speed and direction.</p> <p>Describe and comment on a performance.</p> <p>Identify how exercise makes us feel and why this is important.</p>	<p>Change rhythm, speed, level and direction with consistency and in order to improve performance.</p> <p>Dance with control and co-ordination, demonstrating good balance.</p> <p>Make a sequence by linking actions together.</p> <p>Link some movement to show a mood or feeling.</p> <p>Compare his/her performance with that of others.</p>	<p>Children should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings and how to deal with them.</p>

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Perform pair/group dance involving canon and unison, meet and part.</p> <p>Respond to music in time and rhythm.</p> <p>Respond to music to express a variety of moods and feelings.</p> <p>Compare and contrast performance with that of others.</p>	<p>Respond imaginatively to stimuli related to character/music/story.</p> <p>Perform clear and fluent dances that show sensitivity to idea/stimuli.</p> <p>Make up dance within a small group.</p> <p>Comment on skills and techniques applied in own work and use this understanding to enhance performance.</p>	<p>Show/fluency/control in chosen dances in response to stimuli.</p> <p>Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt and refine (alone/in pair/group), dances that vary direction, space and rhythm.</p> <p>Explain how confidence effects performance.</p>	<p>Create and perform dances in a variety of styles and traditions consistently.</p> <p>Be aware of and use musical structure, rhythm and mood and can dance accordingly.</p> <p>Understand how a dance is formed and performed and combine movements effectively and fluently.</p> <p>Use appropriate criteria and terminology to evaluate performances.</p>	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.</p> <p>Respond to a range of stimuli and accompaniment.</p> <p>Through dance, develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p>

Gymnastics

EYFS	Infants Cycle A	Infants Cycle B	End of KS expectations
<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts and understand stillness.</p> <p>Make large and small body shapes. Climb and hang from apparatus.</p> <p>Perform basic travelling actions on various body parts.</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work on alone/with someone to make a sequence of shapes/travels.</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat et.</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'.</p> <p>Hold a balance whilst walking in a straight line.</p> <p>Jump for height with balance and control.</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Develop and perform a sequence with changes in speed and direction including 3 different actions (<i>sometimes giving advice to others</i>).</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension and control.</p> <p>Link known shape/travel/roll/jump to a balance using floor and on apparatus.</p> <p>Jump/land with control using different body shapes in flight.</p> <p>Compare own performances with that of others.</p>	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps and spins in travel.</p> <p>Travel while using various hand apparatus, (ribbon/hoop/ rope/ball).</p> <p>Know principles of balance and apply them on floor and apparatus by climbing wall bars effectively.</p> <p>Develop jumps (taking off on one foot and landing on the other).</p> <p>Create a sequence either alone or with a partner.</p>	<p>Share ideas and give positive criticism/advice to self and others.</p> <p>Create and perform matching/mirroring sequences explaining how it could be improved.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and apparatus with good body control.</p> <p>Create a sequence with changes of speed, different balances and ways of travelling.</p> <p>Balance with a partner/alone exploring which body parts are safest.</p> <p>Move in and out of balances fluently.</p> <p>Compare and contrast similar performances and suggest ways to improve.</p>	<p>Combine own work with that of others, identifying strengths and weaknesses.</p> <p>Include change of speed, direction and shape in movements with control and fluency.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p> <p>Create a sequence using a variety of jumps, leaps, rolls and balances.</p> <p>Be aware of body tension and control.</p> <p>Make a variety of shapes in the air and land with control.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus and floor.</p> <p>Perform 6-8 part floor sequence as individual, pair and small group to a piece of music.</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions.</p> <p>Explore a variety of starting and finishing positions when rolling i.e. straddle, straight and upward.</p> <p>Jump with controlled shapes in the air and landing positions.</p> <p>Increase the variety of pathways, levels and speeds of travel.</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>Analyse, modify and refine skills and techniques.</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance.</p> <p>Children should be able to link actions and sequence movements.</p> <p>Children should compare performances with previous ones and demonstrate improvement to achieve personal bests.</p> <p>Children should enjoy collaborating with each other and recognise each other's and their own successes.</p>

Games (netball, football, rugby, basketball, hockey)

EYFS	Infants Cycle A	Infants Cycle B	End of KS expectations
<p>Send and receive a ball by rolling from hand and striking with foot.</p> <p>Aim and throw object underarm.</p> <p>Catch balloon/bean bag/scarf and sometimes a bouncing ball.</p> <p>Move freely using speed and stop safely in a specific area.</p> <p>Demonstrate control over objects.</p> <p>Demonstrate control and co-ordination over large and small movements.</p> <p>Play a passing and target game alone and with a partner.</p>	<p>Throw underarm, bounce and catch ball/bean bag by self and with partner.</p> <p>Retrieve and stop a ball using different parts of the body with control and increased accuracy.</p> <p>Run straight and on a curve and sidestep with correct technique.</p> <p>Begin to follow some simple rules.</p> <p>Change speed and direction of travel.</p> <p>Work co-operatively as part of a team.</p>	<p>Perform some dribbling skills with hands and feet using space.</p> <p>Pass a ball accurately and with control (hands and feet) over longer distances to a team mate.</p> <p>Combine stopping, pick up/collect and send a ball accurately to other players.</p> <p>Make simple decisions about when /where to move in game to receive a ball.</p> <p>Catch a small ball.</p> <p>Begin to follow rules and understand fair/unfair.</p> <p>Use different rules and tactics.</p>	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p> <p>Children engage in competitive (both self and against others) and co-operative physical activities in a range of challenging situations.</p>

Netball

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)		Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court		<p>Pupils 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>Children should use running, jumping, throwing and catching in isolation as well as combination.</p>
<p>Make a series of passes to team mates moving towards a scoring area.</p> <p>Show some signs of using a chest pass and shoulder pass.</p> <p>Show a target to indicate where I'd like to pass to.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> <p>Vary responses to tactics and strategies used.</p>	<p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Make decisions regarding which is the best type of pass to use.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p> <p>Apply skills and tactics in combination with a partner or as part of team/group.</p>	<p>Use all three passes (chest, shoulder and bounce) correctly.</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across the court) and straight (up and down the court) passes to achieve pace.</p> <p> Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions (snatch and catch) when playing as a team.</p> <p>Participate in activities and games with skill and precision showing creativity with tactics and strategies.</p>	<p>Know which pass is best to use and when in a game.</p> <p>Use a range of square and straight passes to change direction of the ball.</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p> <p>Take into account a range of strategies, tactics and routes to success, considering own and others strengths and weaknesses.</p>	

Football

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Begin to dribble a ball making small touches.</p> <p>Begin to send a football to someone on team.</p> <p>Keep a ball under control.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> <p>Play games that involve keeping possession and scoring in targets. 3 vs 1 and 4 vs 1 games.</p>	<p>Dribble with small touches into space.</p> <p>Kick a ball accurately.</p> <p>Send a football to someone on the team, using different parts of foot.</p> <p>Keep a ball under control when receiving a range of passes from team.</p> <p>Understand where the space is and can move into it.</p> <p>Mark another player and begin to attempt interceptions.</p>	<p>Dribble between cones and in a game making small touches into space with speed.</p> <p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space, and use it effectively.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions for team.</p>	<p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>Pupils 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>Children should use running and jumping in combination.</p>

Tag Rugby

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Move holding a rugby ball.</p> <p>Know where to score a try and how to position the ball to score a try.</p> <p>Move into spaces to avoid defenders.</p> <p>Make a backward pass to team mates, using the direction most comfortable.</p> <p>Know to tag team mates when to defend.</p>	<p>Move with speed (and change of) with the ball and without.</p> <p>Use speed and space to avoid defenders.</p> <p>Pass backwards and in both directions and sometimes on the move.</p> <p>Tag the person who has the ball, but can mark a player who doesn't have the ball.</p> <p>Begin to make a high pop pass to avoid a defender.</p>	<p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p>	<p>Be able to evade and tag opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence</p> <p>Score points against opposition</p> <p>Support player with the ball.</p> <p>Perform a 'drop-kick'.</p>	<p>Pupils 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>Children should use running, jumping, throwing and catching in isolation as well as combination.</p>

Hockey

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p>	<p>Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Successfully score while in the scoring area.</p>	<p>Use speed, changing of direction and Indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p>	<p>Pupils 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>

Games (Cricket, Rounders)

EYFS	Infants Cycle A	Infants Cycle B	End of KS expectations
<p>Aim and throw object underarm.</p> <p>Catch balloon/bean bag/scarf and sometimes a bouncing ball.</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area.</p> <p>Begin to use a bat to hit a ball or bean bag.</p> <p>Demonstrate control and co-ordination over large and small movements.</p>	<p>Show some different ways of hitting, throwing and striking a ball.</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).</p> <p>Play as a fielder and get the ball back to a STOP ZONE by throwing underarm correctly.</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone).</p> <p>Catch a ball/bean bag.</p>	<p>Send a ball off a tee using a bat or a racket.</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.</p> <p>Stop moving when the 'bowler' has the ball.</p> <p>Play as a fielder and pass the ball back (with control and co-ordination) to the bowler to make the runner stop.</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops).</p> <p>Catch a small ball.</p> <p>Throw overarm with correct technique.</p>	<p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p> <p>Children engage in competitive (both self and against others) and co-operative physical activities in a range of challenging situations.</p>

Cricket

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Throw and catch.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of Wicket Keeper.</p> <p>Work as team, using tactics in order to beat another team.</p>	<p>To develop the range of Cricket skills they can apply in a competitive context.</p> <p>To choose and use a range of simple tactics in isolation and in a game context.</p> <p>Throw under and over arm with accuracy.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>To link together a range of skills and use in combination.</p> <p>To collaborate as a team to choose, use and adapt rules in games.</p> <p>To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.</p> <p>Understand what to include in a warm up in order to improve performance.</p>	<p>To apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>To strike a ball with a range of bats with accuracy and for distance.</p> <p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p>	<p>Pupils 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>Children should use running, jumping, throwing and catching in isolation as well as combination.</p>

Rounders

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Be able to play simple rounders games.</p> <p>Apply some rules to games.</p> <p>Develop and use simple rounders skills</p>	<p>Develop the range of rounders skills that can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Identify different positions in rounders and the roles of those positions.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p>	<p>Apply consistently rounders rules in conditioned games.</p> <p>Play small sided games using standard rounders pitch layout.</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> <p>To strike a ball with a range of bats with accuracy and for distance.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>	<p>Pupils 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>Children should use running, jumping, throwing and catching in isolation as well as combination.</p>

Tennis

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).</p> <p>Tap the ball back and forth with a racket to a partner using different shots.</p> <p>Stand in a ready position holding racquet correctly.</p> <p>Change from a ready position before tapping the ball to a partner.</p> <p>Begin to know what it means by a forehand and backhand position.</p>	<p>Tap the ball back and forth to a partner over a small space.</p> <p>Begin to tap a ball over a net allowing for a bounce, hit technique.</p> <p>Move from a ready position into a forehand position/backhand position quickly.</p> <p>Bring racquet to meet the ball for a forehand and backhand hit.</p> <p>Know to use two hands for an effective backhand.</p> <p>Move racquet in a low to high swing for an effective tap.</p>	<p>Tap the ball using either a forehand or backhand motion and above head.</p> <p>Move towards the ball from 'ready' position, choosing either forehand or backhand depending on where the ball is.</p> <p>Set racquet back in its ready position quickly upon recovery.</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.</p> <p>Serve the ball correctly beginning to purposely aim for space to score.</p>	<p>Turn and run to the ball getting into a forehand or backhand position en-route.</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery.</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.</p> <p>Serve the ball accurately making team mates have to move to send it back.</p>	<p>Pupils 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>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.</p> <p>Understand rules of the game.</p>	<p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand rules of the game.</p>	<p>Use different types of shots during a game to improve accuracy.</p>	<p>Strike a ball with a range if bats with accuracy for distance.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending.</p>	
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Swimming and Water Safety

KS2	End of KS expectations
<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To develop an effective kick for breaststroke and crawl.</p> <p>To develop stroke techniques that incorporates the correct breath control.</p> <p>Travel at speed through the water.</p> <p>Introduction to deeper water.</p> <p>Treading water.</p>	<p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively (for example; front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>

Athletics

Reception	Infants Cycle A	Infants Cycle B	End of KS expectations
<p>Handle equipment safely.</p> <p>Use a variety of speeds and change direction.</p> <p>Throw an object under or over arm.</p> <p>Explore jumping, landing with control on 2 feet.</p>	<p>Use varying speeds when running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing with a range of objects.</p> <p>Practise short distance running.</p> <p>Jump for height and distance with control.</p> <p>Develop balance, agility and co-ordination.</p>	<p>Run with agility and confidence.</p> <p>Learn the best jumping techniques for distance and control their landing.</p> <p>Throw different objects in a variety of Ways with control and co-ordination.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Complete an obstacle course with control and agility.</p> <p>Perform combinations of (2-2, 2-1, 1-2, 1-1, same foot, 1-1 landing on the other foot) jumps.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination.</p> <p>Children should be taught to master basic movements including running, jumping, throwing and catching.</p> <p>They should enjoy communicating, collaborating their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

Lower Juniors Cycle A	Lower Juniors Cycle B	Upper Juniors Cycle A	Upper Juniors Cycle B	End of KS expectations
<p>Run in different directions and at different speeds, using a good technique covering distance.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p> <p>Choose sills and equipment to meet challenges that are set.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p>Show control in jumps when taking off and landing.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p> <p>Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up.</p> <p>Identify self-improvement points.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely with control, accuracy, efficiency and with Understanding.</p> <p>Demonstrate good running technique in a competitive situation and understand why pacing is important.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p>Jumps are consistently controlled and accurate when jumping for distance and height and can link combination jumps smoothly together.</p>	<p>Pupils 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 sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Children should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

Outdoor and Adventurous Activities

KS1	KS2	End of KS expectations
<p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom.</p> <p>Use simple maps and diagrams to follow a trail.</p> <p>Begin to work cooperatively with others.</p> <p>Plan and share ideas.</p> <p>Discuss how to follow trails and solve problems.</p> <p>Select appropriate equipment for the task.</p>	<p>Orientate simple maps and plans.</p> <p>Mark control points in correct position on map or plan. Find way back to a base point.</p> <p>Draw maps and plans and set trails for others to follow.</p> <p>Use the eight points of the compass to orientate.</p> <p>Plan an orienteering challenge.</p> <p>Co-operate and share roles within a group.</p> <p>Listen to each other's ideas when planning a task and take responsibility for a role within the group.</p> <p>Recognise that some outdoor adventurous activities can be dangerous so follow rules to keep self and others safe.</p> <p>Plan and share roles within the group based on each other's strengths.</p> <p>Understand individuals' roles and responsibilities and adapt roles if they are not working.</p> <p>Recognise and talk about the dangers of tasks.</p> <p>Recognise how to keep themselves and others safe.</p> <p>Select appropriate equipment/route/people to solve a problem successfully.</p> <p>Choose effective strategies and change ideas if not working.</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p>	<p>Children should participate in team games.</p> <p>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.</p> <p>Children should take part in outdoor and adventurous activity challenges both individually and within a team.</p>