PE Skills Progression Document

Invasion Games (Netball, Football, Basketball, Rugby etc…)			
Year Group	**NC Expected Skill/Statement**	**Exceeding/Greater Depth**	**Key Vocabulary**
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. • **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.		movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing
Reception	**Moving and handling** • Experiments with different ways of moving. • Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. • **Travels with confidence and skill** ~~around, under,~~ **over** ~~and through balancing and climbing equipment~~. • Shows **increasing control over an object** in ~~pushing, patting,~~ throwing, catching or kicking it. • ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space.*		slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, catching, kicking, throwing, coordination, control, speed, change of direction, space, exercise

	*They **handle equipment** ~~and tools~~ effectively~~, including pencils for writing.~~* **Health and self-care** ● Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health. •		
Year 1	**Acquiring and developing skills** • Starts to **explore** basic skills **like passing, throwing, catching, jumping, batting and kicking.** • Starts to **copy** and **repeat** some **basic skills**. • Knows different **ways to pass the ball.** • Sometimes **catches the ball** when thrown to yourself and from a partner without pressure. • Sometimes **rolls** the ball. • **Jumps with both feet from standing**. **Selecting and applying skills, tactics and compositional ideas** • Starts to show **understanding of rules** of a modified game. • Starts to show **understanding of basic tactics**. **Evaluating and Improving** • **Describes and comments** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Talks** about how to **exercise safely** within games activities. • **Talks** about how their **body feels when participating** in an activity.		chest pass, catching, throwing, jumping, batting, kicking, rolling, game situation, rules, tactics, movement, invasion, heart rate, heavy breathing, exercise
Year 2	**Acquiring and developing skills** • **Explores** basic skills like **passing, throwing, catching, jumping, batting** and **kicking**. • **Performs** most **basic skills**. • **Passes** the ball with **some basic control** and **accuracy**. • **Catches** the ball when **thrown to yourself** and from a **partner** without pressure. • **Rolls** the ball. • **Jumps** from a **one foot, landing** on the **opposite** or **both feet**. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation. • Sometimes **selects and applies basic skills** needed to be successful within a game situation. • Shows **understanding of basic tactics**. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, starting to **identify strengths**. **Knowledge, understanding of fitness and health**		chest pass, accuracy, catching, control, throwing, jumping, power, kicking, rolling, game situation, opponent, rules, tactics, movement, invasion, heart rate, exercise

	• Knows **why** they **need to exercise safely** within invasion games activities. • **Talks** about **how their body feels** when participating in an activity.	
Year 3	**Acquiring and developing skills** • Sometimes **passes the ball** showing the **correct technique**, with some **basic control** and **accuracy**. • Often **catches** the ball when thrown to yourself or from a partner in a **pressurised situation**. • Often **kicks** a ball using the **inside of the foot**. • Sometimes **moves into a space to receive the ball**, showing attacking skills. • Attempts to **try and score a goal** within a modified game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation and sometimes **applies them**. • Sometimes **selects and applies skills** needed to be successful within a game situation. • Shows **understanding of basic tactics** starting to **respond** within a game situation. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health** • Knows **why** we need to **exercise safely** within invasion games activities. • **Describes** the **changes that occurs to their body** when they participate in physical activity.	chest pass, bounce pass, shoulder pass, accuracy, catching, control, power, kicking, game situation, opponent, rules, tactics, movement, invasion, heart rate, exercise, space, attacking
Year 4	**Acquiring and developing skills** • **Passes** the ball showing the **correct technique**, with **control and accuracy**. • **Catches** the ball when thrown to yourself and from a partner in a **pressurised situation**. • Attempts to **pass** the ball with your **feet**, showing **basic accuracy**. • Often **moves into a space to receive the ball**, showing attacking skills. • Tries to **mark an opponent**. • Often **scores a goal** within a modified game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation and sometimes **applies them**. • Often **selects** and **applies skills** needed to be successful within a game situation. • Shows **understanding** of some **positions** in one sport. • Shows **understanding of tactics**, sometimes responding within a game situation. **Evaluating and Improving** • Starts to **identify strengths** and **areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** • Knows **why** we need to **exercise safely** within an invasion games activity, **identifying what could be dangerous**. • **Describes the changes** that occur to their **body** when they participate in physical activity.	chest pass, bounce pass, shoulder pass, accuracy, catching, control, power, game situation, opponent, rules, tactics, movement, invasion, scores, pulse rate, exercise, space, attacking, marking, defending, positions

Year 5	**Acquiring and developing skills** • **Passes** the ball showing the **correct technique**, with **control and accuracy**. • Starts to **identify the appropriate pass** for the **correct situation**. • Often **catches the ball**, showing **good hand eye co-ordination** in a **game situation**. • **Passes** the ball with your **feet**, showing some **accuracy**. • Often **moves** into a **space to receive the ball**, showing attacking skills (**one dodge technique**). • Sometimes **marks an opponent** to try an **intercept the ball**. • **Scores** a **goal** within a game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation and **often applies** them. • Confidently **selects and applies skills** needed to be successful within a game situation. • Shows **understanding of all positions** in one sport. • Shows understanding of **attacking and defending tactics**, often **responding to them** within a game situation. **Evaluating and Improving** • States **why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • Shows an **understanding** of **why** it is **important** to **warm up** before physical activity. • Shows an **understanding** of **why physical activity is good** for my **health and fitness**.	chest pass, bounce pass, shoulder pass, technique, accuracy, catching, control, power, hand eye co-ordination, game situation, opponent, rules, tactics, movement, invasion, scores, pulse rate, exercise, space, attacking, dodging, marking, defending, positions
Year 6	**Acquiring and developing skills** • Starts to **identify** the **appropriate pass** for **different situations** within a game. • **Passes** the ball with your **feet showing accuracy** in a **pressurised situation**. • Start to **use one hand to catch** the ball, showing good hand eye co-ordination. • Often **moves into a space to receive the ball**, showing attacking skills using the **two dodging techniques**. • Often **marks an opponent to gain possession** of the ball (showing defending skills within a game situation). • **Scores a goal** within a game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a full game situation and **often applies them**. • Confidently **selects and applies skills** needed to be successful within a game situation. • Shows **understanding** of **some positions** in different sports. • Shows **understanding** of **attacking and defending tactics**, and often **responds** to them within a game situation. • Sometimes shows **fair play** and **respect of others** within a game situation. **Evaluating and Improving** • States **why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • Starts to **design and lead a warm** up to a small group, suitable for an invasion games activity. • Show **understanding of why physical activity** is good for **health and fitness**.	chest pass, bounce pass, shoulder pass, technique, accuracy, catching, control, power, hand eye co-ordination, game situation, opponent, rules, tactics, movement, invasion, scores, pulse rate, exercise, space, attacking, dodging, marking, defending, positions, gain possession

Multi Skills

Year Group	NC Expected Skill/Statement	Key Vocabulary
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. • **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing
Reception	**Moving and handling** • Experiments with **different ways of moving**. • Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. • **Travels with confidence and skill** ~~around, under,~~ **over** ~~and through balancing and climbing equipment~~. • Shows **increasing control over an object** in pushing~~, patting,~~ throwing, catching or kicking it. • ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** • Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, agility, balance, skipping, sliding, hopping, coordination, control, throwing, catching, bouncing, rolling, exercise
Year 1	**Acquiring and developing skills** • Starts to **explore** basic movements (skipping running jumping), **agility, balance, co-ordination** and development of **special awareness**. • Starts to **copy and repeat** some basic skills. • Starts to show **fluency** when **moving**. • Sometimes **changes direction** with ease. • Sometimes shows a **change in speed**. • Development of **spatial awareness** avoiding collisions. **Selecting and applying skills, tactics and compositional ideas** • Starts to use **different movements**, **speeds** and **pathways**. • Starts to **recognise** the **use of space** and using it to their advantage. **Evaluating and Improving**	rolling, walking, running, speed, jumping, agility, balance, skipping, sliding, hopping, throwing, coordination, control, catching, bouncing, heart rate, heavy breathing, exercise

	• **Describes and comments** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Talks** about how to **exercise safely** within different activities. • **Talks** about how their **body feels** when **participating** in an activity.	
Year 2	**Acquiring and developing skills** • **Explores** basic movements (skipping running jumping), **agility, balance, co-ordination** and development of **special awareness**. • **Performs** most basic **skills**. • Often shows **fluency** when **moving**. • **Consistently changes direction** with ease. • **Often** shows a **change in speed**. • **Often** demonstrates **spatial awareness** avoiding collisions. **Selecting and applying skills, tactics and compositional ideas** • **Often** uses **different movements**, **speeds** and **pathways**. • **Often recognises** the **use of space** and using it to their advantage. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, starting **to identify strengths**. **Knowledge, understanding of fitness and health** • **Knows why** they need to **exercise safely** within different activities. • **Talks** about how their **body feels** when participating in an activity.	rolling, walking, running, speed, jog, sprint, jumping, agility, balance, skipping, sliding, hopping, throwing, coordination, control, catching, bouncing, dribbling, heart rate, heavy breathing, exercise

Dance		
Year Group	**NC Expected Skill/Statement**	**Key Vocabulary**
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. • **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, turning, skipping, sliding, hopping, speed, direction, high, low, balance, music, body, safely, dressing
Reception	**Moving and handling** • Experiments with **different ways of moving**. • Negotiates space successfully ~~when **playing racing and chasing games**~~ with other children, **adjusting speed or changing direction** to avoid obstacles. • **Travels with confidence and skill around, under, over** ~~and through balancing and climbing equipment~~. • Shows **increasing control over an object** in ~~pushing, patting, throwing~~, ~~catching or kicking it~~. • ***Early Learning Goal*** *Children show **good control and co-ordination in large and small movements**. They **move confidently in a range of ways**, safely negotiating space.* ~~*They **handle equipment** and tools effectively, including pencils for writing.*~~ **Health and self-care** • Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, skipping, turning, high, low, balance, coordination, music, control, body, exercise
Year 1	**Acquiring and developing skills** • **Sometimes links** skills together to **perform** a **motif** with **basic co-ordination**. • Starts to **explore ideas** and **concepts** within their performance. **Selecting and applying skills, tactics and compositional ideas** • **Copies and repeats** basic dance moves sometimes with **basic control**. • **Starts** to **link** moves together for a performance. • **Sometimes** shows **timing** of movements to the **music**. • **Starts** to **choose** movements that **reflect** or **represent** a mood, feeling or idea. **Evaluating and Improving** • **Describes and comments** on another pupil's performance.	shuffling, rolling, walking, running, jumping, skipping, sliding, hopping, skipping, turning, high, low, balance, coordination, music, timing, control, heart rate, heavy breathing, exercise

	Knowledge, understanding of fitness and health ● **Talks** about how to **exercise safely** within dance activities. • **Talks** about how their **body feels** when participating in an activity.	
Year 2	**Acquiring and developing skills** ● **Links** skills together to **perform a motif** showing **co-ordination and control**. ● **Explores** ideas and concepts within their performance. **Selecting and applying skills, tactics and compositional ideas** ● **Copies** and **develops** advanced dance moves, showing **control.** ● Shows **co-ordination** when linking dance moves together for a performance. ● Shows **timing** of movements to the **music.** ● **Chooses** movements that **reflect** or **represent a mood**, **feeling or idea**. **Evaluating and Improving** ● **Describes and comments** on another pupil's performance, starting to **identify strengths**. **Knowledge, understanding of fitness and health** ● **Knows** why they need to **exercise safely** within dance activities. • **Talks** about how their **body feels** when participating in an activity.	shuffling, rolling, walking, running, jumping, skipping, sliding, hopping, skipping, turning, leaping, high, low, balance, coordination, music, timing, control, heart rate, heavy breathing, exercise
Year 3	**Acquiring and developing skills** ● **Links skills** together to perform a **motif always** showing **co-ordination and control**. ● **Confidently explores** ideas and concepts within their performance. **Selecting and applying skills, tactics and compositional ideas** ● **Copies and develops** advanced dance moves always showing **control**. ● Shows **co-ordination and control** when **linking moves** together into a motif. ● **Consistently shows timing** of movements to the music. ● **Consistently chooses movements** that reflect or represent a mood, feeling or idea. **Evaluating and Improving** ● **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health** • **Knows why** we need to exercise safely within dance activities.	shuffling, rolling, running, jumping, skipping, sliding, galloping, hopping, skipping, turning, leaping, high, low, balance, coordination, music, timing, canon, unison, aesthetic appreciation, control, heart rate, exercise
Year 4	**Acquiring and developing skills** • **Performs** the skills within a **motif** showing **co-ordination and control**. • **Begins** to perform a **motif to a criteria** within their performance. **Selecting and applying skills, tactics and compositional ideas** • **Tries to plan** a **motif to a criteria** including the use of **canon and unison**.	rolling, jumping, hopping, turning, rotational, high, low, balance, coordination, music, timing, motif,

	• **Confidently works with others** within a group. • **Consistently shows timing** of movements and rhyme **to the music**. • **Sometimes uses canon and unison** within their performance. • **Tries** to use **different speeds (dynamics)** within their performance. • **Tries** to show the **use of an expressive manner** when performing. • **Tries** to show the **use of different levels** within their performance. **Evaluating and Improving** • **Starts to identify strengths** and **areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within a dance activity, **identifying** what could be **dangerous**. • **Describes** the **changes** that occur **to my body** when they **participate** in physical activity.	criteria, canon, unison, aesthetic appreciation, floor patterns, control, pulse rate, exercise
Year 5	**Acquiring and developing skills** ● **Performs** the skills within a **motif** always **showing co-ordination and control**. ● **Performs** a **motif to a criteria** including the use of **canon, unison, different levels, different speeds and basic dynamics.** **Selecting and applying skills, tactics and compositional ideas** ● **Plans** a **motif to a criteria** including the use of **canon, unison, different levels, different speeds and basic dynamics**. ● **Confidently works with others** within a group. ● **Consistently shows timing** of movements and rhyme to the music. ● **Uses canon and unison** within their performance. ● **Sometimes** uses **different speeds (dynamics)** within their performance. ● **Often** shows the use of an **expressive manner** when performing. ● **Often** shows the use of **different levels** within their performance. **Evaluating and Improving** ● **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** ● Shows an **understanding of why** it is **important to warm up** before physical activity. ● Shows an **understanding of why physical activity is good** for their health and fitness.	Rolling moves, jumping moves, turning moves, rotational moves, high, low, motif, music, timing, canon, unison, speed dynamics, aesthetic appreciation, floor patterns, control, expressive manner, resting and working pulse rate, exercise, health and fitness
Year 6	**Acquiring and developing skills** ● **Plans a motif to criteria**, including the use of **canon, unison, different levels, and different speeds, mirroring and matching.** ● **Consistently performs** the skills within a motif showing **co-ordination, control and imagination**. **Selecting and applying skills, tactics and compositional ideas** ● **Confidently plans** a motif to criteria, including the use of canon, unison, different levels, and different speeds, mirroring and matching. ● **Confidently works with others** within a group. ● **Consistently shows timing** of movements and rhyme **to the music**. ● **Confidently uses canon and unison** within their performance.	Rolling moves, jumping moves, turning moves, rotational moves, high, low, motif, music, timing, canon, unison, speed dynamics, aesthetic appreciation, floor patterns, mirroring and matching, control, expressive manner, resting and working pulse rate, exercise, health and fitness

	• Uses **different speeds (dynamics)** within their performance. • Shows the **use of an expressive manner** when performing. • Shows the **use of different levels** within their performance. **Evaluating and Improving** • States **why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • Starts to design and lead a warm up to a small group, suitable for a dance activity. Show **understanding of why physical activity is good** for health and fitness.	

Gymnastics		
Year Group	**NC Expected Skill/Statement**	**Key Vocabulary**
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • ~~Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.~~ • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. • **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, direction, balance, body, equipment, safely, dressing
Reception	**Moving and handling** • Experiments with **different ways of moving**. • ~~Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.~~ • **Travels with confidence** and skill **around, under, over** and **through** balancing and climbing equipment. • ~~Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.~~ • ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** • Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, balance, climbing, coordination, control, exercise

Year 1	**Acquiring and developing skills** • **Sometimes links skills** together to perform a **sequence** with **basic control**. • **Explores skills** including balancing, jumping and climbing. **Selecting and applying skills, tactics and compositional ideas** • **Copies and repeats** gymnastics skills, sometimes with **basic control**. • **Starts to link** balancing, jumping and climbing moves together. • **Explores different shapes** that can be performed on **larger parts** of the body. • Holds **balancing** positions with **basic control**. • **Climbs safely** off of small apparatus. **Evaluating and Improving** • **Describes and comments** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Talks** about how to **exercise safely** within gymnastic activities. • **Talks** about how their **body feels when participating** in an activity.	shuffling, rolling, running, jumping, skipping, sliding, hopping, balance, climbing, coordination, link, heart rate, heavy breathing, exercise
Year 2	**Acquiring and developing skills** • **Often links** two or more **skills** together to perform a **sequence sometimes** showing **basic control and fluency**. • **Confidently explores skills** including balancing, jumping and climbing. **Selecting and applying skills, tactics and compositional ideas** • **Copies and develops** more advanced gymnastics skills. • **Sometimes shows fluency when linking** balancing, jumping and climbing moves together into a sequence. • **Explores different shapes** that can be performed on **larger and smaller body parts**. • Holds **balancing positions** showing **basic control** on different body parts. • **Climbs safely** off of larger apparatus. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **starting to identify strengths**. **Knowledge, understanding of fitness and health** • **Knows why** they need to **exercise safely** within gymnastic activities. • **Talks** about how their **body feels when participating** in an activity.	shuffling, rolling, running, jumping, flight, skipping, sliding, hopping, turning, balance, climbing, coordination, control, sequence, fluency, heart rate, heavy breathing, exercise
Year 3	**Acquiring and developing skills** • **Often links** two or more **skills together** to perform a sequence **always showing basic control and fluency**. • **Confidently explores skills** including **challenging balances** on small parts of the body, **challenging jumps** like straddles in the air and climbing on higher apparatus. **Selecting and applying skills, tactics and compositional ideas**	

	• **Copies and develops** more advanced gymnastics skills **always showing control**. • **Often shows fluency and basic control when linking** balancing, jumping, climbing and rolling moves together into a sequence. • Holds **balancing positions showing basic control** on **different small body parts** like the hands. • **Climbs safely and lands safely** off of larger apparatus. • **Starts to develop rolls** like forward and backwards rolls with some **aesthetic appreciation**. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within gymnastic activities. • **Describes the changes** that occur to their body **when they participate** in physical activity.	rolling, running, jumping, skipping, sliding, galloping, hopping, skipping, turning, leaping, balance, climbing, flight, sequence, fluency, coordination, aesthetic appreciation, control, heart rate, exercise
Year 4	**Acquiring and developing skills** • **Sometimes performs** the skills within their sequence with **basic body tension, aesthetic appreciation and control**. • **Tries to plan and perform a sequence to criteria**, including basic travelling, balancing, flight (jumping) and rotation (rolling). **Selecting and applying skills, tactics and compositional ideas** • Tries to plan and perform a sequence to criteria, including basic travelling, balancing, flight and rotation movements. • **Confidently works with others** within a group. • **Applies appropriate linking movements** into their sequence. • **Sometimes shows fluency** within their sequence. • **Develops rolls** like forward and backwards rolls **with aesthetic appreciation**. **Evaluating and Improving** • **Starts to identify strengths and areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within a gymnastic activity, **identifying what could be dangerous**. • **Describes the changes** that occur to their body when they **participate** in physical activity.	Rolling movements, jumping movements, turning movements, rotational movements, balance, flight, sequence, fluency, coordination, aesthetic appreciation, control, pulse rate, exercise
Year 5	**Acquiring and developing skills** • **Often performs** the skills within their sequence with **basic body tension**, **aesthetics appreciation**, **control and fluency**. • **Plans and performs a sequence to criteria**, including travelling, floor patterns, balancing, counter tension/balance, flight (jumping) and rotation (rolling) movements. **Selecting and applying skills, tactics and compositional ideas** • Often shows basic body tension, aesthetic appreciation, control and fluency when performing. • **Starts to show floor patterns** that are **appropriately linked** to travelling directions of performers. • **Starts to use apparatus** within their sequence. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health**	Rolling movements, jumping movements, turning movements, rotational movements, balance, flight, sequence, linking movements, floor patterns, fluency, coordination, aesthetic appreciation, control, resting and working pulse rate, exercise, health and fitness

	• Shows an **understanding of why it is important to warm up** before physical activity. • Shows an **understanding of why physical activity is good** for my health and fitness.	
Year 6	**Acquiring and developing skills** • **Consistently plans** a **complex** and well executed **sequence to criteria**, including advanced travel moves, balances (counter), flight, rotation, springing, vaulting and twisting. • **Consistently performs** the skills within their sequence with **body tension, aesthetic appreciation, control and fluency**. • **Performance** of their sequence **sometimes** shows a **variation of direction, levels and speed**. **Selecting and applying skills, tactics and compositional ideas** • Consistently shows body tension, aesthetic appreciation, control and fluency when performing. • Performance of their sequence sometimes shows a variation of direction, levels and speed. • **Often uses apparatus accurately and appropriately** within their sequence. • **Confidently works with others** within a group. • **Applies appropriate linking movements** into their sequence. • **Often shows fluency** within their sequence. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • **Starts to design and lead a warm up** to a small group, suitable for a gymnastic activity. • Show **understanding of why physical activity is good** for health and fitness.	Rolling movements, jumping movements, turning/twisting movements, rotational movements, balance, flight, vaulting, sequence, linking movements, floor patterns, levels, speed, fluency, coordination, aesthetic appreciation, control, resting and working pulse rate, exercise, health and fitness

Striking and Fielding Games

Year Group	NC Expected Skill/Statement	Key Vocabulary
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. • **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing
Reception	**Moving and handling** • Experiments with **different ways of moving**. • Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. • **Travels with confidence and skill** ~~around, under, over~~ ~~and through balancing and climbing equipment~~. • Shows **increasing control over an object** in ~~pushing, patting,~~ throwing, ~~catching or kicking it~~. • ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** • Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, throwing, catching, coordination, control, throwing, exercise
Year 1	**Acquiring and developing skills** • **Starts to explore basic skills** like throwing, catching, batting and retrieving the ball. • **Starts to copy and repeat** some basic skills. • **Throws the ball underarm** with some **basic control** and **accuracy**. • **Sometimes catches** the ball **when thrown to yourself and from a partner**. • **Sometimes rolls** the ball. • **Sometimes retrieves** the ball with **basic control**. **Selecting and applying skills, tactics and compositional ideas** • **Starts** to show **understanding of rules** of a modified game. • **Starts** to show **understanding of basic tactics**. **Evaluating and Improving**	rolling, walking, jumping, running, hopping, throwing, catching, batting, coordination, control, accuracy, exercise, heavy breathing

	• **Describes and comments** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Talks** about how to **exercise safely** within games activities. **Talks** about how their **body feels when participating** in an activity.	
Year 2	**Acquiring and developing skills** • **Explores basic skills** like throwing, catching, batting and retrieving the ball. • **Performs most basic skills**. • **Often throws** the ball **underarm** with some **basic control and accuracy**. • **Often catches** the ball **when thrown to yourself and from a partner**. • **Often rolls** the ball. • **Retrieves** the ball with **basic control**. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation. • **Starts to select and apply basic skills** needed to be successful within a game situation. • Shows **understanding of basic tactics**. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **starting to identify strengths**. **Knowledge, understanding of fitness and health** • Knows why they need to **exercise safely** within games activities. **Talks** about how their **body feels when participating** in an activity.	rolling, walking, jumping, jogging, sprinting, hopping, throwing, catching, batting, fielding, retrieve, coordination, control, accuracy, heart rate, exercise
Year 3	**Acquiring and developing skills** • **Often throws** the ball **underarm and sometimes overarm** with some **basic control and accuracy**. • **Often catches** the ball when **thrown to yourself and from a partner** showing good hand eye co-ordination. • **Consistently rolls** the ball. • **Sometimes hits the ball** from stationary. • **Sometimes bowls** the ball **underarm**. • **Sometimes stands in a space** when fielding to make it harder for the batting team, and **retrieves the ball easily**. • **Attempts to score a point** in a modified game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation and **sometimes applies them**. • **Sometimes selects and applies skills** needed to be successful within a game situation. • Shows **understanding of basic tactics**, **starting to respond** within a game situation. **Evaluating and Improving**	jogging, sprinting, hopping, throwing, underarm, overarm, catching, bowling, batting, fielding, retrieve, space, coordination, accuracy, heart rate, exercise

	• **Describes and comments** on another pupil's performance, identifying strengths. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within striking and fielding activities. **Describes the changes** that occur to their **body when they participate** in physical activity.	
Year 4	**Acquiring and developing skills** • **Often throws** the ball **underarm and sometimes overarm** showing the correct technique with **control and accuracy.** • **Consistently catches** the ball when **thrown to yourself and often from a partner** showing good hand eye co-ordination. • **Rolls the ball with accuracy** to someone on their team. • Hits the ball from **stationary** and **sometimes when bowled to**. • **Bowls** the ball **underarm** showing **some accuracy**. • **Often** stands in a **space when fielding** to make it harder for the batting team, and **retrieves the ball easily**. • **Scores at least one point** in a modified game situation. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules** of a modified game situation **and sometimes applies them**. • **Often selects and applies skills** needed to be successful within a game situation. • Shows **understanding of some fielding positions**. • Shows **understanding of fielding and batting tactics**, sometimes responding within a game situation. **Evaluating and Improving** • **Starts to identify strengths and areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within a striking and fielding activity, **identifying what could be dangerous**. **Describes the changes** that occur to their **body when they participate** in physical activity.	jogging, sprinting, hopping, throwing, underarm, overarm, catching, bowling, batting, fielding, retrieve, space, coordination, accuracy, rules, tactics, pulse rate, exercise
Year 5	**Acquiring and developing skills** • **Starts to choose the appropriate throw** to use, showing the correct techniques, **control and accuracy** within a **pressurised situation**. • **Consistently catches** the ball with **two hands** when thrown from another person showing good hand eye co-ordination. • **Knows how** to, and **when** to, use **weaker hand to catch**. • **Often hits** the ball **when bowled**, starting to show **accuracy when hitting the ball into a space**. • **Bowls underarm** with **accuracy**. • **Tries to bowl overarm**. • **Consistently stands in a space** when fielding, and **sometimes use the long barrier** technique to retrieve the ball. • **Scores at least one point** in a game situation. **Selecting and applying skills, tactics and compositional ideas**	throwing, underarm, overarm, catching, bowling, batting, fielding, retrieve, space, coordination, accuracy, rules, tactics, pressurised situation, resting pulse rate, working pulse rate, exercise

	• Shows **understanding of rules** of a **full game** situation and **often applies them**. • **Selects and applies skills** needed to be successful within a game situation. • Shows **understanding of most fielding positions**. • Shows **understanding of batting and fielding tactics**, and **often responds** to them within a game situation. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • Shows an **understanding of why** it is **important to warm up** before physical activity. Shows an **understanding of why physical activity is good** for my health and fitness.	
Year 6	**Acquiring and developing skills** • **Often chooses** the **appropriate throw** and perform showing the correct techniques, **control and accuracy**, within a **game situation**. • **Identifies the appropriate throw** for different situations within a game. • **Uses either hand (dominant or weaker hand) to catch** the ball with **one hand** to show good hand eye co-ordination. • **Consistently hits the ball when bowled**, often showing **accuracy when hitting the ball into a space**. (batting tactics) • **Bowls the ball underarm** and **overarm often** showing **accuracy**. • **Consistently stands in a space when fielding**, and **consistently uses the long barrier** technique to retrieve the ball. (fielding tactics) • **Often scores points** within a game situation. **Selecting and applying skills, tactics and compositional ideas** • **Consistently** shows **understanding of rules of a full game** situation and **consistently applies them**. • **Confidently selects and applies skills** needed to be successful within a game situation. • Shows **understanding of batting and fielding tactics**, and **consistently responds** to different sceneries within a game situation. • **Consistently shows fair play and respect** of others within a game situation. **Evaluating and Improving** • States **why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • **Starts to design and lead a warm up** to a small group, suitable for a striking and fielding games activity. Show **understanding of why physical activity is good** for health and fitness.	throwing, underarm, overarm, catching, bowling, batting, fielding, retrieve, long barrier, space, coordination, accuracy, rules, tactics, game situation, resting pulse rate, working pulse rate, exercise

Athletics

Year Group	NC Expected Skill/Statement	Key Vocabulary
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing
Reception	**Moving and handling** • Experiments with **different ways of moving**. • Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. • **Travels with confidence and skill** ~~around, under,~~ **over** ~~and through balancing and climbing equipment~~. • Shows **increasing control over an object** in ~~pushing, patting,~~ throwing, ~~catching or kicking it~~. • ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** • Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, landing, skipping, sliding, hopping, hurdles, throwing, shot put, javelin, long jump, coordination, control, throwing, exercise
Year 1	**Acquiring and developing skills** • Sometimes **shows co-ordination when running**. • Beginning to be aware of a **good running technique**. • Beginning **to understand different changes of speed** when running. • **Jumps with both feet** from standing. • Demonstrates **good overarm throwing**. **Selecting and applying skills, tactics and compositional ideas** • Starts to show **understanding of the rules** of some athletics events. • Starts to **select and apply the skills needed to be successful** within my performance. **Evaluating and Improving** • **Describes and comments** on another pupil's performance.	athletics, co-ordination, jogging, running, sprinting, fast, slow, jumping, landing, throwing, collect, track, hurdles, shot put, javelin, long jump, performance, peer evaluation, exercise, heart rate

	Knowledge, understanding of fitness and health • **Talks** about how to **exercise safely** within an athletics activity. • **Talks** about how their **body feels when participating** in an activity.	
Year 2	**Acquiring and developing skills** • **Often** shows **co-ordination when running**. • Is aware of a **good running technique**. • **Understands different changes of speed** when running (fast, medium and slow). • **Jumps from one foot**, landing on to the **opposite foot or both feet**. • Demonstrates good **overarm throwing technique** (body rotation) when using a vortex. **Selecting and applying skills, tactics and compositional ideas** • Shows an **understanding of the rules** of some of the athletics events. • Starts to **select and apply the skills** needed to be successful within my performance. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **starting to identify strengths**. **Knowledge, understanding of fitness and health** • **Knows why** they need to **exercise safely** within athletic activities. • **Talks** about how their **body feels when participating** in an activity.	athletics, change of pace, jogging, running, sprinting, jumping, landing, power, throwing, collect, track, hurdles, shot put, javelin, long jump, heart rate, exercise
Year 3	**Acquiring and developing skills** • **Consistently** shows **co-ordination when running**. • **Understands** and starts to show **different speeds of running** e.g. jogging and sprinting. • **Starts** to show a **good pacing technique**. • Demonstrates a **good jumping technique** (**jumps with both feet** from standing; **jumps from one foot** landing on to the same foot, the opposite foot or both feet) with arm swing. • Demonstrates a **good javelin throwing technique**. **Selecting and applying skills, tactics and compositional ideas** • Shows an **understanding of the rules** of some athletics events, **sometimes applying them**. • **Sometimes selects and applies** the **skills** needed to be successful within my performance. **Evaluating and Improving** • **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within athletic activities. • **Describes the changes** that occur to their **body when they participate** in physical activity.	co-ordination, change of pace, jogging, running, sprinting, pacing, endurance, jumping, take off, landing, power, throwing, hurdles, shot put, javelin, long jump, heart rate, exercise
Year 4	**Acquiring and developing skills** • **Sometimes** demonstrates a **good running technique** (e.g. high knee drive and long stride).	

	• **Sometimes** shows a **good sprinting technique** using the **sprint start position** at the beginning of the race. • **Often** shows **pacing over a long distance run, conserving energy** to ensure performing at a maximum level. • **Sometimes** shows a **good jumping technique** including a **run up**, demonstrating co-ordination and control. • **Starts** to show **power to increase the distance** of the jump. • **Often** demonstrates a **good long jump** technique. • Demonstrates **two throwing techniques** (turbo javelin and shot put). • **Starts** to show **power to increase the distance** of the throw. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding** of the **rules** of some of the athletics events, **often applying them**. • **Often selects and applies** the **skills needed to be successful** within my performance. **Evaluating and Improving** • **Starts** to **identify strengths and areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** • **Knows why** we need to **exercise safely** within an athletics activity, **identifying what could be dangerous**. • **Describes** the changes that **occur to their body when they participate** in physical activity.	co-ordination, long stride, change of pace, sprint start, pacing, endurance, jumping, run up, flight, take off, landing, power, throwing, shot put, javelin, long jump, pulse rate, exercise
Year 5	**Acquiring and developing skills** • **Often** shows a **good running technique**, using a high knee drive, long stride and an effective arm swing. • **Often** shows a **good sprinting technique** showing **speed** and using the **sprint start position** for the start of the race. • **Often** shows **pacing over a long distance run, conserving energy** and starting to understand **tactical positing** in a race. • **Often** shows a **good jumping technique** including a **run up**, demonstrating co-ordination and control. • **Often** uses **power to increase the distance** of my jump. • **Consistently** demonstrates a **good long jump technique** and attempt the **triple jump** technique. • **Often** demonstrates the **four throwing techniques** (turbo javelin, shot put, discus and hammer). • **Sometimes** shows **power to increase the distance** of the throw. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of the rules** of most of the athletics events, **often applying them**. • **Often selects and applies** the **skills** needed to be successful within my performance. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • Shows **understanding of why it is important to warm up** before physical activity. • Shows **understanding of why physical activity is good** for my health and fitness.	long stride, change of pace, sprint start, pacing, endurance, tactical positioning, jumping, run up, flight, take off, landing, power, throwing, shot put, javelin, discus, hammer, long jump, triple jump, resting pulse rate, working pulse rate, exercise
Year 6	**Acquiring and developing skills** • Demonstrates a **good running technique**, using a high knee drive, long stride and an effective arm swing. • **Runs on tip toes** rather than flat footed. • **Often** shows a **good sprinting technique** showing **speed** and using the **sprint start position** for the start of the race.	

	• **Often** shows **pacing** over a long distance run, **conserving energy** and use **tactical positioning** in a race to finish the run with a sprint. • Demonstrates a **good jumping technique** including a **run up with speed**, demonstrating **height, co-ordination**, **stamina and control**. • Uses **power to increase the distance** of my jump. • **Consistently** demonstrates a **good long jump technique** and **sometimes** show the **triple jump technique** with increasing fluency. • **Often** demonstrates a **good throwing technique**, with **co-ordination**. • Demonstrates the **four throwing techniques**. (turbo javelin, shot put, discus and hammer) • **Often applies power** to increase the distance of the throw. **Selecting and applying skills, tactics and compositional ideas** • Shows an **understanding of the rules** of all of the athletics events, and **often apply them**. • **Often selects and applies** the **skills** needed to be successful within my performance. • **Starts** to demonstrate **fair play and respect** within an athletic event. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • **Starts to design and lead a warm up** to a small group, suitable for an athletics activity. • Shows **understanding of why physical activity is good** for health and fitness.	change of pace, sprint start, pacing, endurance, tactical positioning, conserving energy, stamina, jumping, run up, flight, take off, landing, power, fluency, throwing, shot put, javelin, discus, hammer, long jump, triple jump, resting pulse rate, working pulse rate, exercise

Net and Wall Games		
Year Group	**NC Expected Skill/Statement**	**Key Vocabulary**
Nursery	**Moving and handling** • **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. • Can **stand momentarily on one foot** when shown. **Health and self-care** • Observes the **effects of activity on their bodies**. • Understands that **equipment** ~~and tools~~ **have to be used safely**. • **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing

Reception	**Moving and handling** ● Experiments with **different ways of moving**. ● Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. ● **Travels with confidence and skill** ~~around, under, over and through balancing and climbing equipment~~. ● Shows **increasing control over an object** in ~~pushing, patting,~~ throwing, ~~catching or kicking it~~. ● ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** ● Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, throwing, hitting, coordination, control, throwing, exercise
Year 3	**Acquiring and developing skills** ● **Starts** to **explore basic skills** like hitting, throwing, and timing of a swing. ● **Starts** to **copy and repeat** some basic skills. ● **Sometimes hits** the ball or shuttlecock. **Selecting and applying skills, tactics and compositional ideas** ● **Starts** to show **understanding** of **rules** of a modified game. ● **Starts** to show **understanding of basic tactics**. **Evaluating and Improving** ● **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health** ● **Knows why** we need to **exercise safely** within net and wall games activities. ● **Describes the changes** that occur to their **body when they participate** in physical activity.	hitting, throwing, timing, swing, racket, net, shuttlecock, net and wall, accuracy, space, footwork, heart rate, exercise
Year 4	**Acquiring and developing skills** ● **Tries** to **serve** the ball or shuttlecock. ● **Tries** to perform the basic shots, **forehand and backhand**. ● **Tries** to **return a shot** to their partner. **Selecting and applying skills, tactics and compositional ideas** ● Shows **understanding of rules** of a modified game situation and **sometimes apply them**. ● **Sometimes selects and applies skills** needed to be successful within a game situation. ● **Understanding** of the **court area** for a game situation. ● Shows **understanding of tactics** (attacking and defending shots), **starting to respond** within a game situation. **Evaluating and Improving** ● **Starts to identify strengths and areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** ● **Knows why** we need to **exercise safely** within a net and wall game activity, **identifying what could be dangerous**.	badminton, tennis, table tennis, volleyball, squash, serve, shuttlecock, forehand, backhand, return a shot, footwork, space, accuracy, tactics, rules, game situation, pulse rate, exercise

	• **Describes the changes** that occur to their **body when they participate** in physical activity.	
Year 5	**Acquiring and developing skills** • **Sometimes hit** the ball or shuttlecock **over the net**. (basic shoots-forehand, backhand, or volley in volleyball) • **Sometimes serves** the ball or shuttlecock **over the net**. • **Sometimes performs a rally** with a partner using basic shots. • Attempts to **try and score a point** within a game situation. • Has the **confidence to have a go**, but avoids challenging situations. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules of a full game situation** and **sometimes applies them**. • **Often selects and applies** the **skills** needed to be successful within a game situation. • **Understanding of the court area** for a game situation. • Shows **understanding of tactics** (attacking and defending shots), **often responding** to them within a game situation. **Evaluating and Improving** • States why identified areas would improve another pupil's performance. **Knowledge, understanding of fitness and health** • Shows an **understanding of why it is important to warm up** before physical activity. • Shows an **understanding of why physical activity is good** for my health and fitness.	serve, rally, forehand, backhand, volley, footwork, return a shot, footwork, space, accuracy, tactics, attacking, defending, resting pulse rate, working pulse rate, exercise
Year 6	**Acquiring and developing skills** • **Often selects the appropriate shot** and perform accurately, showing the correct technique. • **Often hits** the ball or shuttlecock **over the net**. (basic shoots-forehand, backhand, or volley in volleyball) • **Often serves** the ball or shuttlecock over the net **with some accuracy**. • **Often returns a shot** after their opponent has hit the ball or shuttlecock. • **Starts** to use some **attacking and defending shots**. (e.g. drop shot attacking and backhand defending) • **Sometimes shows accuracy** by hitting the ball/shuttle into a space away from their opponent. • **Often scores a point** within a game situation. • **Has the confidence to have a go**, but avoids challenging situations. **Selecting and applying skills, tactics and compositional ideas** • Shows **understanding of rules of a full game** situation and often applies them. • **Confidently selects and applies skills** needed to be successful within a game situation. • **Understanding of the court area** for a game situation. • Shows **understanding of tactics** (attacking and defending shots), **confidently responding** to them within a game situation. **Evaluating and Improving** • **States why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** • **Starts to design and lead a warm up** to a small group, suitable for a net and wall games activity. • Shows **understanding of why physical activity is good** for health and fitness.	serve, forehand, backhand, volley, footwork, return a shot, rally, space, accuracy, tactics, attacking, defending, drop shot, resting pulse rate, working pulse rate, exercise

OAA		
Year Group	**NC Expected Skill/Statement**	**Key Vocabulary**
Nursery	**Moving and handling** ● **Moves freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ● **Runs skilfully and negotiates space** successfully**, adjusting speed or direction** to avoid obstacles. ● Can **stand momentarily on one foot** when shown. **Health and self-care** ● Observes the **effects of activity on their bodies**. ● Understands that **equipment** ~~and tools~~ **have to be used safely**. ● **Dresses with help**, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	movement, different, space, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, speed, direction, balance, body, equipment, safely, dressing, throwing
Reception	**Moving and handling** ● Experiments with **different ways of moving**. ● Negotiates space successfully when **playing racing and chasing games** with other children, **adjusting speed or changing direction** to avoid obstacles. ● **Travels with confidence and skill** ~~around, under, over and through balancing and climbing equipment~~. ● Shows **increasing control over an object** in ~~pushing, patting,~~ throwing, ~~catching or kicking it~~. ● ***Early Learning Goal*** *Children show* ***good control and co-ordination in large and small movements****. They* ***move confidently in a range of ways****, safely negotiating space. They* ***handle equipment*** ~~*and tools*~~ *effectively*~~*, including pencils for writing.*~~ **Health and self-care** ● Shows some **understanding that good practices with regard to exercise**, ~~eating, sleeping and hygiene~~ can contribute to good health.	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, throwing, catching, coordination, control, throwing, exercise
Year 3	**Acquiring and developing skills** ● **Starts** to show **effective team work**. ● **Confidently works with others**. ● **Sometimes solves** team challenges/problem solving activities. ● **Often** shows **effective communication** skills. ● **Starts** to show **effective map reading** skills. **Selecting and applying skills, tactics and compositional ideas** ● **Sometimes chooses and applies** ideas and solutions to solve challenges within a team. ● **Sometimes applies** the **skills** needed to **successfully read a map**. **Evaluating and Improving** ● **Describes and comments** on another pupil's performance, **identifying strengths**. **Knowledge, understanding of fitness and health**	effective team work, listening skills, communication skills, leadership, helping each other, problem solving, orienteering, heart rate, exercise

	● **Knows why** we need to **exercise safely** within OAA activities. ● **Describes the changes** that occur to their **body when they participate** in physical activity.	
Year 4	**Acquiring and developing skills** ● **Often** shows **effective team work**. ● **Confidently works with others**. ● **Sometimes solves** team challenges/problem solving activities. ● **Often** shows **effective communication** skills. ● **Sometimes** uses **different types of communication** like non-verbal. ● **Sometimes** shows **effective map reading** skills. ● **Starts** to show **leadership** within their team. **Selecting and applying skills, tactics and compositional ideas** ● **Often chooses and applies ideas** and **solutions** to solve challenges within a team. ● **Often applies** the **skills** needed to successfully **read a map**. ● **Starts** to use **discussions** within their team to **develop ideas and solutions**. **Evaluating and Improving** ● **Starts to identify strengths and areas of improvement** on another pupil's performance. **Knowledge, understanding of fitness and health** ● **Knows why** we need to **exercise safely** within an OAA activity, **identifying what could be dangerous**. ● **Describes the changes** that occur to their **body when they participate** in physical activity.	effective team work, listening skills, communication skills, leadership, helping each other, problem solving, non-verbal communication, orienteering, pulse rate, exercise
Year 5	**Acquiring and developing skills** ● **Consistently** shows **effective team work**. ● **Confidently works with others**. ● Has **the confidence to have a go**, and **sometimes overcome** challenging situations. ● **Often solves** team challenges/problem solving activities. ● **Often** shows **effective communication** skills. ● **Often** uses **different types** of **communication** like non-verbal. ● Shows **effective map reading** skills. ● **Often** shows **leadership** within their team. **Selecting and applying skills, tactics and compositional ideas** ● **Confidently chooses and apply ideas** and solutions to **solve team challenges** within a team. ● **Consistently applies** the **skills** needed to successfully **read a map**. ● **Sometimes has discussions** within their team to **develop ideas** and **solutions**. **Evaluating and Improving** ● States **why identified areas would improve** another pupil's performance.	effective team work, communication skills, non-verbal communication, leadership, problem solving, orienteering, resting pulse rate, working pulse rate, exercise

	Knowledge, understanding of fitness and health ● Shows an **understanding of why it is important to warm up** before physical activity.	
Year 6	**Acquiring and developing skills** ● **Consistently** shows **effective team work**. ● **Confidently works with others**. ● Has the **confidence to have a go**, and **often overcomes** challenging situations. ● **Often solves** team challenges/problem solving activities. ● **Often** shows **effective communication skills**. ● **Often** uses **different types of communication** like non-verbal. ● Shows **effective map reading** skills. ● **Starts** to use a **compass** to advance map reading skills. ● **Often** shows **leadership** within their team. **Selecting and applying skills, tactics and compositional ideas** ● **Confidently chooses and apply ideas** and **solutions** to solve team challenges within a team. ● **Consistently applies** the **skills** needed to successfully read a map. ● **Confidently has discussions** within their team to **develop ideas and solutions**. **Evaluating and Improving** ● States **why identified areas would improve** another pupil's performance. **Knowledge, understanding of fitness and health** ● **Starts to design and lead a warm up** to a small group, suitable for an OAA activity. ● Shows **understanding of why physical activity is good** for health and fitness.	effective team work, communication skills, non-verbal communication, leadership, problem solving, orienteering, compass, resting pulse rate, working pulse rate, exercise