



PE Progression



To develop competence in a range of physical activities and equip them with the knowledge, skills and motivation necessary to live a healthy and active life.							
Early Years	Key Stage 1				Key Stage 2		
	<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 coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns.				<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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns• take part in outdoor and adventurous activity challenges both individually and within a• team• compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none">• swim competently, confidently and proficiently over a distance of at least 25 metres• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• perform safe self-rescue in different water-based situations.		
Sustainable Development Goals:		Understand a variety of ways to improve their own and other people’s well-being.					
		We must learn how to work together.					
Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">• Move confidently in a range of ways.• Show good control and co-ordination in	<ul style="list-style-type: none">• Use different parts of the body in isolation and together.• Explore pathways.	<ul style="list-style-type: none">• Explore the counting of 8 in time with the music.	<ul style="list-style-type: none">• Use dance phrases that communicate ideas.	<ul style="list-style-type: none">• Use characterisation and narrative through movement and gesture.	<ul style="list-style-type: none">• Adapt and refine the way they use actions, dynamics and relationships in their dance.	<ul style="list-style-type: none">• Choreograph motifs and structure simple dances.• Adapt and refine the way they use actions,

	<p>small and large movements.</p> <ul style="list-style-type: none"> • Explore space and how to use space safely • Explore travelling movements, shapes and balances • Begin to count in time to music. • Copy, repeat and remember actions. • Choose their own actions in response to a stimulus. Copy, repeat and remember actions. • Use counting to help them keep in time with the music. • Explore dance through the world around them. 	<ul style="list-style-type: none"> • Some sense of dynamic and expressive qualities in dance. • Explore travelling actions, movement skills and balances. • Vary the way they use space. • Recognise changes in my body when they do exercise. • Know why it is important to count to music and use this in their dances. • Copy and repeat actions linking them together to make short dance phrases. Work individually and with a partner. 	<ul style="list-style-type: none"> • Develop coordination and control. • Use mirroring and unison. • Explore space and how their body can move to express and idea, mood or feeling. • Expand their knowledge of travelling actions and use them in relation to a stimulus. • Build on their understanding of dynamics and expression. Explore pathways, levels, shapes, directions, speeds and timing. 	<ul style="list-style-type: none"> • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Use canon, unison, formation and levels in dance. • Develop their use of counting and rhythm. • Work individually, with a partner and in small groups. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns. • Use formation, canon and unison and levels. • Refine, repeat and remember dance phrases and dances. • Use a range of stimulus, working individually, in pairs and small groups. • Know how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. 	<p>Recognise and comment on dances, showing an understanding of style.</p> <ul style="list-style-type: none"> • Develop an awareness of the historical and cultural origins of different dances. • Lead a partner through short warm-up routines. • Create, perform and observe dances in a range of themes. • Know how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. 	<p>dynamics and relationships to improve dance.</p> <ul style="list-style-type: none"> • Choreograph a dance using props. • Use formations, timing, dynamics fluently. • Lead a small group through a short warm-up routine. • Use movement to convey ideas. • Be able to develop an idea or theme into dance choreography. • Work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. • Know how to use movement to convey ideas.
Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Know and explore basic movements, creating shapes, balances, jumps and rolls. • Begin to develop an awareness of space and how to use it safely. 	<ul style="list-style-type: none"> • Remember and repeat actions and shapes. • Make their body tense, relaxed, stretched and curled. • Show an awareness of space when travelling. • Perform balances with developing stability and control • Use apparatus safely. • Explore and develop basic gymnastic actions on the floor and using low apparatus. • Use basic skills of jumping, rolling, 	<ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. • Use shapes when performing other skills. • Demonstrate different shapes, take off and landings when performing jumps • Perform the basic gymnastic actions on the floor and using apparatus. with increasing control and balance. • Use directions and levels to make my work look interesting. 	<ul style="list-style-type: none"> • Complete actions with increasing balance and control. • Move in unison with a partner. • Develop stepping into shape jumps with control. • Transition smoothly into and out of balances. • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Choose actions that flow well into one another 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Develop strength in inverted movements. • Use and develop the straight, barrel, forward and straddle roll. • Develop control in performing and landing rotation jumps. • Understand how body tension can improve the control 	<ul style="list-style-type: none"> • Use strength and flexibility to improve the quality of a performance. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Create longer sequences individually, with a partner and a small group. • Develop performance skills considering the quality and control of their actions. 	<ul style="list-style-type: none"> • Understand what counter balance and counter tension is and can show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences taking using compositional devices to improve the quality. • Lead a small group through a short warm-up routine. • Develop counter balance and counter tension.

	<ul style="list-style-type: none"> • Know how to perform basic skills on both floor and apparatus. • Know how to copy, create, remember and repeat short sequences. • Begin to understand using levels and directions when traveling and balancing. 	<ul style="list-style-type: none"> • balancing and travelling are used individually and in combination to create short sequences and movement phrases. • Understand the use of levels and shapes when travelling and balancing. 	<ul style="list-style-type: none"> • Develop rolling and sequence building. • Describe how my body feels during exercise. • Know how to find and use space safely and effectively. • Use basic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. • Develop an awareness of compositional devices when creating sequences. 	<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. • Understand why it is important to warm up. • Improving the quality of their movements. • Know and understand the terms 'extension' and 'body tension.' • Develop the basic skills of rolling, jumping and balancing and use them individually and in combination. • Develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. • Develop performance skills considering the quality and control of their actions. 	<ul style="list-style-type: none"> • and quality of my movements. • Explain what happens in their body when they warm up. • Watch, describe and suggest possible improvements to others' performances and my own. • Identify some muscle groups used in gymnastic activities. • Create more complex sequences. • Use a wider range of travelling actions and include the use of pathways. • Develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and with a partner to build sequences. • Develop performance skills considering the quality and control of their actions. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Perform symmetrical and asymmetrical balances. • Develop the straight, forward, straddle and backward roll • Use canon and synchronisation, and matching and mirroring when performing • Use matching and mirroring using actions both on the floor and on apparatus. • Perform a cartwheel safely and with increased confidence and speed. • Work cooperatively to evaluate and improve 	<ul style="list-style-type: none"> • Perform the progressions of a headstand and a cartwheel. • Use flight from hands to travel over apparatus. • Understand what counter balance and counter tension is and can show examples with a partner. • Suggest changes and use feedback to improve a sequence. • Know how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. • Develop performance skills considering the quality and control of their actions.
Athletics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<ul style="list-style-type: none"> • Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. • Develop fine and gross motor skills, through handling equipment. 	<ul style="list-style-type: none"> • Run at different speeds and change direction. • Show balance and co-ordination when changing direction. • To explore hopping, jumping and leaping for distance and develop balance whilst landing. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Co-ordinate my body to throw towards a target. • Developing technique to throw for distance. • Recognise changes in the body when doing exercise. 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds, changing direction. • Develop rhythm and balance in running over obstacles. • Show balance when changing direction. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Show good technique when throwing towards a target • Developing throwing for distance. • Describe how their body feels during exercise in all athletic based activities. • Engage in performing skills and measuring performance, competing to improve on their own score and against others. 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Developing jumping for distance and height. • Understanding speed and pace in relation to distance. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing their action for accuracy and distance. • Record their distances, numbers and times. • Understand and practise changeover in relay events. • Understand why it is important to warm up. • Identify when they are successful. • Know how to work to their maximum and how to improve. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Develop communication skills and technique in relays. • Know how to jump for distance and height with control and balance. • Know how to throw with some accuracy and power into a target area. • Explain what happens in their body when they warm up. • Identify when they are successful. • Pupils will develop basic running, jumping and throwing techniques. • Know how to work to their maximum and how to improve. 	<ul style="list-style-type: none"> • Know how to choose the best pace for a running event. • Perform a range of jumps showing some technique. • Know how to develop power, control and consistency in jumping for distance. • Know how to develop technique and coordination in the triple jump. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance by developing throwing with force. • Lead a partner through short warm-up routines. • Know how stamina and power help people to perform well in different athletic activities. • Identify good athletic performance and explain why it is good. • Identify when they are successful. • Know how to work to their maximum and how to improve. 	<ul style="list-style-type: none"> • Know how to select and apply the best pace for a running event. • Exchange a baton with success. • Develop their own and others sprinting technique. • Run over obstacles with greater control and coordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique, power and control when throwing for distance. • Know how to lead a small group through a short warm-up routine. • Select and apply the best pace for a running event. • Identify my own and others' strengths and areas for development and can suggest ways to improve. • Pupils know how to achieve their greatest possible speed, height, distance or accuracy. • Pupils know how to work to their maximum and how to improve.
Invasion:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tag rugby	<ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. 	<ul style="list-style-type: none"> • Beginning to dribble a ball with my hands and feet. • Know who is on my team. • Send and receive a ball. 	<ul style="list-style-type: none"> • Know how to dribble a ball with their hands and feet. • Know who is on their team and attempt to send the ball to them. 	<ul style="list-style-type: none"> • Know how to dribble, pass, receive and shoot a ball with some control. • Know the rules of the game and begin to use them. 	<ul style="list-style-type: none"> • Know how to dribble, pass, receive and shoot the ball with increasing control. • Know the rules of the game and begin to use them. 	<ul style="list-style-type: none"> • Know how to dribble, pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games;
Netball							
Football							
Basketball							

Hockey Handball Dodgeball	<ul style="list-style-type: none"> To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work cooperatively and learn to take turns. To work with others to play team games. 	<ul style="list-style-type: none"> Stay with another player when defending. Know how to dodge. Know how to find space. Know how to help their team to score. Recognise changes in their body when they do exercise. 	<ul style="list-style-type: none"> Know how to move with a ball towards goal. Dodge and find space away from the other team. Stay with another player to try and prevent them from getting the ball. Describe how their body feels during exercise. Know how to score points and remember a score. 	<ul style="list-style-type: none"> Know how to move with a ball towards goal with increasing control. Know how to attack and defend. Know why it is important to warm up. Identify when they are successful. 	<ul style="list-style-type: none"> Know how to help their team keep possession and score goals when they play in attack. Know how to defend and prevent the other team scoring. Know how to use simple tactics to help their team score or gain possession. Understand the rules of the game and use them most of the time. Explain what happens in their body when they warm up. Know how to identify when they are successful and what they need to do to improve. 	<ul style="list-style-type: none"> Know how to use different skills for different situations. Know how to move into space to help their team. Know the rules of the game and use them. Know that different skills are needed for different situations and begin to use them. Know what position they are playing in and how to contribute when attacking and defending. Recognise their own and others strengths and areas for development and suggest ways to improve. Know how to lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> Apply basic principles of team play to keep possession of the ball; Use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Recognise their own and others' strengths and weaknesses in games; Know and understand positions that help attacking and defending positions within a game and be able to describe them Lead others when called upon and act as a role model within a team
Net and Wall Tennis Badminton	EYFS <ul style="list-style-type: none"> Begin throwing and hitting balls with and without objects. 	Year 1 <ul style="list-style-type: none"> Throw and push a ball in a variety of ways. Sometimes catch a beanbag and a medium-sized ball. Track balls and other equipment sent to me. Throw and hit a ball in a variety of ways. Recognise changes in my body when I do exercise. Recognise how to score points. 	Year 2 <ul style="list-style-type: none"> Show awareness of opponents when playing games. Roll and hit a ball. Apply these skills in a variety of simple games. Work with a partner to improve my skill. Describe how their body feels during exercise. Know how to score points and remember the score. Sometimes hit a ball using a racket. 	Year 3 <ul style="list-style-type: none"> Return a ball to a partner. Use basic racket skills. Develop returning the ball using a forehand groundstroke. Use and develop two handed back hand. Learn the rules of a game and begin to use them. Throw with some accuracy and catch with some consistency. Understand the aim of the game. 	Year 4 <ul style="list-style-type: none"> Play a continuous game. Use a range of basic racket skills. Return to the ready position to defend their own court. Understand the rules of the game and use them often. Throw with some accuracy at a target. Catch with increasing control. Use simple tactics. Explain what happens in their body when they warm up. Identify when they are successful and 	Year 5 <ul style="list-style-type: none"> Developing a wider range of skills and begin to use them under some pressure. Use the skills they prefer with increasing consistency. Use backhand and forehand groundstrokes. Serve underarm. Develop knowledge of serving and understand the rules. Understand the need for tactics and can sometimes apply them. 	Year 6 <ul style="list-style-type: none"> Use a wider range of skills in game situations. Play cooperatively with a partner. Select the appropriate action for the situation and make this decision quickly. Use a wider range of skills with increasing control under pressure. Use feedback provided to improve the quality of their work. Use the rules of the game consistently to

				<ul style="list-style-type: none"> Understand why it is important to warm up. Identify when they are successful. 	what they need to do to improve.	<ul style="list-style-type: none"> Play cooperatively with a partner. Throw accurately at a target. Lead a partner through short warm-up routines. Understand the rules of the game and use them to play fairly. Understand there are different skills for different situations. Recognise their own and others strengths and areas for development and suggest ways to improve. Compete competitively against an opponent. 	<p>play honestly and fairly.</p> <ul style="list-style-type: none"> Work collaboratively to create tactics with their team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise their own and others strengths and areas for development and suggest ways to improve. Compete competitively against an opponent.
Striking and Fielding: Cricket Rounders	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Roll a ball to a target. Stop a rolling ball. Develop accuracy when throwing to a target. Bounce and catch a ball. Kick a ball. Develop dribbling a ball with your feet. Develop rolling and tracking a ball. Develop accuracy when throwing to a target. Dribble with hands. Develop throwing and catching with a partner. Dribble a ball with your feet. Kick a ball to a target. 	<ul style="list-style-type: none"> Roll a ball towards a target. Stop a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball. Track a ball. Score points. Push a ball using their hand and an object. Recognise changes in their body when they do exercise. Throw and push a ball in a variety of ways. Begin to dribble a ball with hands and feet. 	<ul style="list-style-type: none"> Roll a ball to hit a target. Developing underarm and overarm throwing skills. Score points and remember the score. Track a ball and stop it. Apply skills in a variety of simple games. Use some simple tactics. Understand the roles of batter, bowler and fielder. Describe how my body feels during exercise. 	<ul style="list-style-type: none"> Use overarm and underarm throwing, and catching skills. Begin to strike a bowled ball. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations. Understand the aim of the game. Use the rules of the game. Understand why it is important to warm up. Identify when they are successful. 	<ul style="list-style-type: none"> Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowled ball. Bowl a ball with some accuracy, and consistency. Choose and use simple tactics for different situations. Understand the rules of the game and I can use them often. Explain what happens in their body when they warm up. Identify when they are successful and what they need to do to improve. 	<ul style="list-style-type: none"> Strike a bowled ball. Developing a wider range of skills and begin to use them under some pressure. Use the skills they prefer with increasing consistency. Understand the need for tactics and begin to choose and use them effectively. Understand the rules of the game and use them to play fairly. Understand there are different skills for different situations. Lead a partner through short warm-up routines. Recognise their own and others strengths and areas for 	<ul style="list-style-type: none"> Strike a bowled ball with increasing consistency. Use a wider range of skills in game situations. Select the appropriate action for the situation. Use the rules of the game consistently. Lead a small group through a short warm-up routine. Understand and use tactics in the game as a batter, bowler and fielder. Work collaboratively with others to score runs and to get batters out Identify their own and others' strengths and areas for development and

						development and suggest ways to improve. <ul style="list-style-type: none"> Bowl a ball with consistent accuracy. 	suggest ways to improve. <ul style="list-style-type: none"> Bowl a ball with consistent accuracy.
Team Building/ OAA/ fundamentals	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Follow instructions. Play together. Share ideas. Work on their own when needed. Take turns. Discuss and plan ideas. Explore movement skills, beginning to demonstrate balance and co-ordination. Negotiate space safely, showing consideration for myself and others. 	<ul style="list-style-type: none"> Follow instructions. Listen to others. Work co-operatively with a partner. Communicate simple instructions. Suggest ideas to solve problem. Move safely. To know holding arms out helps with balance. To know keeping your head up helps with balance. To know to bend their knees when they land. To know to look ahead when you land. To know they move their arms faster and run on the balls of their feet. To know how to bend knees and push off from their feet when changing direction. To know that they hop by focusing on a spot, bending their knees and swinging arms upwards. 	<ul style="list-style-type: none"> Follow instructions. Work with a partner and begin to work in a small group. Share my ideas and help to solve tasks. Listen to others. Reflect on when they were successful at solving challenges. Show honesty and fair play. Co-operate and communicate in a small group to solve challenges. Plan with a group to solve the challenges. Communicate effectively and develop trust. 	<ul style="list-style-type: none"> Follow and give instructions. Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems. Reflect on when and why they were successful at solving challenges. Developing map reading skills. Encourage and involve all team members in an activity and work towards a collective goal. Develop trust and accept support. 	<ul style="list-style-type: none"> To develop cooperation and teamwork skills. To develop trust and team work. To be able to follow and give instructions. To develop planning and problem-solving skills. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support. To be able to identify objects on a map. To be able to draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. 	<ul style="list-style-type: none"> Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. Orientate and map. Navigate around a course using a map. Reflect on when and how they were successful at solving challenges, and alter their methods in order to improve. Use critical thinking to approach a task. Be inclusive of others and can share job roles. Develop tactical planning and problem solving. Listen to others and follow instructions 	<ul style="list-style-type: none"> Work effectively with a partner and a group. Pool ideas within a group, selecting and applying the best method to solve a problem. Orientate a map efficiently to navigate around a course. Develop navigational skills and map reading. Build communication and trust whilst showing an awareness of safety. Cooperate and teamwork skills. Use critical thinking to form ideas. Pool ideas within a group, selecting and applying the best method to solve a problem. Reflect on when and how they were successful at solving challenges, and alter their methods in order to improve.
Yoga	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Move confidently in a range of ways. Safely negotiate space. 	<ul style="list-style-type: none"> Recognise how yoga makes me feel physically and mentally Remember and repeat actions, 	<ul style="list-style-type: none"> Begin to provide feedback using key vocabulary. Copy, remember and repeat yoga flows. Describe how my body (physically and 	<ul style="list-style-type: none"> Copy and link poses together to create a short flow. Describe how yoga makes my body and mind feel, beginning 	<ul style="list-style-type: none"> Describe how yoga makes my bond and mind feel, discussing the health benefits of yoga. 	<ul style="list-style-type: none"> Demonstrate confidence in leading others through poses and flows. Collaborate with a partner to create a yoga flow. 	<ul style="list-style-type: none"> Exhibit confidence in leading others, demonstrating and teaching a yoga flow. Use feedback to improve the quality of my work,

	<ul style="list-style-type: none"> Talk about ways to keep healthy and safe. Make basic shapes and yoga poses. 	<ul style="list-style-type: none"> linking poses together. Give feedback on someone else's yoga positions and flow. Show an awareness of space when moving and travelling. Work with others to create poses. 	<ul style="list-style-type: none"> mentally) feels during exercise. Begin to consider how breath can be used to move between poses. Work with others to create simple flows, showing some control. 	<ul style="list-style-type: none"> to make links to real world situations. Move from one pose to another in time with my breath. Provide feedback using key vocabulary. Work with others to create a flow that incorporates a number of poses. Show stability when holding yoga poses. 	<ul style="list-style-type: none"> Link poses together to create a yoga flow. Provide feedback using key vocabulary and understand how to improve. Transition from pose to pose in time with breath. Work collaboratively and effectively with others. Be able to show clear and distinct shapes through yoga poses. Show increasing control and balance when moving from one pose to another. 	<ul style="list-style-type: none"> Identify how different activities can benefit my physical and mental health. Show control when moving from one pose to another, demonstrating good balance. Provide effective feedback to others. Use feedback to improve my work. Show strength and flexibility whilst holding yoga poses. Begin to show a deeper understanding of how breath can be used to effectively transition between poses within a flow. 	<ul style="list-style-type: none"> explaining how work has improved. Demonstrate a deeper understanding of how breath can be used to effectively transition between poses within a flow. Use yoga poses to improve flexibility, strength and balance. Carefully select poses which link from one to another. Understand that there are different areas of fitness and how these can help me in different activities.
Fitness	EYFS (Fundamentals)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Explore movement skills, beginning to demonstrate balance and co-ordination. Negotiate space safely, showing consideration for myself and others. 	<ul style="list-style-type: none"> Recognise changes in my body when I do exercise. Discuss what exercise does to my body. Recognise how exercise makes me feel. Try my best in challenges that are set. Understand the importance of warming up. 	<ul style="list-style-type: none"> Describe how the body feels during exercise. Show hopping and jumping movements with balance and control. Demonstrate perseverance when new challenges are set. Show determination to carry on performing over longer periods of time. Understand that running at slower speed will allow me to run for a longer period of time. 	<ul style="list-style-type: none"> Collect and record scores, recognising strengths. Complete exercises with control. Demonstrate perseverance when a challenge is hard. Provide feedback to peers using key vocabulary. Use key technical points to help improve sprinting technique. Show balance when changing direction. Show an understanding 	<ul style="list-style-type: none"> Collect and record scores, identifying areas to improve. Use key technical points to improve sprinting technique. Share ideas and work with others to manage activities. Show balance when changing direction at speed. Show control when completing activities to improve balance. 	<ul style="list-style-type: none"> Analyse fitness scores to identify areas for improvement. Choose the best pace for running and maintaining speed. Encourage and motivate others to work to their personal best. Identify how different activities can benefit my physical health. Work with others to manage activities. Understand the different 	<ul style="list-style-type: none"> Change running technique to suit a variety of distances. Collect, record and analyse scores to identify areas of strength and for development. Work with others to organise, manage and record information for a fitness activity. Encourage and motivate others to work to their potential. Understand the different areas

				of different areas of fitness.	<ul style="list-style-type: none"> • Demonstrate determination to continue working over a period of time. • Understand that there are different areas of fitness and that each area challenges my body differently. 	<ul style="list-style-type: none"> • components of fitness and how to test them. Understand what personal maximum effort looks and feels like and can be determined to achieve this. 	<ul style="list-style-type: none"> • of fitness and how they help across a variety of activities. Understand the components of fitness and ways in which to test and develop them. • Work to my maximum consistently when presented with fitness challenges.
<p align="center">Swimming</p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • Swim Competently, Confidently and Proficiently Over A Distance Of At Least 25 Metres • Use A Range Of Strokes Effectively [For Example, Front Crawl, Backstroke And Breaststroke] • Perform safe self-rescue in different water-based situations. 							