Physical Education

Progression of Skills

Windy Arbor Primary

Dream, believe, achieve.

Windy Arbor Primary



DREAM, BELIEVE, ACHIEVE.

Windy Arbor Primary
PE Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Long	First PE	Gymnastics	Gymnastics	Dance	Enjoy-a-ball	Athletics
Year 1						
Long	Ball Skills	Gymnastics	Gymnastics	Dance	Rugby Fundamentals	Athletics
Short	Relax Kids	Relax Kids	Relax Kids	Relax Kids	Relax Kids	Relax Kids
Year 2						
Long	Multi-skills & FUNS	Gymnastics	Gymnastics	Ball Games	Rugby Fundamentals	Cricket
Short	Fitness (pirates)	Ball Skills	Ball Skills	Dance	Yoga	Athletics
Year 3						
Long	Multi-skills	Basketball	Gymnastics	Dance	Gymnastics	Cricket
Short	Swimming	Swimming	Swimming	Swimming	Tag Rugby	Athletics
Year 4						
Long	Basketball	Gymnastics	Gymnastics	OAA	Tag Rugby	Cricket
Short	Multi-skills	Fitness	Indoor Athletics	Dance	Yoga	Athletics
Year 5 & 6						
Long	Basketball	Gymnastics	Gymnastics	OAA	Tag Rugby	Cricket
Short	Multi-skills	Fitness	Indoor Athletics	Dance	Yoga	Athletics

Progression of Key Skills — Gymnastics

Early Years
Can experiment with different shapes
Experiment with different jumps
Experiment with different ways of rolling in small shape
Experiment with balancing on different body parts
Moving along the floor in different ways like aliens sliding, rolling, stretching etc
Show a start shape, middle and finishing shape (beginning of a sequence)
Moving on and off apparatus safely

Year 1
Can perform various shapes
Perform basic jump (straight jump, star jump)
Perform a tuck rock and a tuck roll and a rocket roll with pointed toes
Perform a simple balance holding for 3 seconds
Perform a bunny hop - hands first, then feet
Perform a basic sequence (roll, jump and roll)
Moving on and off apparatus with control

Year 2
Can perform shapes with a strong body and control
Perform jumps (straight, star, tuck jump) with control and a strong body
Perform a tuck rock, tuck roll, forward roll and dish/arch roll
Perform a balance on one of more parts of the body
Perform a bunny hop - hands flat with straight arms
Perform a sequence on apparatus - (roll, jump and balance)
Moving on and off apparatus with strong body and control

Year 3
Can perform a variety of shapes with good control
Perform a straight jump with a half turn
Perform a teddy bear roll
Perform 'Point and Patch' balances
Perform a bunny hop across a mat run and onto/across low benches and apparatus
Perform a short sequence on mats (using levels, directions, control)
Hopscotch on throw-down feet - introduction to hurdle step onto apparatus

Year 4
Can perform a variety of shapes with good control when performing various skills
Perform various jumps and develop travelling across the mat
Teddy bear roll with a partner/group in sequence with pointed toes
Perform matching and mirroring balance routines on apparatus
Perform a bunny hop onto a variety of apparatus with control
Perform a short sequence on mats and apparatus showing levels, unison and pointed toes
Hopscotch across the floor to develop hurdle step onto low apparatus

Year 5
Can perform complex shapes with control and some flexibility
Perform more complex jumps, tuck, pike and a scissor kick
Perform a T-roll
Perform symmetrical and asymmetrical balances
Perform a 'squat on and squat off' on various apparatus
Link skills to create a sequence with fluency, co-operate, communicate and collaborate with others
To perform a hurdle step on the floor/springboard
Cartwheel on the floow using various apparatus

Year 6
Can perform complex shapes when performing sequences and skills with flexibility
Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap
Side star roll, T-roll (with pointed toes), backwards roll
Perform various balances counter balance and counter tension
Perform a 'squat on squat off' apparatus with a run up (with or without a springboard)
Compete in teams to win points with sequences and a vault competition
Perform a hurdle step on the floow/springboard and onto apparatus
Inverted skills shoulder stand, cartwheel, teddy bear roll, headstand, handstand

Progression of Key Skills — Dance

Early Years	Moving in time to happy and sad music
	Experiment with different ways of moving
	Experiment with actions at different levels
	Moving around as different characters or animals to the music

Year 1	Listen to the music and begin to move in time to it
	Perform basic dance movements
	Perform dance movements showing some levels
	Perform basic dance travelling movements e.g. stepping, skipping, jumping
	Perform simple dance moves with some control

Year 2	Move in time to the music showing some expression
	Perform dance movements with control
	Perform dance movements showing a variety of levels
	Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
	Remember simple dance steps, perform with control in time to the music

Year 3	Collaborate to make a dance warm up
	Use a stimulus to create a dance
	Dance in unison with a partner
	Perform in canon with a group
	Use some different levels and pathways

Year 4	Cooperate to make a dance warm up and take on a leadership role
	Respond imaginatively to a stimulus
	Dance in unison with a partner/group performing a range of movement patterns
	Perform in canon showing a range of movement patterns
	Perform a variety of levels and pathways in a dance

Year 5	Co-operate and collaborate to create a warm up displaying a variety of movement patterns
	Translate ideas from a stimulus showing control and fluency
	Dance in unison in a group keeping in time with each other
	Dance in canon showing good timing
	Perform using a variety of levels and using the space

Year 6	Co-operate, communicate and collaborate with a group to make a warm up with good rhythm and timing
	Translate ideas from a stimulus into movement showing expression, precision, control and fluency
	Dance in unison in a group showing good timing, energy and strength
	Dance in canon in a group showing good timing, energy and strength
	Use levels, travelling and space with timing and musicality

Progression of Key Skills — Invasion Games

Early Years	Throw to self, catching a soft ball/balloon. Experiment with rolling the ball, throw and catch to self and to a partner (hand-eye co-ordination)
	Moving around a spot/area, experimenting with different ways of moving (footwork) e.g. jumping, hopping, skipping
	Moving around, changing direction and negotiating space
	Follow a partner to steal their bib
	Experiment with different ways of showing/placing an object into/on a target or hoop
	Introducing fun games e.g. player in the middle, defending hoops (beginnings of attacking , defending)
	Introducing basic rules e.g. areas of play, how you become out, how to score points. This becomes first steps of following rules in games

Year 1	Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object)
	Introducing footwork e.g. stopping and freexing in adapted games, landing on spots with two feet
	Move into a space, looking to throw/pass the ball to someone in a space
	Follow an opponent in a game/adapted game
	Scoring in a variety of ways - into hoops, goals or targets
	Begin to develop tactics for attacking and defending
	Begin to learn rules of adapted games. Learn that rules are there to keep you safe and encourage fair play

Year 2	Introduce a variety of passes (hands/feet/object) continuing to develop control of pass
	Adapted games - developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball
	Move into a space to catch/receive a ball. Pass the ball to someone in a space.
	Follow/mark an opponent and trying to win (intercept) the ball
	Scoring in a variety of ways and begin to use in a game situation
	Develop tactics for attacking and defending
	Play adapted games - learning different rules. Encouraging fair play and respect.

Year 3	Continue to develop control of passing and receiving the ball - beginning to attempt these in a game situation
	Adapting footwork to suit game being played e.g. netball stride stop and jump stop, handball 3 steps
	Perform a dodge into space, get into a space and receive a pass
	Marking a player, keeping on the balls of your feet
	Shooting adapting technique to suit game - e.g. into hoop/target or goal
	Begin to apply some basic principles for attacking & defending - how do they deny space, how can they win back possession
	Continue to play adapted games and introduce key rules that are sport specific. Apply in a game situation.

Year 4	Pass and receive mostly control - begin to select and apply the correct pass
	Footwork - be able to change direction quickly, accelerating in a game situation
	Attempting various dodges to create space to receive the ball
	Marking a player, standing side-on, sticking to a player
	Shooting - focus on bending the knees and place hand under the ball to shoot
	Develop tactics - begin to use them in a variety of games e.g. when and where to move while in and out of possession
	Understand rules of a game. Begin to officiate their own game and become familiar with key terms and vocabulary related to RST

Year 5	Selecting the correct pass in a game and move into a space
	Receive the ball on the move (on the balls of feet) changing direction quickly
	Perform different dodges/movements to receive a ball in a space
	To defend a player and attempt to intercept a pass
	Shooting - choosing the correct shot for the game
	Begint to use attacking/defending techniques learned in a game situation e.g. positions on the pitch/court, formations to either keep or win back possession
	In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)
	Understand how to apply rules in various invasion games and be able to attempt officiating

Year 6	Perform a variery of passes with some precision - quickly move into a space to receive another pass
	Perform correct footwork in a game - quick feet to turn the correct way to pass the ball
	Perform a variety of dodges to move into a space and receive a ball - in a practice and in a game situation
	Defend a player during a game, intercepting the ball
	Shooting - focus on precision and accuracy and attempt to get the rebound if the shot is missed
	In a team, discuss tactics and how to win as a team (communicate and collaborate)
	In teams, discuss tactics and how to work as a team - finding strategies to beat their opponents
	Understand and apply rules consistently in various invasion games - officiate with confidence using key vocab and rules

Progression of Key Skills — Tag Rugby

Early Years	Follow a partner to steal their bib – introducing tag games
	Move with different objects in their hands
	Passing an object to another child
	Trying to get around a static player in a coned area
	Scoring points with beanbag treasure in a simple hoop invasion game
	Fun game getting past the fish (defender) in a small area. Fish (defender) trying to get the tails

Year 1	Play a simple game of tag and begin to call 'tag' when taking a bib or belt
	Hold the ball with two hands
	Hand over the rugby ball sideways
	Attempt to get past a defender 1v1
	Scoring a try in a modified drill using correct technique – using 2 hands to place ball down
	Small-sided adapted games. Begin to develop tactics for attacking and defending.

Year 2	Tag a player when facing your partner – raise hand and call 'tag'
	Move with the ball, holding it with hands – chest height
	Pass the ball sideways – with 'smile' technique
	Dodge around a defender in a small area
	Scoring a try in an adapted game – focus placing ball down with 2 hands and staying on feet
	Small-sided games using various types of equipment. Develop tactics for attacking and defending.

Year 3	Tag another player, face on and keeping body position low to the ground
	Move with a ball in their hands using correct position
	Pass the ball baskwards and sideways in isolation
	Move into a space to avoid a defender, through dodging techniques
	Beat a defender to score a try in various scoring zones
	Adapted games, with variations of rules, begin to apply some basic principles for attacking and defending

Year 4	Play a tag game whilst moving at speed, keeping close to an opponent
	Move with control in a variety of directions holding the ball in the correct position
	Pass the ball backwards/sideways with control whilst moving
	Use speed and space to avoid a passive defender
	Beat a defender at speed to score a try in an isolated game situation
	Play adapted games, children encouraged to think of tactics when attacking and defending

Year 5	Tag more than one player using either hand whilst moving
	Choosing different pathways to move with a ball in hands against an opponent
	Pass the ball and move (loop around a teammate)
	Introduce looping around your teammate – to try and trick an opponent
	Working as a team to score a try – supporting runs in practice
	Developing tactics for attacking and defending e.g. working as a team, supporting each other
	In teams, discuss tactics of attacking e.g. diagonal line when attacking
	In a team, discuss tactics of defending e.g. make a wall or flat line as a team when defending

Year 6	Tag a player using either hand when moving at full speed in a game situation
	Dodge around a defender at speed with a ball in hands to avoid being tagged
	Bring in pass and loop into a game situation
	Looping around your teammate – to try and trick an opponent in a game situation
	Working together as a team to score a try in a tag rugby game e.g. supporting diagonal runs
	Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.
	In a team, discuss tactics of attacking and defending (communicate and collaborate)

Progression of Key Skills — Multi-Skills

Early Years	Experiment with different ways of balancing
	Experiment with different ways of moving (agility)
	Experiment with different ways of moving ball with different body parts (co-ordination)
	Working with friends in a team - taking turns

Year 1	Balance on lines with control and use equipment to balance on various parts of the body
	Changing direction with some control (agility)
	Co-ordinating body whilst beginning to move with equipment
	Co-operate, compete and challenge themselves as a team in various games

Year 2	Balance on low equipment with good control
	Changing direction quickly with good balance and control (agility)
	Co-ordinating body whilst beginning to move at different speeds with various equipment
	Complete challenges as a team in various running/obstacle games and working to improve performance

Year 3	Balancing on various body parts while moving
	Agility focus - changing direction at speed
	Co-ordinate body to perform a combination of movements
	Complete a variety of fitness tests successfully and achieve a personal best

Year 4	Balancing confidently using various equipment and body parts
	Agility focus - changing direction at speed with good technique
	Co-ordinate body efficiently to perform a combination of movements or actions
	Complete a variety of fitness tests confidently and achieve a number of personal bests

Year 5	In combination with different skills, can balance equipment while moving and co-ordinating other actions
	Agility focus - change direction quickly and efficiently with equipment
	Co-ordinate using both sides of the body
	Test and measure balance, agility and co-ordination confidently and accurately. Can compare their performances with previous ones and strive to achieve a personal best.

Year 6	Balance equipment on various body parts whilst moving or co-ordinating another body action accurately
	Agility focus - can change direction at speed with balance and control whilst using various equipment
	Co-ordinate using both sides of the body with fluency to perform a combination of movements and actions
	Complete each test with fluency and accurately measure and record. Evaluate performance levels and demonstrate improvements to achieve their personal best.

Progression of Key Skills — Fitness

Early Years	Experiment with different ways of balancing through various fun exercises
	Imaginative exercises beginning to count how many they can do
	Begin to co-ordinate different parts of your body through fun exercises
	Begin to understand the importance of good health, physical exercise, and a healthy diet
Year 1	Balance on different parts of the body performing static and some moving exercises
	Each imaginitive exercise - encourage to count score and record them
	Co-ordinating body whilst beginning to move with control when exercising
	Beginning to understand what is happening to your body when exercising
Year 2	Balancing in exercises static and when moving building conrol when performing movements
	Counting scores, recording them and trying to beat their score
	Co-ordinating body whilst beginning to move at different speeds during various exercises
	Understand what is hapening to your body when exercising and how to feel a pulse
Year 3	Balancing with control, focusing on preferred and non-preferred leg (when performing exercises)
	Complete a variety of fitness exercises successfully and achieve a personal best
	Co-ordinate body to perform a combination of movements in a variety of exercises
	Take pulse before exercise. Understand how your body is getting stronger when exercising.
Year 4	Balancing in different directions e.g. on leg - forward, backward and side-to-side
	Complete a variety of fitness activities confidently and achieve a number of personal bests
	Co-ordinate body efficiently to perform a combination of movements or actions when exercising
	Begin to know different types of fitness. Take pulse before and after exercise.
Year 5	Balancing on various parts of body when moving - using core strength and keeping control when moving
	Can compare their performances with previous ones and strive to achieve a personal best on each station
	Co-ordinate using both sides of the body when performing exercises - increasing speed and power
	Create a warm up and cool down. Take pulse before and after exercise, accurately.
Year 6	Balance on various body parts using harder balances e.g. shutting eyes, adding explosive movements
	Evaluate previous performance levels and demonstrate improvements to achieve their personal best
	Co-ordinate using both sides of the body with fluency and speed to perform a combination of exercises
	Create an exercise to improve a specific fitness e.g. strength, co-ordination, power

Progression of Key Skills — Yoga

Early Years	Experiment with different Yoga poses both static and moving
	Begin short relaxation games
	Create different sun shapes with their body
	Challenge themselves to make up their own animal poses
	Listen to the Yoga story and create poses

Year 1	Perform basic Yoga poses with some balance
	Begin to relax the body in Rest Pose
	Perform 'Sun Pose' (beginning of sun salutation)
	To try some of the Challenge Poses e.g. 'Snake Pose'
	Make up a story with some Yoga poses

Year 2	Perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control
	Relax in the Rest Pose and begin to focus on breathing
	Perform 'Sun Pose' with control (beginning of Sun Salutation)
	To perform the Challenge Poses e.g. 'Tree Pose 2' (or 3)
	Make up a story using all Yoga poses

Year 3	Perform more complex Yoga poses showing control and increased flexibility
	Sit in 'Lotus Pose' – relax and begin to focus on breathing in and out of nose
	Perform 'Cobra Pose 2' (used in Sun Salutation)
	Improve on balance to perform 'Swaying Tree Pose'
	Collaborate to create a Yoga Fun Facts routine

Year 4	Perform more complex Yoga poses developing core strength and good flexibility
	Begin to focus on breathing in more than one pose
	Perform individual poses to build up towards Sun Salutation e.g. Tree, Downward Dog, Cobra Pose 2
	To perform the 'Challenge Pose' and 'Swaying Tree', with some control and fluency
	Collaborate to create a Yoga Fun Facts routine and teach the routine to others

Year 5	Perform complex Yoga poses with control, core strength and flexibility
	Perform a variety of poses using breathing techniques and use in relaxation time
	Remember and perform Sun Salutation
	Perform the Extended Poses e.g. Extended Cat Pose
	Collaborate in a group to create a Yoga routine of 7 poses

Year 6	Perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose
	Perform all poses and remembering to use breathing technique when performing them in relaxation time
	Perform Sun Salutation and link to other Yoga moves
	Perform Extended version of Cat Pose, Dog Pose, and create their own extensions
	Collaborate in a group to create a Yoga routine – and create a sequence of moves like Sun Salutation

Progression of Key Skills — Kwik Cricket

Early Years	Rolling and stopping a ball, sitting down and standing up
	Experiment with throwing and catching - to self and to a partner (hand-eye co-ordination)
	Passing underarm an object to another child
	Pushing a ball away from body with hands
	Push ball with throw down strips to develop hand-eye co-ordination

Year 1	Rolling and stopping a ball with one/two hands
	Throw and catch a ball with some control
	Bowl underarm towards a target
	Hit a ball off a tee using various bats
	Play a modified came hitting off a tee
	Small-sided adapted games. Begin to develop tactics for striking and fielding.

Year 2	Roll and stop a ball with control/accuracy
	Throw underarm with some accuracy, and catch a ball
	Bowl underarm towards a target with control and accuracy
	Begin to hold the bat in correct position and hit a ball off a tee
	Play a modified game encouraging teamwork when fielding
	Small-sided games using various types of equipment. Develop tactics for striking and fielding.

Year 3	Roll the ball with one hand and stop the ball attempting long barrier method
	Throw and catch underarm with both hands (in isolation)
	Bowl underarm at a wicket and attempt overarm
	Control with a bat (holding it correctly) hitting a ball off a tee and moving
	Play a modified game using fielding and batting skills
	Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding
	Hopscotch on throw-down feet - introduction to hurdle step onto apparatus

Year 4	Roll the ball with one hand and stop the ball from different directions using barrier method
	Throw and catch under pressure in modified games
	Bowl at a wicket underarm/overarm with accuracy and control
	Hit a drop fed ball and/or moving ball with a bat
	Play a game communicating as a team
	Play adapted games - children encouraged to think of tactics when striking and fielding

Year 5	Begin to use fielding techniques with throwing and stopping and scooping up the ball
	Throwing over/underarm and catching over various distances
	Bowl, attempting to hit the wicket using under/overarm
	Hit a moving ball with control and some distance
	Communicate and collaborate as a team to beat an opponent
	Developing tactics for striking and fielding e.g. working as a team, supporting each other

Year 6	Positioning in a modified game to field a ball (both throwing and stopping it)
	Making correct decisions with type of throw to use in a modified game. Move body into a position to catch the ball.
	Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket
	In a competitive game, begin to tactically hit/place a ball into a space
	Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending.
	In a team, discuss tactics of attacking and defending (communicate and collaborate)

Progression of Key Skills — Basketball

Early Years
Can experiment with different shapes
Experiment with different jumps
Experiment with different ways of rolling in small shape
Experiment with balancing on different body parts
Moving along the floor in different ways like aliens sliding, rolling, stretching etc
Show a start shape, middle and finishing shape (beginning of a sequence)
Moving on and off apparatus safely

Year 1
Can perform various shapes
Perform basic jump (straight jump, star jump)
Perform a tuck rock and a tuck roll and a rocket roll with pointed toes
Perform a simple balance holding for 3 seconds
Perform a bunny hop - hands first, then feet
Perform a basic sequence (roll, jump and roll)
Moving on and off apparatus with control

Year 2
Can perform shapes with a strong body and control
Perform jumps (straight, star, tuck jump) with control and a strong body
Perform a tuck rock, tuck roll, forward roll and dish/arch roll
Perform a balance on one of more parts of the body
Perform a bunny hop - hands flat with straight arms
Perform a sequence on apparatus - (roll, jump and balance)
Moving on and off apparatus with strong body and control

Year 3
Can perform a variety of shapes with good control
Perform a straight jump with a half turn
Perform a teddy bear roll
Perform 'Point and Patch' balances
Perform a bunny hop across a mat run and onto/across low benches and apparatus
Perform a short sequence on mats (using levels, directions, control)
Hopscotch on throw-down feet - introduction to hurdle step onto apparatus

Year 4
Can perform a variety of shapes with good control when performing various skills
Perform various jumps and develop travelling across the mat
Teddy bear roll with a partner/group in sequence with pointed toes
Perform matching and mirroring balance routines on apparatus
Perform a bunny hop onto a variety of apparatus with control
Perform a short sequence on mats and apparatus showing levels, unison and pointed toes
Hopscotch across the floor to develop hurdle step onto low apparatus

Year 5
Can perform complex shapes with control and some flexibility
Perform more complex jumps, tuck, pike and a scissor kick
Perform a T-roll
Perform symmetrical and asymmetrical balances
Perform a 'squat on and squat off' on various apparatus
Link skills to create a sequence with fluency, co-operate, communicate and collaborate with others
To perform a hurdle step on the floor/springboard
Cartwheel on the floow using various apparatus

Year 6
Can perform complex shapes when performing sequences and skills with flexibility
Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap
Side star roll, T-roll (with pointed toes), backwards roll
Perform various balances counter balance and counter tension
Perform a 'squat on squat off' apparatus with a run up (with or without a springboard)
Compete in teams to win points with sequences and a vault competition
Perform a hurdle step on the floow/springboard and onto apparatus
Inverted skills shoulder stand, cartwheel, teddy bear roll, headstand, handstand

Progression of Key Skills — Indoor Athletics

Early Years	Experiment with different ways of throwing under/overarm
	Experiment with different ways of jumping over objects
	Jumping forwards, backwards and sideways over a throw down spot
	Leaping over objects
	Skipping around an area
	Hopping around an area, and over throw down spots/strips
	Moving around safely, negotiating space and looking out for friends

Year 1	Throwing using a sitting chest push - small ball
	Jumping bending knees and pushing off - being competitive to improve distance
	Speed bounce/jump over a throw down strip, cone, spot
	Leaping developing co-ordination
	Skipping - stepping through the hoop - two feet or one at a time
	Vertical jump - co-ordination of banana splat tap - jumping at various heights
	Co-operate and compete on own and in a team in various running games

Year 2	Throwing with control using a sitting chest push
	Use arms to improve jumping technique - beating their own score
	Speed bounce over a cone/mat
	Leaping developing co-ordination of 3 big leaps
	Skipping - stepping/jumping through the hoop with some control
	Vertical jump - standing side on, jumping up to target
	Compete in a team in various running races and working together to improve team performance

Year 3	Chest push using correct stance
	Jumping bending knees, use arms for distance
	Speed bounce develop control over a mat
	5 strides - co-ordinating steps with arms
	Skipping - with control, head up
	Vertical jump - standing side on, jumping up to target, bending your knees
	RUnning individually using FAST technique, and developing relay change-over techniques

Year 4	Chest push with height and distance
	Jumping bending knees, use arms for distance measure with some accuracy
	Speed bounce - increase speed and co-ordination over the speed bounce mat
	5 strides - co-ordinating steps, increasing distance using arms
	Skipping - with rhythm and focus
	Vertical jump - lower into squat position, feet hip width apart
	Run and jump over hurdles with some speed and control

Year 5	Chest push bending knees with good height and distance
	Perform a variety of standing jumps (long jump and triple jump) and measure for distance
	Speed bounce developing good rhythm and control over the speed bounce mat
	5 strides - co-ordinating steps, bounding creating a longer stride
	Skipping - with rhythm aiming to get 25 skips or more
	Vertical jump - use arm swing movement to increase height
	Pass a relay baton with control and timing in a pairs change-over

Year 6	Chest pish with accuracy and power, bending knees through to feet, extends arms to increase distance
	Perform a triple jump for distance varying techniques to improve performance
	Speed bounce with speed, fluency and rhythm
	5 strides - improve starting position to ensure a better first stride
	Skipping - with speed (30 skips or more)
	Vertical jump - push into ground lift with explosive movement up focus on landing softly - keep core engaged
	Pass a relay baton in competitice situations (timed)

Progression of Key Skills — Athletics

Early Years	Marching/running for co-ordination
	Experiment with different ways of throwing under/overarm
	Experiment with different ways of jumping - measuring with various objects
	Working with friends in a team - taking turns

Year 1	Running pumping arms at various speeds
	Throw a variety of objects with some accuracy
	Jumping bending knees and pushing off - being competitive to improve distance as a pair
	Co-operate and compete in a team in various running games turns

Year 2	Using arms and keeping head still when exploring running patterns
	Throw in correct stance 'Usain Bolt position'
	Use arms to improve jumping technique - beating their own score
	Compete in a team in various running/obstacle games and working together to improve team performance

Year 3	Begin to perform 'FAST' technique
	Throw a javelin/vortex using correct stance rotating hips forward
	Perform a hop, step and jump (standing triple jump) in isolation and in combination
	In warm ups, develop running for distance
	Develop relay change over techniques
	Run and take off over obstacles at some speed

Year 4	Perform 'FAST' technique confidently when aprinting
	Throw a javelin/vortex with height and distance
	Perform a hop, step and jump (standing triple jump)
	In warm ups, develop running for distance - increasing each lesson
	Pass a relay baton with control with a partner in adapted games
	Run and jump over hurdles with some speed and control

Year 5	React quickly and accelerate over short distancess
	Throw a javelin/vortex/tennis ball using correct stance rotating hips forward with good height and distance
	Perform a variety of jumps (long jump and triple jump) and measure for distance
	Develop pace when running longer distance
	Pass a relay baton with control and timing in a pairs change over

Year 6	Accelerate quickly with speed and control in movement - timed/competitive races
	Throw a javelin/vortex/shot put safely with accuracy and power
	Perform a jump for distance varying techniques to improve performance
	Develop long distance running - learning to pace and show good technique
	Pass a relay baton in competitive situations (timed)

Progression of Key Skills — OAA

Early Years	Work with a partner and take turns
	Listen attentively to a partner
	Negotiate space and obstacles safely
	Move energetically, such as running, jumping, hopping, skipping and climbing
	Have the confidence to try new activities and show resilience to challenge
	Develop strength, balance and co-ordination when completing tasks
Year 1	Begin to work with a partner to meet a challenge
	Use communication to guide your partner through a course when blindfolded
	Begin to travel in different directions under instruction, to locate treasure with a partner
	Identify ways of travelling to including hopping, jumping and leaping, whilst using co-ordinates to make maps
	Work as part of a team to match animals to their matching cards
	`Continue to develop team skills while attempting to complete a task
Year 2	Work within a team to find solutions to cross the river
	Develop the ability to work with a variety of partners, providing instruction while creating an obstacle course
	Begin to use co-ordinates and confidently navigate through a map using North, South, East and West
	Have a basic understanding of how to use a compass and create their own instructions
	Continue to work together as a team and further develop team skills including communication
	Begin to develop individual leadership qualities while completing tasks as part of a team
Year 3	Use a key to follow a plan
	Communicate with peers to complete challenges
	Know the eight points of the compass
	Identify what is at points on a grid using co-ordinates in the form (letter, number)
	Collaborate with members of a team to begin to solver problems
	Continue to develop leadership qualities while completing tasks as part of a team
Year 4	Use a key to accurately place things in the correct locations according to a plan
	Develop different methods of communication to achieve a goal
	Give and follow directions using the eight points of the compass
	Use co-ordinates on a plan to correctly place and locate different objects
	Listen carefully and follow instructions given by teammates
	Lead a team to complete a task
Year 5	Use a key to identify orienteering landmarks on a map
	Communicate and listen clearly to other members of the team to complete challenges in isolation
	Use compass directions to navigate around a grid
	Use 4-figure grid references to read an OS map
	Work efficiently as part of a team to complete a challenge
	Effectively lead a team to complete a task
Year 6	Use a key to follow a route on an orienteering map
	Use clear and concise communication skills to achieve a challenge
	Use compass directions to navigate around a familiar area e.g. school grounds
	Use 6-figure grid references to read an OS map
	Work as a team to ensure all members are able to complete a challenge at a competitive pace
	Effectively lead a team to complete a task and evaluate their own leadership skills