

#### **East Midlands Academy Trust Physical Education Primary Key Processes**



Running Jumping Throwing Throw	
Throwing  Throwing  Throwing  Throwing  Throwing  Throwing  Take-off and landing, dodging, jockeying, turning, for of direction, point/patch, individual and pair belances belances, belances, control belances, belances, control, point/patch, individual and pair belances belances, belances, control, point/patch, individual and pair belances belances, belances, control, point/patch, individual and pair belances belances, belances, control, ready position.  Flexibility, Strength  Technique  Technique  Tactical Thinking  Technique  Tactical Thinking  Technique  Technique  Total Attacking  Penetration, support / depth, mobility, width, creative pressure, cover, balance, compactness, control, restrance prevent  Technique  Total Thinking  Technique, rules, scoring, tactics, skills  Strategic Thinking  Technique, rules, scoring, tactics, skills  Key Vocabulary  Rules and Regulations  Identifying Strengths  Identifying Areas to improve  Improving Performance  Improving Performance  Implementing EBI's into future performances, crification, exercision, control and chars' performance, crification, expression, exercision, experiments, pressure, control and chars' performance, crification, expression, experiments, pressure, control and chartifying Areas to improve  Technique, rules, scoring, tactics, skills  Skills, equipment, movements, rules, scoring, communication, positioning, applyir  Total Thinking  Total Attacking  Problem solving, communication, positioning, applyir  Technique, rules, scoring, tactics, skills  Skills, equipment, movements, rules, scoring, communication, positioning, applyir  Technique, rules, scoring, tactics, skills  Skills, equipment, movements, rules, scoring, communication, position, posit	ars
Technique    Technique	
Technique    Technique	elling, flight.
Technique    Technique	rarm, overarm,
Technique    Technique	
Technique    Technique	
Technique    Technique	star jump,
Rey Vocabulary   Rules and Regulations   What Worked Well? (WWW), own and others' performance, crising and the penefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   P	
Rey Vocabulary   Skills, equipment, movements, rules, scoring, community   Skills, equipment, movements, rules, scoring, tactics, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills   Skills, equipment, space, warm up/cool of the static stretches, skills, equipment, space, warm up/cool of the static stretches, skills, equipment, space, war	vity, space
Rey Vocabulary   Rules and Regulations   What Worked Well? (WWW), own and others' performance, crising and the penefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   Physical exercise   Physical exercise   Social   Mental the benefits of physical exercise   P	raint, delay and
Reyect   Positive lifestyle choices   Respect   Respec	ing tactics, pacing
Rules and Regulations    Understanding Rules and Regulations, officiating, lead   Identifying Strengths   What Worked Well? (WWW), own and others' performance, cri   Identifying Areas to Improve   Improving Performance   Implementing EBI's into future performances, reflective	on, dynamics,
Rules and Regulations    Understanding Rules and Regulations, officiating, lead   Identifying Strengths   What Worked Well? (WWW), own and others' performance, cri   Identifying Areas to Improve   Improving Performance   Implementing EBI's into future performances, reflective	
Identifying Strengths  Identifying Areas to Improve  Improving Performance  Improving Performance  Implementing EBI's into future performances, reflective approach to all activities, behaviour, correct Actively involved, socially, emotionally, physically, emotionally, ph	unication, reflect
Effort  Attitude  Engagement  Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physical exercise  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physically, emotionally, physically, engagement  Actively involved, socially, emotionally, physically, engagement  Self-esteem, self-respect, positivity, confidence, achieved physical physical exercise  Social  Interaction, empathy, tolerance, rights, responsibilities, or individual, pairs and small groups (pupil led by year 5 personal hygiene, equipment, space, warm up/cool dependence)  Personal hygiene, equipment, space, warm up/cool dependence, achieved physical physical physical exercise  Accepting, kindness, accept decisions, listening, considerations approach to all activities, behaviour, correct property and physically, emotionally, emotionally, physically, emotionally, emotio	adership
Effort  Attitude  Engagement  Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physical exercise  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physically, emotionally, physically, engagement  Actively involved, socially, emotionally, physically, engagement  Self-esteem, self-respect, positivity, confidence, achieved physical physical exercise  Social  Interaction, empathy, tolerance, rights, responsibilities, or individual, pairs and small groups (pupil led by year 5 personal hygiene, equipment, space, warm up/cool dependence)  Respect  Accepting, kindness, accept decisions, listening, considered.	rmances, criteria
Effort  Attitude  Engagement  Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physical exercise  Warm-up and Cool-Down  Understanding Safety  Positive approach to all activities, behaviour, correct physically, emotionally, physically, engagement  Actively involved, socially, emotionally, physically, engagement  Self-esteem, self-respect, positivity, confidence, achieved physical physical exercise  Social  Interaction, empathy, tolerance, rights, responsibilities, or individual, pairs and small groups (pupil led by year 5 personal hygiene, equipment, space, warm up/cool dependence)  Respect  Accepting, kindness, accept decisions, listening, considered.	riteria
Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety  Positive lifestyle choices  Respect  Actively involved, socially, enotionally, physically, end the penefits of physical exercise  Social  Interaction, empathy, tolerance, rights, responsibilities, or individual, pairs and small groups (pupil led by year 5 pairs).  Personal hygiene, equipment, space, warm up/cool degrees and small groups (pupil led by year 5 pairs).  Respect  Accepting, enotionally, physically, end pairs and small groups, positivity, confidence, achies fitness: Coordination, Balance, Agility, Flexibility Streen physical exercise.  Pulse raiser, dynamic & static stretches, skill-based prindividual, pairs and small groups (pupil led by year 5 pairs).  Accepting, kindness, accept decisions, listening, considered physical exercise.	tion, improvemen
Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety Positive lifestyle choices  Respect  Actively involved, socially, enotionally, physically, end of the benefits of physical exercise  Social  Physical Fitness: Coordination, Balance, Agility, Flexibility Streen individual, pairs and small groups (pupil led by year 5 parts).  Pulse raiser, dynamic & static stretches, skill-based prindividual, pairs and small groups (pupil led by year 5 parts).  Personal hygiene, equipment, space, warm up/cool dead activity, manage allowed diet, sleep, regular physical activity allowed diet.	xtra-curricular
Understanding the benefits of physical exercise  Social  Warm-up and Cool-Down  Understanding Safety Positive lifestyle choices  Respect  Actively involved, socially, enotionally, physically, end of the benefits of physical exercise  Social  Physical Fitness: Coordination, Balance, Agility, Flexibility Streen individual, pairs and small groups (pupil led by year 5 parts).  Pulse raiser, dynamic & static stretches, skill-based prindividual, pairs and small groups (pupil led by year 5 parts).  Personal hygiene, equipment, space, warm up/cool dead activity, manage allowed diet, sleep, regular physical activity allowed diet.	t kit, supportive
the benefits of physical exercise  The benefit of physical	njoyment, proud
Warm-up and Cool-Down  Understanding Safety Positive lifestyle choices  Respect  Pulse raiser, dynamic & static stretches, skill-based prindividual, pairs and small groups (pupil led by year 5 personal hygiene, equipment, space, warm up/cool department of the provided prov	evements.
Warm-up and Cool-Down  Understanding Safety Positive lifestyle choices  Respect  Pulse raiser, dynamic & static stretches, skill-based prindividual, pairs and small groups (pupil led by year 5 personal hygiene, equipment, space, warm up/cool department of the provided prov	ength, Stamina.
Positive lifestyle choices Balanced diet, sleep, regular physical activity, manag  Respect Accepting, kindness, accept decisions, listening, consi	
Positive lifestyle choices Balanced diet, sleep, regular physical activity, manag  Respect Accepting, kindness, accept decisions, listening, consi	
Positive lifestyle choices Balanced diet, sleep, regular physical activity, manag  Respect Accepting, kindness, accept decisions, listening, consi	
Respect Accepting, kindness, accept decisions, listening, consistent Plan ahead, organised, volunteer to help, offer advices	ging risks
Responsibility Plan ahead, organised, volunteer to help, offer advice	siderate.
	,
Resolves Conflicts  Calm, honest, empathy, courage, listen, communication  Tolerance  Patience, understanding, listen, reflect, try your hards	
Tolerance Patience, understanding, listen, reflect, try your hards Equality & Diversity Embrace others' differences, motivate others, fairnes	
Inclusion Listen, involve each other, encouragement, respect, u	
Self-Motivation Involvement, set goals, initiative, extra-curricular, try	
Self-Motivation   Involvement, set goals, initiative, extra-curricular, try  Cooperation   Share ideas, help others, lead a warm-up, take turns,  Integrity   High standards, behave, honesty, fairness, trust, follo	
Integrity  High standards, behave, honesty, fairness, trust, follogous positive, focused, work on own and with others, creating the standards of the standards	
problem solving, volunteer to answer questions.	ilive, persevere,
Resilience Accepts challenge, never gives up, try different metho	ods, adapt, belief
Aspirations  Determined to improve and achieve, links to out of scoopportunities, extra-curricular, intra/inter competition	

#### **Attainment Targets**

breaststrokel

based situations.

perform safe self-rescue in different water-

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils should develop fundamental movement skills, Pupils should be taught to: become increasingly competent and confident and master basic movements including running, access a broad range of opportunities to extend their jumping, throwing and catching, as well as Key Stage 1 agility, balance and coordination, individually and developing balance, agility and co-ordination, and with others. They should be able to engage in begin to apply these in a range of activities competitive (both against self and against others) and participate in team games, developing simple co-operative physical activities, in a range of tactics for attacking and defending increasingly challenging situations. perform dances using simple movement patterns. Pupils should continue to apply and develop a Pupils should be taught to: broader range of skills, learning how to use them in use running, jumping, throwing and catching in different ways and to link them to make actions and isolation and in combination sequences of movement. They should enjoy play competitive games, modified where communicating, collaborating and competing with appropriate [for example, badminton, basketball, each other. They should develop an understanding of cricket, football, hockey, netball, rounders and how to improve in different physical activities and tennis], and apply basic principles suitable for sports and learn how to evaluate and recognise their attacking and defending Key Stage 2 own success. 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. All schools must provide swimming instruction either **Progression of Vocabulary** in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: KS1 Simple... Team... Basic... **Swimming and Water Safety** swim competently, confidently and proficiently over a distance of at least 25 KS2 A range Isolation and Competitive... metres of... combination... use a range of strokes effectively [for example, front crawl, backstroke and



# PE Curriculum Map – Progression of Skills EYFS to Year 6



	EYFS	Year 1	Year 2
Invasion Games Striking and Fielding	I can copy a range of different body shapes, steps and actions with control and co-ordination. I can balance in a range of different ways (static or dynamic - when moving). I can copy simple rolls with control. I can link individual and whole-body movements together.	I can use my dominant hand to throw accurately under arm. I can catch a large object with two hands I can throw and catch a chest pass with two hands I can kick a stationary ball I can stop a ball rolling towards me with my feet I can hit a stationary ball off the floor or a tee with a bat. I can hit a dropped ball after one/two bounces I can roll a ball from a seated position I can run to evade opponents	I can use my dominant hand to consistently throw accurately under arm with increasing control. I can catch a small object with two hands I throw and catch a bounce pass with two hands I can copy the technique for an overarm one-handed throw with a small object I can kick a stationary ball towards my partner I can underarm hit a ball fed to me by my partner I can roll a ball from a kneeling on one knee I can use hitting, kicking and/or rolling in a game with
Net and Wall Games	I can handle small and/or low apparatus safely. I can move on/off, under, over, along or through, up/down apparatus with control and accuracy. I can jump in a range of different ways e.g. 5 types of jump: 1 foot to 1 foot hop, 1 foot to 1 foot leap, 1 foot to 2 feet, 2		increasing accuracy I can follow rules I can use one tactic in a game when attacking or defending
Dance	feet to 1 foot, 2 feet to 2 feet. I can bend my knees to land safely with control when jumping in different ways. I can step up or down stairs safely. I can start and stop on a given signal and follow instructions.	I can move safely in a space I can move in time to music I can copy and remember dance moves I can perform my own dance moves	I can dance with control and coordination I can use dance to show a mood or feeling I can change rhythm, speed, level and direction in my dance I can add motifs to a set dance
Gymnastic	I can move freely into space and share space with others safely. I can travel with confidence in a range of different ways. I can change my speed when travelling. I can copy individual and whole-body movements with some control and co-ordination.	I can make my body curled, tense, stretched and relaxed individually. I can control my body when travelling and balancing on the floor and low level equipment. I can egg roll I can teddy bear roll I can curl, travel and balance in different ways.	I can star roll I can rock and roll to standing I can tuck jump I can half turn jump I can transfer my weight from front support to back support I can begin to take my weight on 4 points when travelling I can plan and perform a sequence of movements
S	I can recognise my own personal space and others space. I can concentrate and listen to my teacher. I can tell you some changes to my body during exercise. I can work with others and take turns with equipment. I can watch others work and talk about it. I can talk about ways to keep healthy. I can dress and undress independently.	I can curr, traver and balance in different ways.  I can copy simple sequences and repeat them accurately I can straight jump I can star jump I can hold the front support position I can hold the back support position I can hold the half pike position on my back	individually and with a partner I can give and receive feedback on a performance
Athletics	I show preference for a dominant hand in different contexts.	I can move and stop safely I can find space when on the move I can move with control and care I can copy actions I can use equipment safely.	I can copy and remember actions. I can lift and carry equipment safely. I can change direction safely when moving at speed I can work on my own and with a partner.

		Year 3	Year 4	Year 5	Year 6
Invasion Games	HANDS	Basketball / Football / Hockey / Netball / Tag Rugby To able to: dribble, pass, receive and shoot with some control; find space away from others; move with a ball towards goal with increasing control; track an opponent to slow them down.	Basketball / Football / Hockey / Netball / Tag Rugby To be able to: dribble, pass, receive and shoot with increasing control; move to space to help team keep possession and score; delay an opponent to prevent them scoring.	Basketball / Basketball / Football / Hockey / Netball / Tag Rugby To be able to: dribble, pass, receive and shoot with some control under pressure; often make the correct decision of who to pass to and when; use tracking and intercepting in defence.	Basketball / Football / Hockey / Netball / Tag Rugby To be able to: dribble, pass, receive and shoot with increasing control under pressure; quickly select the correct action for the situation; create and use space to help my team; use marking, tackling and/or interception to improve their defence.
Striking &	HANDS	Cricket / Rounders To be able to: bowl a ball towards a target; begin to strike a bowled ball after one bounce; use overarm and underarm throwing and catching skills.	Cricket / Rounders  To be able to: bowl a ball with some accuracy and consistency; to strike a bowled ball after a bounce/with adapted equipment; use overarm and underarm throwing and catching skills with increased accuracy.	Cricket / Rounders  To be able to: bowl a ball underarm with increased accuracy and consistency; to begin to strike a ball with a cricket/rounders bat; develop a wider range of fielding skills.	Cricket / Rounders  To be able to: use a wider range of skills with increasing control under pressure; to strike a bowled ball with increasing consistency; to begin to demonstrate the correct overarm bowling technique.
Net & Wall Games	HANDS	Tennis / Dodgeball To be able to: return a ball to a partner; use basic racket skills (grip / ball balancing); accurately underarm throw & catch a ball with a partner.	Tennis / Dodgeball To be able to: sometimes play a continuous game/rally; I can use a range of basic racket skills (grip / ball balancing / ball juggling); return to ready position to defend own side of the court.	Tennis / Volleyball  To be able to: develop a wider range of skills and use these under some pressure (bump / forehand / backhand); begin to apply different skills to different game situations; begin to play cooperatively with a partner.	Tennis / Volleyball  To be able to: use a wider range of skills with increasing control under pressure (including serving / volley / spike / bump / dig / set); select the appropriate action for a situation; play cooperatively with a partner.
All Games	HEAD	To understand more of the rules of the game and begin to use them; Developing an understanding of tactics and beginning to use them in games; Use key words to give feedback.	To understand more rules of the game and begin to use them; To communicate with team mates to apply simple tactics; Use key terminology to give feedback; To understand how to improve their performance.	To understand the rules of the game and apply them honestly (incl. as official); To understand the need for tactics in different situations; Know some of the positions they can play in within the game; Identify when they were successful and what they need to do to improve.	To use the rules of the game honestly and consistently (as official); To understand the need for tactics and apply some in different situations; Know the positions they can play in within the game; Recognise own and other' strengths and weaknesses and suggest ways to improve.
All C	HEART	Understand the benefits of exercise; Work cooperatively within a group to self-manage games; To begin to play honestly and fairly.	To explain what happens to the body when we exercise and how this keeps you healthy; Be able to share ideas when working with others to manage a game; To play with fairness and honesty.	To identify how different activities can benefit health; Be able to work cooperatively with others to manage a game; To play with fairness and honesty; To explain what happens to the body when we exercise; Use feedback to improve their work.	To identify how different activities can benefit health; To understand there are different areas of fitness; Be able to work cooperatively with others to manage a game; Use feedback to improve their work; To play fairly and honestly.
Dance	HANDS	To be able to: use dynamic and expressive qualities in relation to an idea; create short dance phrases that communicate an idea; repeat, remember and perform a dance phrase.	To be able to: use changes in timing and spacing to develop a dance; choose actions and dynamics to convey an idea; copy and remember set choreography; Use simple movement patterns to structure dance phrases on own, with a partner and in a small group; Use counts to stay in time.	To be able to: refine the use of actions, dynamics, relationships and space; choreograph phrases considering actions and dynamics; accurately copy and repeat set choreography; confidently perform clearly and fluently, showing good sense of timing; Use counts to stay in time.	To be able to: refine the use of actions, dynamics and relationships to represent ideas, emotions and feelings; choreograph a dance safely using as prop; perform confidently and fluently with accuracy and good timing; Use counts when choreographing to improve the quality of work produced.

	HEAD	To use key words to provide feedback.	Use appropriate language to provide feedback with lessons.	To use key terminology to suggest ways to improve own/others work.	To use appropriate language to evaluate and refine own and others' work.
	HEART	To be respectful of others when watching them perform; To understand the benefits of exercise; To work with a partner and small group, sharing ideas.	To be respectful of others when watching them perform; To explain what happens to the body when we exercise;	To lead a group through a short warm-up routine; To identify how dance activities can benefit physical health; To use feedback to improve their work.	To understand there are different areas of fitness and how they help in dance activities; To lead a small group through a short warm-up routine; To work creatively and imaginatively on own, with a partner and a small group.
	HANDS	•	To be able to: understand how body tension can improve control and quality of movements; To safely perform balances individually and with a partner.	To be able to: use strength and flexibility to improve the quality of performance; create and perform sequences using apparatus, individually and with a partner; use canon and matching/mirroring when performing.	To be able to: combine and perform actions, shapes and balances with control and fluency; show examples of counter balance and tension with a partner;
Gymnastics	HEAD	To use key words to give feedback; With help, recognise how performances can be improved.	To identify some muscle groups used in gymnastics activities; To suggest possible improvements in own and others' performances.	To use criteria to make simple judgements about performances and suggest ways they can be improved.	To use appropriate language to evaluate and refine own and others' work; To use feedback to improve their work; To understand how to work safely.
	HEART	To understand the benefits of exercise;	To explain what happens to the body when we exercise.	To work safely when learning; To lead a partner through a short warm-up routine	To work collaboratively with others to create a sequence; To lead a warm-up
	HANDS	To be able to: successfully take part in a relay; improve sprinting technique; develop jumping for distance and height; throw a variety of objects for accuracy and distance; safely land when jumping.	To be able to: take part in a relay knowing when to start running; demonstrate sprinting and jogging techniques; jump for distance and height with balance and control; throw with some accuracy and power towards a target.	To be able to: choose the best pace for a running event; perform a range of jumps showing some technique; show control at take-off and landing in jumping events; show accuracy and power when throwing for distance.	To be able to: select and apply the best pace for a running event; perform jumps for height and distance using good rhythm and coordination; show accuracy and good technique when throwing for distance.
Athletics	HEAD	To identify when they are successful.	To identify when they are successful and how they can improve.	To identify good performance and explain why it is good.	To help others improve their technique using key teaching points.
	HEART	To work with a partner and in a small group, sharing ideas; To understand why it is important to warm-up.	To support and encourage others to do their best; To show determination to improve their personal best.	To take on the role of coach, official and timer when working in a group; To understand how stamina and power help performance in different activities.	To understand there are different areas of fitness; To use strategies to persevere to achieve personal best; To show fair play and honesty.

	HANDS	To be able to: follow and give instructions; develop map reading skills; demonstrate sustained running in orienteering activities.	To be able to: accurately follow and give instructions; confidently communicate ideas and listen to others; identify key symbols on a map and help navigate around a grid; show stamina within running challenges.	To be able to: orientate a map confidently; navigate around a course using a map; demonstrate increased endurance within orienteering challenges.	To be able to orientate a map efficiently to navigate around a course; demonstrate sustained effort when running within orienteering challenges.
OAA	HEAD	To plan and attempt to apply strategies to solve problems; To reflect on successes in challenges.		To use critical thinking skills to approach a task; To reflect on successes when solving challenges and adapt in order to improve;	To use critical thinking skills to solve challenges; To reflect on successes and alter methods to improve.
	HEART	To listen and accepting of others' ideas; To work collaboratively with a partner and in a small group.	To work collaboratively and effectively with a partner and a small group.	To be inclusive of others and share job roles; To work effectively with others, sharing ideas and agreeing on strategy.	To share ideas within a group, selecting and applying the best method to solve a problem; To be inclusive of others, sharing roles / lead as appropriate
	HANDS	To be able to: float on front and back; use arms and leg front and back; roll from front to back and regain a star with buoyancy aid / unaided; perform safe self-rescue; over a distance of at least 25m.	nding position; swim over a distance of at least 10m		
Swimming	HEAD	To explain several pool rules that help to keep them sa	fe.		
	HEART	To understand the benefits of regular exercise.			
			Every child deserves to be t	he best they can be	



# Stimpson Avenue Academy PE Curriculum Map Overview 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Multi Skills -Agility Balance Co- ordination (ABC) Games -Ball Skills	Gymnastics <mark>Dance - Toys / Fairy</mark> <mark>Tales</mark>	Gymnastics <mark>Fitness</mark>	Yoga <mark>Net and Wall</mark>	Teambuilding and Parachute Games <mark>Dance - Animals / Under</mark> the Sea	Athletics Striking and Fielding / Net and Wall
Year 2	Multi Skills -Agility Balance Co- ordination (ABC) Games <mark>-Ball Skills / Cricket</mark>	Sending and Receiving <mark>Hockey</mark>	Gymnastics <mark>Invasion Games</mark>	Dance - Great Fire of London / Healthy Me Gymnastics / Yoga	Teambuilding and Parachute Games <mark>Net and Wall</mark>	Athletics Striking and Fielding
Year 3	Cricket <mark>Swimming</mark>	Gymnastics <mark>Swimming</mark>	Gymnastics / Yoga <mark>Swimming</mark>	Football <mark>Swimming</mark>	Basketball <mark>Swimming</mark>	Outdoor and Adventurous Activities / Athletics <mark>Swimming</mark>
Year 4	Basketball / Football Swimming	Hockey <mark>Swimming</mark>	Gymnastics <mark>Swimming</mark>	Dance - Samba / Greeks / Romans Swimming	Athletics Swimming	Outdoor and Adventurous Activities  Swimming
Year 5	Tag Rugby <mark>Fitness</mark>	Gymnastics Dance - Vikings	Gymnastics <mark>Hockey</mark>	Basketball / Football Yoga	Athletics <mark>Dance - Space Solar</mark> <mark>System</mark>	Outdoor and Adventurous Activities <mark>Tennis</mark>
Year 6	Cricket <mark>Fitness</mark>	Gymnastics Dodgeball / Football	Gymnastics <mark>Netball</mark>	<mark>Tennis</mark> Volleyball	<mark>Athletics</mark> Tag Rugby	Outdoor and Adventurous Activities <mark>Dance</mark>
				<mark>iss Teacher</mark> E Teacher		





EV	EYFS		Aut	umn	Spi	ring	Sum	nmer	Harizantal Links				
CY	<u> </u>		1 2 1 2 1 2						Horizontal Links				
	A1	I can start and stop on a given signal and follow instructions (HEAD)											
	A2	I can move freely into space and share space with others safely (HEAD)											
	А3	I can travel with confidence in a range of different ways (HANDS)											
	A4	I can change my speed when travelling (HANDS)							Literacy				
General	A5	I can copy individual and whole-body movements with some control and co- ordination (HANDS, HEAD)							Listening and following instructions, expressing ideas, communicating with others.				
	A6	I can recognise my own personal space and others space (HEAD)											
	A7	I can concentrate and listen to my teacher (HEART)							Personal, Social and Emotional development Working with a partner, understanding how to move safely around others and in different				
	A8	I can tell you some changes to my body during exercise (HEART)							spaces, opportunities to show individual and group performances to class, learning how to				
-	A9	I can work with others and take turns with equipment (HEART)							take turns.				
	A10	I can watch others work and talk about it (HEAD)							Maths				
	A11	I can talk about ways to keep healthy (HEART)							Counting numbers in games, travelling in different directions, recognising different				
	A12	I show preference for a dominant hand in different contexts (HANDS)							speeds, counting how many passes made etc., using counts of 8, measure distance form target using steps, creating shapes with their bodies.				
	A13	I can follow simple rules (HEAD)											
Games	A14	I can control an object by pushing, patting, throwing, rolling, catching or kicking it (HANDS)							Communication and Language				
Ğ	A15	I can play racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (HANDS)							Learning vocabulary (balance, stillness, direction target etc.), commentating on their own and others' performances.				
	A16	I can copy a range of different body shapes, steps and actions with control and co-ordination. (HANDS, HEAD)											
	A17	I can balance in a range of different ways (static or dynamic - when moving). (HANDS)							Expressive Arts and Design Exploring and understanding how to move safely as an individual, sharing thoughts and				
nce	A18	I can copy simple rolls with control. (HANDS)							feelings through dance and movements.				
nd da	A19	I can link individual and whole-body movements together. (HANDS, HEAD)											
tics aı	A20	I can handle small and/or low apparatus safely. (HANDS, HEAD)							Understanding the world Exploring equipment, exploring how the body				
<b>Gymnastics and dance</b>	A21	I can move on/off, under, over, along or through, up/down apparatus with control and accuracy (HANDS)							moves, different methods of transport, using the weather as stimulus for games.				
G	A22	I can jump in a range of different ways e.g. 5 types of jump (HANDS)											
	A23	I can bend my knees to land safely with control when jumping in different ways (HANDS)											
	A24	I can step up or down apparatus safely. (HANDS)											





Year 1		A	Aut		Spr		ım	Vertical		
Ye	ar 1	L	1	2	1		1	2	Links	Horizontal Links
	B1	I can move and stop safely (HEAD)								
_	В2	I can find space when on the move (HEAD)								
General	В3	I can move with control and care (HANDS, HEAD)								
9	В4	I can copy actions (HANDS, HEAD)								
	B5	I can use equipment safely. (HANDS, HEAD)								
	В6	I can use my dominant hand to throw accurately under arm. (HANDS)								
	В7	I can catch a large object with two hands (HANDS)								
	В8	I can throw and catch a chest pass with two hands (HANDS)								-
v	В9	l can kick a stationary ball (HANDS)								
Games	B10	I can stop a ball rolling towards me with my feet (HANDS)								
	B11	I can hit a stationary ball off the floor or a tee with a bat. (HANDS)								
	B12	I can hit a dropped ball after one/two bounces (HANDS)								
	B13	I can roll a ball from a seated position (HANDS)								
	B14	I can run to evade opponents (HANDS)								
	B15	I can make my body curled, tense, stretched and relaxed individually. (HANDS)								-
		I can control my body when travelling and balancing on the floor and low-level equipment. (HANDS)								
	B17	I can egg roll (HANDS)								
	B18	I can teddy bear roll (HANDS)								
Gymnastics	B19	I can curl, travel and balance in different ways. (HANDS)								
Gymr	B20	I can copy simple sequences and repeat them accurately (HANDS, HEAD)								
	B21	I can straight jump (HANDS)								
	B22	l can star jump (HANDS)								
	B23	I can hold the front support position (HANDS)								
	B24	I can hold the back-support position (HANDS)								
	B25	I can hold the half pike position on my back (HANDS)								
	B26	I can move safely in a space (HEAD)								
Dance	B27	I can move in time to music (HANDS, HEAD)								
	B28	I can copy and remember dance moves (HANDS, HEAD)								

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_			П	Aut	S	pr	Sı	ım		
Ye	ar 2	<u></u>	1	2	1	2	1	2	Vertical Links	Horizontal Links
	C1	I can copy and remember actions (HANDS, HEAD)	Г							
eral	C2	I can lift and carry equipment safely. (HANDS, HEAD)								
General	С3	I can change direction safely when moving at speed (HANDS)								
	C4	I can work on my own and with a partner (HEAD, HEART)								
	C5	I can use my dominant hand to consistently throw accurately under arm with increasing control. (HANDS)								
	C6	I can catch a small object with two hands (HANDS)								
	<b>C7</b>	I throw and catch a bounce pass with two hands (HANDS)								
	C8	I can copy the technique for an overarm one-handed throw with a small object (HANDS)								
Games	С9	I can kick a stationary ball towards my partner (HANDS)								
Ğ	C10	I can underarm hit a ball fed to me by my partner (HANDS)								
	C11	I can roll a ball from a kneeling Position on one knee (HANDS)	П							
	C12	I can use hitting, kicking and/or rolling in a game with increasing accuracy (HANDS)								
	C13	I can follow rules (HEAD)								
	C14	I can use one tactic in a game when attacking or defending (HEAD)								
	C15	I can star roll (HANDS)								-
	C16	I can rock and roll to standing (HANDS)								
	C17	I can tuck jump (HANDS)								
		I can half turn jump (HANDS)								
stics	C19	I can transfer my weight from front support to back support (HANDS)								
Gymnastics	C20	I can begin to take my weight on 4 points when travelling (HANDS)								
	C21	I can plan and perform a sequence of movements individually and with a partner (HEAD, HEART)								
	C22	I can give and receive feedback on a performance (HEAD)								
Dance	C23	I can dance with control and coordination (HANDS)								

C24	I can use dance to show a mood or feeling (HANDS)						
C25	I can change rhythm, speed, level and direction in my dance (HANDS)						
C26	I can add motifs to a set dance (HANDS)						

	ACADE	East Midlands Academy Trust								
Ye	ar 3		Aut	umn 2	Spr 1	ring 2	Su 1	mmer 2	Vertical Links	Horizontal Links
Se	D1	I can dribble, pass, receive and shoot a ball	1		1		1			
Invasion Games		with some control (HANDS)  I can move away from others into space to								
sion (	D2	help my team (HANDS)								
Inva	D3	I can track an opponent to slow them down when defending (HANDS)								
ρ0	5.4	I can use overarm and underarm throwing								
ieldin	D4	and catching skills (HANDS)  I am beginning to strike a bowled ball after								
Striking and Fielding	D5	one or no bounce with modified bat (HANDS)								
Strik	D6	I am able to bowl a ball towards a target (HANDS)								
Net & Wall Games	D7	I can return a ball to a partner with a racket (HANDS)								
& Wal	D8	I can use basic racket skills (HANDS)  I can accurately throw and catch a ball								
Net 8	D9	underarm with a partner (HANDS)								
	D10	I am understanding some tactics and using them in games (HEAD)								
mes	D11	I can identify when I was successful and use key words when giving feedback (HEAD)								
All Games	D12	I am beginning to understand the rules of games (HEAD)								
	D13	I can work well with others to self-manage games and I play these games fairly and honestly (HEART)								
	D14	I can create dance phases that communicate an idea (HANDS)								
ance	D15	I can create, remember and repeat dance phrases with a partner / small group using canon and unison (HANDS)								
Dar	D16	I can use dynamic and expressive qualities in relation to an idea (HANDS)								
	D17	I can work well with others when sharing ideas and show respect when watching performances (HEART)								
	D18	I can demonstrate a variety of rolls (straight / forward /barrel) and jumps (straight/tuck/star) (HANDS)								
Gymnastics	D19	I can complete actions with increased balance and control and choose actions that flow well together (HANDS)								
Gymn	D20	I am beginning to confidently use apparatus in sequences and move in unison with a partner (HANDS)								
	D21	I can recognise how performances can be improved and use key words to communicate this (HEAD)								
tics	D22	I can show good sprinting technique (HANDS)								
Athletics	D23	I can use different take-off and landings when jumping for distance and height (HANDS)								

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	D24	I can throw a variety of objects, changing my actions for accuracy and distance (HANDS)						
	D25	I can take part in a relay activity, remembering when to run (HANDS)						
	D26	I can record distances, numbers and times. I can identify when I /someone has been successful (HEAD)						
	D27	I understand why it is important to warm- up. I am able to work cooperatively within a group (HEART)						
ns	D28	I can follow and give instructions (HANDS)						
Outdoor and Adventurous	D29	I am developing map reading skills and can run during orienteering activities (HANDS)						
Adver	D30	I can plan and attempt to apply strategies to solve problems (HEAD)						
and	D31	I can reflect on when and why I was successful at solving challenges (HEAD)						
tdoor	D32	I can communicate ideas and listen to others (HEART)						
no	D33	I can work cooperatively with a partner (HEART)						
Swimming	D34	Use a range of swimming strokes with increased confidence and competence (HANDS)						
Swim	D35	Swim with increased confidence over distance (up to and beyond 25 metres) (HANDS)						





Ye	Year 4		Aut	umn	Spi	ring	Sum	mer	Vertical Links	Horizontal Links
			1	2	1	2	1	2		
me	E1	I can dribble, pass, receive and shoot with increasing control (HANDS)								
nvasion Games	E2	I can move into space to help my team keep possession in attack (HANDS)								
Invasi	E3	I can delay and help prevent opposition when defending (HANDS)								
Striking and Fielding	E4	I can use overarm and underarm throwing and catching skills with increased accuracy (HANDS)								
g and I	E5	I can strike a bowled ball with/without a bounce with modified bat (HANDS)								
Striking	E6	I can bowl a ball with some accuracy and consistency (HANDS)								
nes	E7	I can play a short continuous game (rally) (HANDS)								
Net & Wall Games	E8	I can use a range of basic racket skills and return to the ready position when defending (HANDS)								
Net &	E9	I can consistently throw and catch a ball underarm with a partner over a range of distances (HANDS)								
	E10	I can communicate simple tactics to help my team (HEAD) and can work well with others to manage a game (HEART)								
Games	E11	I can feedback on when I was successful and what I need to do to improve using key terminology (HEAD)								
AIIC	E12	I am understanding more rules of the game (HEAD) and play honestly and fairly (HEART)								
	E13	I can explain what happens to my body when I exercise (HEART)								
	E14	I can choose actions and dynamics in relation to a theme (HANDS)								
	E15	I can use simple motifs to structure dance phrases on my own / partner / small group (HANDS)								
Dance	E16	I can use changes in timing and spacing to develop a dance (HANDS)								
	E17	I can use counts to stay in time (HANDS)								
	E18	I can work well with others when sharing ideas and show respect when watching performances (HEART)								
stics	E19	I can safely perform a range of balances individually and with a partner (HANDS)								
Gymnastics	E20	I understand how body tension can improve the control and quality of movements (HANDS)								

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	E21	I can suggest ways to improve my own and others' performances (HEAD)						
	E22	I can explain what happens to my body when I exercise (HEART)						
	E23	I can demonstrate increased confidence when running for speed and distance (as well as in relays) (HANDS)						
	E24	I can jump for distance and height with increased control and balance (HANDS)						
Athletics	E25	I can demonstrate different throwing techniques with some accuracy and power (push/pull/fling) (HANDS)						
Athl	E26	I can identify when I was successful and ways to beat my personal best (HEAD)						
	E27	I understand how some jumps and throws are measured (and officiated)						
	E28	I can encourage others to do their best and show determination to improve my own personal bests (HEART)						
	E29	I can accurately follow and give instructions (HANDS)						
	E30	I can identify key symbols on a map and use a key to help navigate (HANDS)						
OAA	E31	I can plan and apply strategies to solve problems (HEAD)						
	E32	I can reflect on when and why I was successful (HEAD)						
	E33	I can communicate to work effectively with a partner and a small group (HEART)						
Swimming	E34	Swim with increased confidence over distance (up to and beyond 25 metres) (HANDS)						
Swim	E35	Use a range of swimming strokes with increased confidence and competence (HANDS)						





٧٠	or E	-	Aut	umn	Spi	ring	Sum	mer	Vertical Links	Horizontal Links
16	Year 5			2	1	2	1	2	vertical Liliks	110112011tai Liitks
mes	F1	I can dribble, pass, receive and shoot the ball with some control under pressure (HANDS)								
on Ga	F2	I can often make the right decision of who to pass to and when (HANDS)								
Invasion Games	F3	I can track an opponent and intercept when defending (HANDS)								
Striking and Fielding	F4	I am developing a wider range of fielding skills and starting to use these under some pressure (HANDS)								
ng and	F5	I am beginning to strike a bowled ball at varied height and speed (HANDS)								
Strikir	F6	I can bowl a ball with increased accuracy and consistency (HANDS)								
sames	F7	I am beginning to play cooperatively with a partner (HANDS)								
Net & Wall Games	F8	I am beginning to use a wider range of skills under some pressure (HANDS)	_							
Net &	F9	I can apply different skills to different game situations (HANDS)	_							
	F10	I know some of the positions I am playing and how to contribute when attacking and defending (HEAD)								
es	F11	I recognise my own and others' strengths and areas for development and suggest ways to improve (HEAD)								
All Games	F12	I understand rules of the game and can use them as an official (HEAD).								
⋖	F13	I can play honestly and fairly (HEART)								
	F14	I can lead a partner through a short warm-up and explain what happens to our body when we exercise (HEART)								
	F15	I can adapt the way I use actions, dynamics, relationships and space in my dance (HANDS)								
a) Ce	F16	I can apply fluency and control in my movements as well as showing a good sense of timing (HANDS)								
Dance	F17	I can choreograph dance phrases using different actions and dynamics (HANDS)								
	F18	I can suggest ways to improve my own and other people's work (HEAD) and lead a short warm up routine (HEART)								
Gymnast	F19	I can create and perform sequences using apparatus (as an individual and with a partner) (HANDS)								

	F20	I can show strength and flexibility to improve the quality of my performance (HANDS)					
	F21	I can use canon, matching and mirroring when performing with a partner and in a group (HANDS)					
	F22	I can work safely when learning and lead a partner through a short warm up (HEART)					
	F23	I can decide the best pace for different running events (sprints and endurance) (HANDS)					
	F24	I can perform a range of jumps showing increased technique (HANDS)					
Athletics	F25	I can show increased accuracy when throwing for distance (push/pull/fling and heave) (HANDS)					
Athle	F26	I can exchange a baton with increased confidence and technique (HANDS)					
	F27	I understand how power and stamina help athletes to perform in different Athletics events (HEART)					
	F28	I can take on the role of coach, official and timer when working cooperatively within a group (HEART)					
	F29	I can demonstrate speed within individual and team challenges (HANDS)					
	F30	I can orientate a map and use this to navigate around a course (HANDS)					
⋖	F31	I can reflect on when and how I was successful at solving challenges, looking for ways to improve (HEAD)					
OAA	F32	I can use my thinking skills to give ideas on a task strategy (HEAD)					
	F33	I can work effectively with a partner and a small group, sharing ideas and agreeing on strategies (HEART)					
	F34	I can be inclusive of others and share job roles in challenges (HEART)					





Va	Year 6		Aut	umn	Spr	ring	Sum	nmer	Vertical Links	Horizontal Links
10				2	1	2	1	2	Vertical Links	110112011tal Liliks
Se	G1	I can dribble, pass, receive and shoot the ball with increasing control under pressure (HANDS)								
Game	G2	I can create and use space to help my team when attacking (HANDS)								
Invasion Games	G3	I can use marking, tackling and intercepting when defending (HANDS)								
_	G4	I can quickly select and apply different actions and skills appropriate to the situation (HANDS)								
Striking and Fielding	G5	I can use a wider range of fielding skills in game situations (HANDS)								
ng and	G6	I can strike a bowled ball with increasing consistency (HANDS)								
Strikii	G7	I can start to perform the correct action for an overarm bowl (HANDS)								
Games	G8	I can use a wider range of skills under pressure in game situations (HANDS)								
Net & Wall Games	G9	I can play cooperatively with a partner (HANDS)								
Net	G10	I can select the appropriate action for the game situation (HANDS)								
	G11	I can use and explain some tactics and link them different playing roles within a game (HEAD)								
Games	G12	I can identify my own and others' strengths and areas for development and can suggest ways to improve (HEAD)								
All Ga	G13	I can use the rules of the game consistently as a player and official (HEAD) and play honestly (HEART)								
	G14	I can lead a small group in a short warm-up and understand different components of fitness (HEART)								
Dance	G15	I can perform dances safely using a prop, showing fluency, control and good timing (HANDS)								

	G16	I can refine the way I use actions, dynamics, space and relationships to improve my dance (HANDS)						
	G17	I can use appropriate language to evaluate my own and others' work (HEAD)						
	G18	I can work creatively and imaginatively on my own / partner / small group to choreograph (HEART)						
	G19	I understand what counterbalance and counter-tension is and can show this with a partner (HANDS)						
Gymnastics	G20	I can combine and perform actions, shapes and balances with control and fluency (HANDS)						
Gymn	G21	I can work safely and can use appropriate language to evaluate my own and others' work (HEAD)						
	G22	I can work collaboratively with others to create sequences and also lead a warm up (HEART)						
	G23	I can select and apply appropriate pace for a running event (sprint and endurance) (HANDS)						
	G24	I can show increased rhythm and coordination in my jumping (long and triple jump) (HANDS)						
Athletics	G25	I can show accuracy and good technique when throwing for distance (HANDS)						
At	G26	I can exchange a baton with success (on the move with hand reaching out) (HANDS)						
	G27	I can use key teaching points to help others improve their technique (HEAD)						
	G28	I can persevere to beat my personal bests, performing honestly and fairly (HEART)						
	G29	I can demonstrate speed and endurance within individual and team challenges (HANDS)						
nrous	G30	I can orientate a map efficiently and navigate around a course (HANDS)						
vent	G31	I can use critical thinking to form ideas (HEAD)						
Outdoor and Adventurous	G32	I can reflect on successes when solving challenges and alter my methods in order to improve (HEAD)				-		
Outdo	G33	I can be inclusive of others, sharing roles and am beginning to show leadership skills (HEART)						
	G34	I can share ideas within a group, selecting and applying the best methods to solve problems (HEART)						