



St Walburga's Catholic Primary School
Whole School Physical Education Scheme of Work



NATIONAL CURRICULUM

Early Learning Goal / EYFS Ages and Stages:

The main Early Years Outcomes are:

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Subject content Key Stage 1

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.

Pupils should be taught to:

- 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

Subject content Key Stage 2

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.

Pupils should be taught to:

- 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.

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

SPORTS BREAKDOWN FOR EACH YEAR GROUP FOR EACH TERM – INDOOR AND OUTDOOR SESSIONS

Indoor PE Coverage 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Listening Games (special awareness/ listening / control / moving energetically)	Dance	Gymnastics	Dance	Athletics	Gymnastics
1	Athletics	Bench ball	Dance	Gymnastics	Gymnastics	Dance
2	Dance	Athletics	Circuits	Gymnastics	Gymnastics	Gymnastics
3	Gymnastics	Dance	Table tennis	Athletics	Gymnastics Swimming 10 weeks	Dance Swimming
4	Athletics	Dance	Gymnastics	Dance	Gymnastics	Gymnastics
5	Dance	Athletics	Gymnastics	Swimming	Dance	Gymnastics
6	Dance	Athletics	Gymnastics	Gymnastics	Volleyball	Dance

Outdoor PE Coverage 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R		Throwing and catching (ball skills) Football	Balanceability (bikes)	Balanceability (bikes)	Balanceability (bikes)	Athletics Games hitting ball with bat
1	Football	Throwing and catching	Bat and ball	Athletics	Hockey	Jumping and skipping
2	Throwing and catching	Football	Netball	Bat and ball	Athletics	Football rounders
3	OAA	Football	Basketball	Y-Ball	Rounders	Athletics
4	Hockey	Netball	OAA	Athletics	Tennis	Cricket
5	Tag rugby	Spike Ball Netball	Swimming	Athletics / Health and Fitness circuits	OAA Bikeability with Steve	Tennis
6	Football	Netball	Tag rugby	Athletics / Health and Fitness circuits	Cricket	OAA

EYFS			
TERM	AUTUMN	SPRING	SUMMER
Topic	Me and my world Seasons Christmas in the past	Amazing Creatures Once Upon a Time	The Gruffalo and Friends
Professional sportsperson to discuss/research/refer to throughout the term	Diversity (dance) 	Sir Mark Cavendish (cyclist) 	Beth Tweddle (gymnastics) 
YEAR 1			
TERM	AUTUMN	SPRING	SUMMER
Topic	Grandma's Toys Winter Wonderland	Castles Twisted Tales	Explorers The great outdoors
Professional sportsperson to discuss/research/refer to throughout the term	Mo Farah (athletics) 	Amy Tinkler (gymnastics) 	Sam Quek (hockey) 
YEAR 2			
TERM	AUTUMN	SPRING	SUMMER
Topic	Paddington Bear Coming Home	Lost and Found Great Fire of London	Pirates Local Geography
Professional sportsperson to discuss/research/refer to throughout the term	Harry Kane (football) 	Max Whitlock (gymnastics) 	Jessica Ennis (athletics) 

YEAR 3			
TERM	AUTUMN	SPRING	SUMMER
Topic	Local Area Study Stone Age, Bronze Age and Iron Age	Stone Age, Bronze Age and Iron Age World Geography - Italy	Ancient Civilisations
Professional sportsperson to discuss/research/refer to throughout the term	Marcus Rashford (footballer) 	Paul Drinkhall (table tennis) 	Katarina Johnson-Thompson (athletics) 
YEAR 4			
TERM	AUTUMN	SPRING	SUMMER
Topic	Ancient Civilisations The Egyptians	South America Rainforest	The Romans
Professional sportsperson to discuss/research/refer to throughout the term	Ama Agbeze (netball) 	Alice Nicole Lavin (gymnast) 	Emma Raducanu (tennis) 
YEAR 5			
TERM	AUTUMN	SPRING	SUMMER
Topic	Earth and Space / Ancient Greece	China Anglo-Saxons	Rivers The Tudors
Professional sportsperson to discuss/research/refer to throughout the term	Jonnie Peacock (athletics) 	Louis Smith (gymnastics) 	Lucy Shuker (Paralympic tennis) 

YEAR 6			
TERM	AUTUMN	SPRING	SUMMER
Topic	Saxons and Vikings Natural Disasters	Golden Age of Baghdad Climate	Crime and Punishment Erosion Baghdad
Professional sportsperson to discuss/research/refer to throughout the term	Raheem Sterling (football) 	Owen Farrell (rugby) 	Heather Knight (cricket) 

GYMNASTICS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ACQUIRING AND DEVELOPING SKILLS IN GYMNASTICS PROGRESSION	Create a short sequence of movements.	Create and perform a movement sequence.	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Create a sequence of actions that fit a theme.	Create their own complex sequences involving the full range of actions and movements:
	Roll in different ways with control.	Copy actions and movement sequences with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Use an increasing range of actions, directions and levels in their sequences.	Use an increasing range of actions, directions and levels in their sequences.	travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
	Travel in different ways.	Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances. Move with coordination, control and care.	Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.	Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
	Stretch in different ways.	Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Use turns whilst travelling in a variety of ways.	Travel in different ways, including using flight.	Travel in different ways, including using flight.	Confidently use equipment to vault and incorporate this into sequences.
	Jump in a range of ways from one space to another with control.	Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Use a range of jumps in their sequences.	Improve the placement and alignment of body parts in balances.	Improve the placement and alignment of body parts in balances.	Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
	Begin to balance with control.	Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Begin to use equipment to vault.	Use equipment to vault in a variety of ways.	Use equipment to vault in a variety of ways.	
	Move around, under, over, and through different objects and equipment.	Carry out simple stretches.	Move with increasing control and care.	Create interesting body shapes while holding balances with control and confidence.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	
		Carry out a range of simple jumps, landing safely.		Begin to show flexibility in movements	Begin to develop good technique when travelling, balancing and using equipment.	Begin to develop good technique when travelling, balancing and using equipment.	
	Move around, under, over, and through different objects and equipment.						
	Begin to move with control and care				Develop strength, technique and flexibility throughout performances	Develop strength, technique and flexibility throughout performances	
The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. However, the Year group range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.							
ROLLS							

TRAVELLING AND LINKING ACTIONS PROGRESSION	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
	SHAPES AND BALANCES						
SHAPES AND BALANCES PROGRESSION	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support
	COMPETE/PERFORM						
COMPETE AND PERFORM PROGRESSION	Control my body when performing a sequence of movements. Participate in simple games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities , performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
	EVALUATE						
EVALUATE PROGRESSION	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances and use what they see to improve their own. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

	ATHLETICS						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	HEALTH AND FITNESS (GENERAL)						
HEALTH AND FITNESS (GENERAL) PROGRESSION	Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
	HEALTH AND FITNESS (KEY STAGE 2 STATIONS)						
HEALTH AND FITNESS (KEY STAGE 2 STATIONS) PROGRESSION				Use the fitness stations safely and know which body part they are working. Know how each station works and explain this to someone else. Be able to use the stations for increasing amounts of time.	Use the fitness stations safely and for specific periods of time. Know how each station works and explain this to someone else. Know which body part each station is working. Using a station, explain how to make the exercise easier or harder.	Use the fitness stations safely and for specific periods of time. Know which body part each station is working. Be able to identify the muscle group being worked on. Investigate the use of the stations and fit bit step counts. Achieve personal bests.	Use the fitness stations safely and for sustained periods. Be able to suggest different stations for working certain body parts. Be able to identify the muscle group being worked on and explain this to someone else. Investigate the use of the stations and fit bit step counts. Be able to write and plan an exercise program using the stations for specific goals such as for improvements in stamina.

	RUNNING						
RUNNING PROGRESSION	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog and sprint in a straight line. Change direction when jogging and sprinting. Maintain control as they change direction when jogging and sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action. Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Develop a fluent changeover. Speed up and slow down smoothly.	Identify their reaction times when performing a sprint start. Accelerate from a variety of different starting positions. Confidently and independently select the most appropriate pace for different distances and different parts of a run.	Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors Work as a team to competitively perform a relay.
	JUMPING						
JUMPING PROGRESSION	Jump in a range of ways, landing safely.	Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely with control.	Learn how to combine a hop, step and jump to perform the triple jump. Land safely with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Land safely and with control. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts.

	THROWING						
THROWING PROGRESSION	Roll equipment in different ways. Throw Underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws.
	COMPETE/PERFORM						
COMPETE AND PERFORM PROGRESSION	Control their body, when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	EVALUATE						
EVALUATE PROGRESSION	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.

	DANCE						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ACQUIRING AND DEVELOPING SKILLS IN DANCE PROGRESSION	Join a range of different movements together.	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.
	Change the speed of their actions.	Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.
	Change the style of their movements.	Vary the speed of their actions.	Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Use dramatic expression in dance movements and motifs.
	Create a short movement phrase which demonstrates their own ideas.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Compose longer dance sequences in a small group.	Develop an awareness of their use of space.	Demonstrate strong and controlled movements throughout a dance sequence.
		Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif.	Perform with some awareness of rhythm and expression.	Demonstrate precision and some control in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Combine flexibility, techniques and movements to create a fluent sequence.
			Move in time to music.		Begin to vary dynamics and develop actions and motifs in response to stimuli.	Use transitions to link motifs smoothly together.	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
			Improve the timing of their actions.		Demonstrate rhythm and spatial awareness.	Improvise with confidence, still demonstrating fluency across the sequence.	Show a change of pace and timing in their movements.
					Change parts of a dance as a result of self-evaluation.	Ensure their actions fit the rhythm of the music.	Improvise with confidence, still demonstrating fluency across their sequence.
					Use simple dance vocabulary when comparing and improving work.	Modify parts of a sequence as a result of self and peer evaluation.	Demonstrate consistent precision when performing dance sequences.
						Use more complex dance vocabulary to compare and improve work.	

ACQUIRING AND DEVELOPING SKILLS IN DANCE PROGRESSION							Modify some elements of a sequence as a result of self and peer evaluation.
							Use complex dance vocabulary to compare and improve work.
	COMPETE/PERFORM						
COMPETE AND PERFORM PROGRESSION	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	EVALUATE						
EVALUATE PROGRESSION	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

	GAMES						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	HITTING AND STRIKING A BALL						
HITTING AND STRIKING A BALL PROGRESSION	Hit a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
	THROWING AND CATCHING A BALL						
THROWING AND CATCHING A BALL PROGRESSION	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow).	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game

	TRAVELLING WITH A BALL						
TRAVELLING WITH A BALL PROGRESSION	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively
	PASSING A BALL						
PASSING A BALL PROGRESSION	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
	POSSESSION						
POSSESSION PROGRESSION				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
	USING SPACE						
USING SPACE PROGRESSION	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
	ATTACKING AND DEFENDING						
ATTACKING AND DEFENDING PROGRESSION	Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking	Begin to use and understand the terms attacking and defending. Use at least one technique to attack	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a

		a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	or defend to play a game successfully.		Use fielding skills as an individual to prevent a player from scoring.	as a team to prevent the opposition from scoring.	team to develop fielding strategies to prevent the opposition from scoring.
	TACTICS AND RULES						
TACTICS AND RULES PROGRESSION	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
	COMPETE/PERFORM						
COMPETE/PERFORM PROGRESSION	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	EVALUATE						
EVALUATE PROGRESSION	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

	OUTDOOR ADVENTUROUS ACTIVITIES (OAA)						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	TRAILS						
TRAILS PROGRESSION				Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
	PROBLEM SOLVING						
PROBLEM SOLVING PROGRESSION				Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
	PREPARATION AND ORGANISATION						
PREPARATION AND ORGANISATION PROGRESSION				Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow.

					Plan and organise a trail that others can follow	Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
	COMMUNICATION						
COMMUNICATION PROGRESSION				Communicate with others.	Communicate clearly with others. Work as part of a team	Communicate clearly and effectively with others. Work effectively as part of a team.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills
	COMPETE/PERFORM						
COMPETE/PERFORM PROGRESSION				Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.
	EVALUATE						
EVALUATE PROGRESSION				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.