



Upper Nidderdale Primary Federation

Physical Education

Intent, Implementation and Impact

Long Term Plans & Progression

EYFS, KS1 and KS2 - updated September 2025



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Physical Education

Intent

For many pupils, Physical Education (PE) will be the first and only place where they are taught safe, efficient, intelligent movement. In PE, pupils are also taught important health related knowledge to help them to make informed decisions about how to live a healthy, active lifestyle.

(Levelling the Playing Field: The Physical Education Subject Report - Ofsted September 2023)

This report has been used to inform the direction of this intent and implementation.

The golden threads referred to throughout this intent, are used as the basis of each teaching unit. The prior, essential knowledge is assessed first, then there is an opportunity for children to be taught so that gaps and misconceptions are addressed before new knowledge and skills are taught. There is time on the timetable to ensure that pupils that need pre teaching and post teaching to keep up, have the opportunity to do.

Physical Education

Intent

At The Upper Nidderdale Primary Federation , we aim to develop pupils who will be physically active and can flourish in a range of different physical activities. It is important note that PE is beyond physical activity, it includes a vast body knowledge including physiology, psychology and sociology. PE brings the knowledge from these different disciplines together in order to give pupils the opportunity to apply them confidently and competently.

(Ofsted PE Research Review – March 2022)

At The Upper Nidderdale Primary Federation, children will engage up to 2 hours of physical activity a week.

The aim of PE at The Upper Nidderdale Primary Federation is not for our children to become elite athletes; instead it is to enable children to flourish at each stage of their education. Research shows developing competence ('the capacity of a pupil to interact with a given environment as a result of prolonged learning, to thrive in their phase at school') is positively associated with motivation.

Physical Education

Intent

The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to improve their own personal performance and in some cases to achieve exceptionally high levels of performance;
- Have and maintain high levels physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Our Sports Leaders will take responsibility for promoting participation in games and activities at playtimes as well as supporting pupils at sporting events such as Sports Day.
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

Physical Education

Implementation

At The Upper Nidderdale Primary Federation, we employ a specialist PE teacher across the federation to ensure consistently high-quality PE education for all our pupils. We ensure that all pupils receive;

- A cycle of lessons which carefully plans for progression and depth;**
- Opportunities to participate in competitive sport;**
- Gain a wide range of sporting experience, including; visits, outdoor education and residential visits.**
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice.**
- A good development and understanding of sportsperson ship.**

We recognise the importance of verbal recall in PE lessons to check what pupils already know. Staff begin lessons by asking pupils to check the quality of the knowledge that they remember (substantive/declarative).

Staff also check the procedural knowledge that the children can physically demonstrate e.g. checking that pupils can recall the key points for a successful chest pass in netball and giving pupils the opportunity to physically demonstrate their level of competence before moving on.

Physical Education

Impact:

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;**
- A celebration of learning for each term which demonstrates progression across the school;**
- Tracking of gains in each quiz;**
- Pupil discussions about their learning;**
- Video assessment recorded of pupil assessment at the end of each unit, then assessed and moderated (twice a year).**

Different Types of Knowledge in PE

Knowledge in Physical Education

In 2023 Ofsted Subject Report into PE, it was noted that in PE, sometimes the pedagogical approaches selected are not always well matched to pupils' prior learning. It also reported that 'too often teaching is not quickly adapted in response to pupils' misconceptions and gaps in knowledge. This means that too many pupils do not have the secure foundational knowledge they need in order to meaningfully participate in lessons and meet ambitious outcomes. Pupils are often expected to learn knowledge rapidly and demonstrate success with very little purposeful practice and feedback to help them to improve.'

The report went on to say, that staff need to regularly check pupils' understanding and respond to any gaps in knowledge and misconceptions that they identify. This might include practicing knowledge that has been taught previously but not securely learnt so that gaps do not widen.

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The key skills, concepts and behaviours of the KS1 Physical Education curriculum are considered in terms of the following:

<u>Psychomotor</u> Domain – the <u>doing</u> physical being: • Physically competent • Growth and development • Physically Active • Competitive	<u>Cognitive</u> Domain – the <u>thinking</u> physical being: • Decision maker • Analytical – deep understanding • Confident • Tactician • Creativity • Resilience • Independent Learner • Desire to Improve • Decision making and tactics • Applying skills and knowledge • Predict and judge outcomes	<u>Affective</u> (Social / Emotional) Domain – the <u>feeling</u> physical being: • Involvement and engagement • Attitude and motivation • Confident • Character, values e.g. fair play and honesty • Teamwork and collaboration • Communication • Inclusion • Leadership • Empathy and supporting others • Responsibility • Competing with and against others • Physically active habits and healthy lifestyle • Personal safety • Celebrate success
<u>Doing (Hands)</u> Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) Develop competence Perform dances using simple movement patterns	<u>Thinking (Head)</u> Apply skills Develop simple tactics for attacking and defending Develop competence Develop confidence	<u>Feeling (Heart)</u> Become increasingly competent and confident Cooperate with others Access a broad range of opportunities

Progression in Cognitive Domain
Thinking (Head)

	Reception	Year 1	Year 2
	I can: - describe how my body feels when still and when exercising - move confidently in different ways - begin to use skills I have learnt - talk about my performance in activities and describe what I am doing - observe and copy others - follow simple instructions - move around a space safely working on a simple task	I can: - describe how my body feels before, during and after exercise - understand that we need to warm up and cool down our bodies before and after exercise - understand why exercise is good for me - explore different movements - begin to apply skills I have learnt to an activity or link two or more movements together to make a sequence - describe simple tactics and skills I can use in games - talk about my performance in activities and name some things I am good at and begin to say how I could improve - observe and describe what others are doing - understand and follow simple rules - carry and place equipment safely	I can: - recognise and describe things that happen to the body during exercise - begin to take some responsibility for warming up and cooling down - choose and apply skills with control to suit the game or situation - understand simple tactics for attacking and defending - create my own games and create my own rules - compare and develop my skills / performance - recognise similarities and differences in performance and I can explain why someone is performing or working well - say how I might use what others do to improve my own ability - begin to order and follow instructions - show how to take part in lessons safely

	Reception	Year 1	Year 2
Progression in Cognitive Domain Feeling (Heart)	I can: - enjoy working on simple tasks with help - enjoy performing simple movements - understand differences between winning and losing - work in small groups of 2 or 3 - play with others and take turns and share equipment and space with others - assist classmates with their work in PE - be aware of the changes to the way I feel when I exercise	I can: - enjoy working on simple tasks by myself - respond positively to winning and losing in different situations - work sensibly with others, taking turns and sharing - be aware of others - show an understanding of why physical activity is fun and makes me feel good	I can: - communicate how I feel and explain my actions - try several times, if at first I don't succeed and I ask for help where appropriate - encourage respect and help classmates - work in small groups up to 4 people - help, praise and encourage others in their learning - explain why I need to stay healthy and begin to understand the short term effects of exercise

The key skills, concepts and behaviours of the KS2 Physical Education curriculum are considered in terms of the following:

<u>Psychomotor</u> Domain – the <u>doing</u> physical being: • Physically competent • Growth and development • Physically Active • Competitive	<u>Cognitive</u> Domain – the <u>thinking</u> physical being: • Decision maker • Analytical – deep understanding • Confident • Tactician • Creativity • Resilience • Independent Learner • Desire to Improve • Decision making and tactics • Applying skills and knowledge • Predict and judge outcomes	<u>Affective</u> (Social / Emotional) Domain – the <u>feeling</u> physical being: • Involvement and engagement • Attitude and motivation • Confident • Character, values e.g. fair play and honesty • Teamwork and collaboration • Communication • Inclusion • Leadership • Empathy and supporting others • Responsibility • Competing with and against others • Physically active habits and healthy lifestyle • Personal safety • Celebrate success
<u>Doing (Hands)</u> Develop a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination) Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges	<u>Thinking (Head)</u> Apply a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination) Link skills to make actions and sequences of movement Learn how to evaluate and recognise their own success Compare and improve performances with previous ones Apply basic principles suitable for attacking and defending	<u>Feeling (Heart)</u> Enjoy communicating, collaborating and competing with each other Work both individually and within a team

Progression in Cognitive Domain Thinking (Head)

	Year 3	Year 4	Year 5	Year 6
	I can: - recognise and describe the effects of exercise on the body. - select and apply a range of skills with good control and consistency - perform a range of movements with good body posture - explain a variety of simple tactics to attack or defend - make up my own rules and versions of activities - explain what I am doing well and have begun to identify areas for improvement and can challenge myself to improve - describe how my performance has improved over time - Watch, describe and evaluate the effectiveness of a performance. - Follow instructions and ask for help if needed - Understand working safely.	I can: - demonstrate knowledge and understanding of the reasons for warming up and cooling down - describe how the body reacts at different times and how this affects performance - adapt an activity and make it more difficult and exciting - link actions and can develop sequences of movements that express my own ideas - demonstrate the difference between roles in team games - explain rules of different games and activities - understand ways (criteria) to judge performance and identify specific parts to continue to work upon - watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary	I can: - describe and explain the changes in my body when exercising - recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents - respond imaginatively to different situations - adapt and adjust my skills, movements or tactics so they are different from or in contrast to others and explain how these will benefit the overall outcome - use combinations of skills confidently in sport specific contexts - perform a range of skills fluently and accurately in practice situations - have a clear idea of how to develop my own and others work - choose and use criteria to evaluate own and others' performance - explain why I have used particular skills or techniques, and the effect they have had on my performance	I can: - lead warm-ups and cool downs safely and effectively - explain what is happening to my body when I exercise, using the correct vocabulary for parts of the body and muscle names - describe different positions in games and activities - name different equipment used in different activities - describe different tactics used in games - read and react to different game situations as they develop - effectively disguise what I am about to do next - use variety and creativity to engage an audience - effectively transfer skills and movements across a range of activities and sports - perform a variety of skills consistently and effectively in challenging or competitive situations - comment on my performance and that of my peers

	Year 3	Year 4	Year 5	Year 6
Progression in Cognitive Domain Thinking (Head)		I can: - modify my use of skills or techniques to achieve a better result - show some independence in making decision related to my work - explain how to work safely in lessons and can give examples	I can: - begin to give others useful feedback during lessons - accept feedback and learn from it - explain how to use and interpret rules fairly - explain some safety principles when preparing for and during exercise	I can: - advise and help others in their techniques and skills in activities - review, analyse and evaluate my own and others' strengths and weaknesses - understand a wide range of rules and have begun to officiate small sided games - describe different safety aspects of PE lessons

Progression in Cognitive Domain
Feeling (Heart)

	Year 3	Year 4	Year 5	Year 6
	I can: - enjoy communicating, collaborating and competing with others - know where I am with my learning and I have begun to challenge myself - show and understand the concept of sportsmanship - work both individually and within a team - show patience and support others, listening well to them about our work - happily show others and tell them about my ideas - give reasons why PE is good for my health	I can: - cope well and react positively when things become difficult - persevere with a task and can improve my performance with regular practice - understand feelings and how they can influence performance in PE lessons - understand and follow rules of games and follow them fairly - cooperate with others, giving helpful feedback to ensure they improve - work in small teams and groups of up to 6 people - help to organise roles and responsibilities and guide a small group through a task - describe both short and long term effects of exercise on my body - explain how I will know that my fitness levels are improving	I can: - see all new challenges as opportunities to learn and develop - recognise my strengths and weaknesses and can set myself appropriate targets - explain how to use and interpret rules fairly - celebrate success appropriately - give and receive sensitive feedback to improve myself and others - negotiate and collaborate appropriately - effectively lead my group, supporting others - know and understand the importance of leading a healthy active lifestyle	I can: - create my own learning plan and revise that plan when necessary - accept critical feedback and make changes - demonstrate a growth mindset when finding tasks difficult, remaining resilient - show sportsmanship across all activities and understand the feelings associated with winning and losing - understand the feelings of others when in PE lessons - work in teams of different sizes up to 8 people - effectively lead my group involving others and motivating those around me to perform better - explain how individuals need different types of and levels of fitness to be more effective in their activity / role / event - understand ways I can become healthier - know and understand the benefits if a balanced lifestyle

Physical Education Knowledge

Substantive Knowledge

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary Knowledge

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

SEND

Adaptions in

PE

SEND Adaptations

At the Upper Nidderdale Primary Federation, provision and assessment is adapted to meet the needs of pupils with SEND.

This may involve making adaptations such as the colour/size of equipment, or by providing additional time during the sequences of activity or games. The curriculum will never artificially limit what SEND pupils achieve.

During the teaching of PE, discrete conversations are made to adjust enabling adaptations directly with children and are not treated as a homogenous group.

SEND Adaptions for PE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Understanding how a sport/game is played in PE. E.g. how to play dodgeball. Pupils with ASD may struggle with rule changes during PE games/activities. Being able to tally up scores in a competitive game e.g. rugby.	Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing. Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson. Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Real PE of games/activities being performed. If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question. Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing 'flip sheet scores' that the children can turn over to reveal their new score. E.g. 5, 10, 15 to keep track of points earned from scoring a try in rugby.	Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning. Children might struggle to communicate their thoughts/feelings in an appropriate manner.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, "I enjoyed their gymnastics performance because _____. To improve next time, they could _____." Stem sentences could be displayed on the projector in the hall/on A3 sheets of paper. Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.' Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window. If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a lanyard available with emotion cards on that they can use to signal when they are becoming annoyed/upset/overwhelmed etc. Staff to then support co-regulation.

SEND Adaptions for PE

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Fine motor skills/physical difficulties. Children with a visual impairment may find it difficult to view text/images/maps (orienteering). Children might find PE lessons overwhelming (noise/sight) which could lead to sensory overload. Consider whether activities are appropriate for wheelchair bound pupils/pupils with physical disabilities such as leg splints.	Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require larger sized balls (netball instead of tennis ball to ensure children can physically catch the ball). Real PE identifies ways to differentiate activities for SEND learners. Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Ensure that children have access to regular classroom aids such as ear defenders to mitigate noise. Provide children with fidget toys as usual throughout the lesson to ensure that children do not fidget with PE equipment as an alternative. E.g. provide a sensory squish ball to ensure that children to not begin to throw/bounce a tennis ball. Always follow recommendations on time limits of PE lessons provided by medical professionals/occupational therapists. If a child can only partake in 15 minutes of a PE session at a time, provide an alternative, PE based activity for them to do to ensure that they are still receiving QFT. E.g. Become a referee after 15 minutes.	Low self-esteem in PE ability. Difficulties with social skills may result in children finding teamwork challenging. Distress caused by exposure to unfamiliar environments during sports competitions.	Make use of learning objectives which focus upon the specific PE skill and not the finishing result/score. E.g. focus upon the dribbling skills of a player rather than the final score of a football patch. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. If children become withdrawn/upset/angry in PE lessons, have an alternative job pre-planned that enables children to remain in the lesson. For example, children could switch to the role of referee. Carefully consider which children are placed in a group together to ensure that children are placed with accepting, patient and encouraging teammates. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time. Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.

SMSC and British Values in PE

PE → SMSC Links

Spiritual

- Reflecting and critiquing their own and others performances.
- Develop motivation and perseverance to develop new skills.
- Use imagination and creativity in their learning.

Moral

- Promote fair play and team work.
- Promote the qualities of good sportsmanship
- Promote trust of peers through team work.
- Understand fair play, code of conduct and self-discipline.

Social

- Promote sports leaders.
- Peer mentoring.
- Encourage cross-curricular involvement.
- Encourage team spirit.
- Use of lunch time play leaders.

Cultural

- Learn about international sportspeople and the developments of sports in different countries.
- Learn about relevant sporting events as they happen such as The Olympic Games and The World Cup.
- Explore and respect a variety of cultural dances such as the Haka.

PE → Fundamental British Values

Democracy

- Take into account the views of others in teams/groups.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class and games rules during PE lessons for the benefit of all.

Individual Liberty

- Work within boundaries to make safe choices in physical activities.
- Make own choices with regard to participation and challenging activity.

Tolerance

- Experience and talk about sport/dance from different cultures and religious beliefs linked to whole school themes.
- Use dance to learn about different faiths and cultures around the world.

Mutual Respect

- To behave appropriately to allow all participants the opportunity to take part effectively.
- Review each other's work respectfully.
- Work together in groups/teams, helping and advising others.
- Experience different festivals, traditions and celebrations through dance and sport.

Physical Development Progression in EYFS

EYFS

Physical Development

In the 2023 Ofsted subject report into Physical Education, it was highlighted that some children in Reception were not given enough time for regular and specific high quality instruction, practice and feedback.

The report stated that children in Reception class were often given the opportunity to 'be physically active and to 'do' physical activity, but there were not enough opportunities to receive explicit teaching they needed to improve the quality of their movement.

At The Upper Nidderdale Primary Federation, Physical Development (PD) is taught explicitly, with next steps planned for children that need more support.

Progress is assessed and mapped out using the Physical Development statements from Development Matters and ELGs. This means that there is cumulative and sequential build up of skills for Physical Development in EYFS. Pupils are given time for regular and specific high-quality instruction, practice and feedback. This is needed to improve the quality of their movement.

Pupils in EYFS are given opportunities to learn and refine their FMS (fine motor skills) in Reception and beyond if needed.

Physical Development Three and Four Year Olds
1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
2. Go up steps and stairs, or climb up apparatus, using alternate feet.
3. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
4. Use large muscle movements to wave flags and streamers, paint and make marks.
5. Start taking part in some group activities which they make up for themselves, or in teams.
6. Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.
7. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow bricks.
10. Use one handed tools and equipment, for example making snips in paper with scissors.

Physical Development Three and Four Year Olds
11. Use a comfortable grip with good control when holding pens and pencils.
12. Show a preference for a dominant hand.
13. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips.

Physical Development Children in Reception

1.Revise and refine the fundamental movement skills they have already acquired;

- **Rolling**
- **Crawling**
- **Walking**
- **Jumping**
- **Running**
- **Hopping**
- **Skiping**
- **Climbing**

2. Progress towards a more fluent style of moving, with developing control and grace.

3. Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

4. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.

5.Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.

Physical Development Children in Reception

6. Combine different movements with ease and fluency.

7. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

8. Develop overall body strength, balance, co-ordination and agility.

9. Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.

10. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

11. Develop the foundations of a handwriting style which is fast, accurate and efficient.

12. Further develop the skills they need to manage the school day successfully;
***Lining up and queuing**
***Mealtimes**

Physical Development ELGs
Gross Motor Skills
1.Negotiate space and obstacles safely, with consideration for themselves and others.
2. Demonstrate strength, balance and co-ordination when playing.
3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development ELGs
Fine Motor Skills
1. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
2. Use a range of small tools, including scissors, paintbrushes and cutlery.
3. Begin to show accuracy and care when drawing.

Golden Threads and Progression in Games (EYFS and KS1)

	Reception	Year 1	Year 2
Skills and Knowledge leading to playing games	I know how to travel therefore I can: - move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. - I can experiment in traveling in different directions such as backwards and sideways - experiment with different ways of moving - negotiates space successfully adjusting speed or changing direction to avoid obstacles	I know how to travel in different ways therefore I can: - use different ways of travelling in different directions or pathways - run at different speeds and begin to use space in a game - combine travelling movements with simple defensive skills such as marking a player or defending a space - combine travelling movements with simple attacking skills such as dodging to get past a defender - combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency	I know how to travel with control and fluency and therefore I can: - use different ways of traveling with increasing speed and agility - 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

	Reception	Year 1	Year 2
Skills and Knowledge leading to playing games	I know how to use a ball and therefore I can: - roll and receive a ball individually and with a partner - pass a ball around different body parts - pat and bounce a ball downwards - individually throw and catch a ball high and low - throw and catch a small ball and bounce it downwards - aim at a target, individually and with a partner - kick and dribble a ball	I know how to use a ball and therefore I can: - demonstrate coordination when passing a ball around different parts of the body - bounce and pat bounce a ball with a degree of control - dribble a ball with control I know how to use a bat and	I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can: - demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: • show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction • show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move - demonstrate passing and receiving skills when under pressure - understand and demonstrate striking, passing and receiving with a partner using a range of apparatus -understand and use 'beat your own record' activities to put skills under pressure and improve performance

	Reception	Year 1	Year 2
Skills and Knowledge leading to playing games	I know how to use bats and balls and therefore I can: - push a ball along the ground, with a hand or bat, forwards and in different directions - balance a ball on a bat when standing still and then when walking around - bounce a ball downwards and upwards with the hand and then with a bat - hit a ball along the ground with a hand and then with a bat - hit a ball along the ground to a partner - move to get in line with a ball when receiving it - play aiming games in twos using bats and balls I know how to use ropes, hoops and quoits and the	I know how to use a bat and ball and work with a partner and therefore I can: - steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms - balance a ball on a bat when standing still or walking - hit a ball with a bat, upwards and downwards with some control - send a ball along the ground and through the air for a partner to catch or receive	I know how to play group games and invent rules and therefore I can: - identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass - understand and use simple tactics e.g. passing at different angles to outwit an opponent - understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball - play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills - play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game - understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)

	Reception	Year 1	Year 2
Skills and Knowledge leading to playing games	I know how to use ropes, hoops and quoits and therefore I can: - travel around and over skipping ropes when they are laid out in different shapes on the floor - use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge - hula hoop around different body parts - roll the hoop along the ground - use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching - pass the quoit around different parts of the body	I know how to use ropes, hoops and quoits and therefore I can: - travel around and over skipping ropes when they are laid out in different shapes on the floor - use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge - hula hoop around different body parts - roll the hoop along the ground - use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching - pass the quoit around different parts of the body. I know how to skip and therefore I can: - show skipping with a rope I know how to play simple gam	

	Reception	Year 1	Year 2
Skills and Knowledge leading to playing games	I know how to play small sided games and therefore I can: - follow simple rules	I know how to play simple games and therefore I can: - follow simple rules to play games, including team games. - play safely with a partner in running games and when using equipment - send a ball in various ways to play individual target games or target games with a partner - aim consistently between, into, at or over a variety of targets using a range of small equipment - play aiming games cooperatively with a partner and 'keep the score' - practice and develop my sending and receiving skills in cooperative games with a partner -- use steering, hitting along the ground and hitting through the air to play individual and cooperative target games	I know how to play group games and invent rules and therefore I can: - identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass - understand and use simple tactics e.g. passing at different angles to outwit an opponent - understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball - play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills - play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game - understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)

Golden Thread and Progression in Games (KS2)

	Year 3	Year 4	Year 5	Year 6
Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	I know how to use and select travelling movements in a game, therefore I can: - change direction and speed with control and coordination - move to find space - travel with equipment keeping possession	I know how to combine travelling skills with strategies for attacking and defending, therefore I can: - move into space - move and signal to obtain possession - move with equipment using a range of techniques showing control a	I know how to apply and combine footwork and travelling skills to all games, therefore I can: - use width and depth changing direction and speed - use skills such as dodge and weave to create an advantage over my opponents - understand the footwork rules for specific sports, for example netball, basketball - travel with equipment combining skills, for example dribble and shoot	I know how to select and apply footwork and travelling skills to all games, therefore I can: - apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, - move at different speeds and in different directions and transfer this into a game scenario - move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction

	Year 3	Year 4	Year 5	Year 6
Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can: - accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) - demonstrate control when dribbling, passing and receiving with feet - signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) - pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch - play with confidence in various small g	I know how to use and apply invasion games skills, therefore I can: - play confidently in small sided invasion games using various formations - use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score - understand how to dodge, mark, signal for the ball and intercept - play within the rules - recognise aspects that need improving	I know how to use, apply and vary invasion games skills, therefore I can: - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting - understand and show how a team can retain possession and find ways of progressing towards an opponent's goal - know how to mark an opponent effectively and defend a goal - demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - carry, bounce and dribble the ball in a controlled manner whilst moving - find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game	I know how to select and apply invasion games skills, therefore I can: - understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation - play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal - know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting - understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games

	Year 3	Year 4	Year 5	Year 6
Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	I know how to use skills focusing on net/wall games, therefore I can: - strike a ball with reasonable control and accuracy at a target or over a net - select and use appropriate basic shots in different situations - understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent - play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games - know and use the rules and keep games going without dispute	I know how to use and apply net/wall games skills, therefore I can: - use a bat to strike a ball with a degree of accuracy and control - throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions - aim a ball over a barrier to land in spaces on the other side - understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots - understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3)	I know how to use, apply and vary net and wall games skills, therefore I can: - play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles - recognise where there are spaces on an opponent's court and try to hit into them - recognise which things they need to practice more - understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3)	I know how to select and apply net and wall games skills, therefore I can: - play a variety of shots with intent when striking a ball after one bounce or on the volley - direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it - evaluate the effectiveness of a shot and suggest ways of improving - work cooperatively as a team in twos or small groups to create rules and play them - play a range of small sided net/wall games and apply basic common principles for attack and defense across the activities.

	Year 3	Year 4	Year 5	Year 6
Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	I know how to use skills focusing on striking and fielding games, there I can: - strike a ball with confidence and control and direct it accurately into a simple target area - receive the ball from one direction and throw or strike it away in another direction - understand and identify good striking and fielding techniques - make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder - combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball - understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper	I know how to use and apply striking and Fielding games skills, therefore I can: - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) - strike a ball along the ground or through the air in different directions with control - understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it - combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies	I know how to use, apply and vary striking and fielding games skills, therefore I can: - use a rounders bat or a cricket shaped bat with confidence - strike and throw the ball with reasonable accuracy and consistency - bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) - understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder - play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles	I know how to select and apply striking and fielding games skills, therefore I can: - know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds - bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases - field the ball and return it with an overarm throw - know when to run after hitting a ball - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters

Golden Thread and Progression in Gymnastics (EYFS & KS1)

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I know the basic gymnastics shapes, therefore I can: - recognise and perform the basic shapes on the floor - straight, star, tuck, pike, straddle and dish and arch - perform the shapes on low apparatus and on high apparatus	I know gymnastics shapes, therefore I can: - perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels - perform the shapes on low apparatus and on high apparatus	I know and understand how to perform different balance in gymnastics, therefore I can: - take weight confidently on my hands to lift my feet high (bunny hop) - take weight on hands and feet to perform a front support, back support or side support - understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground - travel underneath a partner who is holding a balanced position - understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels

Skills and Knowledge leading to gymnastics

	Reception	Year 1	Year 2
	I know how to travel, therefore I can: - use space safely - both personal and general space - - travel in different directions on the floor – forwards, backwards, sideways, up and down - recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly - travel on feet on the floor in different ways – hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding - explore travelling in different ways on hands and feet - identify and use different body parts to travel on the floor	I know different ways to travel in gymnastics, therefore I can: - demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping - hop and bounce in different directions, forwards, sideways and backwards - travel showing long and narrow, wide and short shapes - know and use a variety of ways of travelling in a curled-up shape - make a simple shape for a partner to step over or travel underneath - perform these travelling movements on low and high apparatus	I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore I can: - show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus - plan and link together two or three movements showing control and coordination - understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand - compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction - perform a simple sequence with a partner - understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions - show an understand of different curves and levels - understand and identify appropriate movements to travel along different shaped pathways - select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end) - observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements - understand and show a variety of controlled jumps e.g. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet -Understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed. -Link together a turning movement in the air with a turning or spinning movement on the floor using a jump. -understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it.

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I know how to travel, therefore I can: - use space safely - both personal and general space - - travel in different directions on the floor - forwards, backwards, sideways, up and down - recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly - travel on feet on the floor in different ways - hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding - explore travelling in different ways on hands and feet - identify and use different body parts to travel on the floor	I know different ways to travel in gymnastics, therefore I can: - demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping - hop and bounce in different directions, forwards, sideways and backwards - travel showing long and narrow, wide and short shapes - know and use a variety of ways of travelling in a curled-up shape - make a simple shape for a partner to step over or travel underneath - perform these travelling movements on low and high apparatus	

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I know how to jump, therefore I can: - travel along the floor and low apparatus using one foot to two feet jumping - know and understand how to jump, land and sink down safely	I know different ways to jump in gymnastics therefore I can: - understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor - bounce using feet in different combinations and repeat a pattern of movements on the floor - jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor - understand high and low level and link two jumps with a low level movement	

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I know how to balance, therefore I can: - recognise different body parts to balance on, both on the floor and low apparatus	I know different ways to balance in gymnastics, therefore I can: - understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor - balance upon large body parts and know how to make the shape of the balance on the floor - show a variety of wide and narrow balances on the floor - perform the balances on low apparatus I know how to roll in gymnastics, therefore I	

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I can combine gymnastics skills in shape, travel and balance, therefore I can: - show curled up / stretched balances on different body parts on the floor and low apparatus - travel in different curled up / stretched positions - travelling stretched out high - away from the ground / low apparatus and stretched out low - as close to the ground / low apparatus as possible - travel along the floor and low apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts)	I know how to roll in gymnastics, therefore I can: - understand and show which parts of the body can be used for spinning or rocking on the floor - rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll) - understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll)) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, therefore I can: - show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus - link together a jump, safe landing and balance on low apparatus - understand high and low level and link two jumps with a low level movement on low apparatus - select two balances and link them together using travel on low apparatus, showing control and change of speed	

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics	I know how to develop a sequence, when instructed, therefore I can: - copy and start to link movements together I know how to use apparatus, therefore I can:	I know how to develop a sequence, therefore I can: - choose and link movements together - start to consider the beginning, middle and end of a sequence	

	Reception	Year 1	Year 2
Skills and Knowledge leading to gymnastics		I know how to use apparatus, therefore I can: - follow instructions to carry and place apparatus.	I know how to use apparatus, therefore I can: - carry and place small apparatus and follow instructions to set up large apparatus

Golden Thread and Progression in Gymnastics (KS2)

Skills and Knowledge leading to gymnastics (Part 1)

	Year 3	Year 4	Year 5	Year 6
	I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can: - demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards - travel showing a range of shapes - travel demonstrating a cat leap and scissor kick - show different rolls including a shoulder roll and a forward roll - take weight on hands and feet consistently to transfer from a front support to a back support or side support - join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities - demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions -	I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) - balance with and against a partner - move into a balance, then move out of it in a different direction - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance - identify and use skills which transfer weight from feet to hands and back to feet again - jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn	I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle - explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps - explore weight on hands developing my ability to be able to do a handstand - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels -	I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - explore different ways of entries and exits when performing specific skills such as handstands - perform a range of straightforward part-weight partner balances safely and effectively - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus - identify and show the five basic jumps (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air - understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway - understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts

Skills and Knowledge leading to gymnastics (Part 2)

	Year 3	Year 4	Year 5	Year 6
	- identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air - understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. - compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance - transfer and extend all these ideas and skills onto low and high apparatus	- demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions - identify and show at least two different types of rolls in different directions sideways, forwards and backwards - demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls - with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels - transfer and extend all these ideas and skills onto low and high apparatus with control	- compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner - understand and use the terms synchronisation and canon when working with a partner - understand and use the possible variations in level, speed and direction when working with a partner - work with a partner to develop partner sequences involving partner balances and large apparatus - work as part of a group to develop a group sequence involving hand apparatus and benches - transfer and extend all these ideas and skills onto low and high apparatus with control and fluency	- identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands - know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling - spring from feet to hands and back to feet again - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance

	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge leading to gymnastics (Part 2)	I know how to use apparatus, therefore I can: - follow instructions to set up small and large gymnastics apparatus	I know how to use apparatus, therefore I can: - set up small and large gymnastics apparatus whilst considering the safety of others	I know how to use apparatus, therefore I can: - suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others	I know how to use apparatus, therefore I can: - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others

**Golden
Thread and
Progression
in Dance
(EYFS & KS1)**

Skills and Knowledge leading to dance

	Reception	Year 1	Year 2
	I know about actions in dance related activities, therefore I can: - practice performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning - change my actions by considering directions, for example - up, down and sideways, levels, for example - high and low - practise travel, turn, jump and balance with a degree of control and coordination - show movement control, for example going and stopping, move and freeze - show coordination, for example moving two body parts at the same time - show balance, for example standing on one leg - show tension, for example holding a shape or stretching to fullest range - copy the teacher and repeat short simple phases / actions on my own - remember and repeat short movement patterns	I know about actions and dynamics in dance related activities, therefore I can: - Make shapes with my whole body showing how to make the shapes large and small - know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea - demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds - demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways - demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling - demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching - demonstrate stillness such as go and stop, freezing, holding, pausing - demonstrate the ability to hold clear body shapes both in movement and stillness - change and vary actions - demonstrate using contrasting levels, directions, speeds and weights (dynamic elements) - copy and perform simple actions/ movements and rhythmic patterns,	I know and understand actions and dynamics in dance related activities, therefore I can: - make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat - know and perform the basic dance actions with expressions to show mood and feelings - demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry - demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide - demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy - demonstrate turning actions that fit a purpose, for example away from source - demonstrate gesturing actions that fit a purpose, for example to a friend - demonstrate stillness to fit a purpose, for example waiting for something - begin to give consideration to the timing of their actions, considering rhythm

Skills and Knowledge leading to dance

	Reception	Year 1	Year 2
	I know about dynamics in dance related activities, therefore I can: - explore how actions can be changed and linked together - change the speed of my dance actions – fast / slow I know about space in dance related activities, therefore I can: - develop spatial awareness by making different shapes with my body, for example stretched, curled, wide and thin - move about a space without bumping into others. I know about performance in a dance related activity therefore I can: - move with confidence and perform to others - respond spontaneously, explore and move to a variety of stimuli and accompaniment -select actions and join them together, such as starting and finishing positions.	I know about space in dance related activities, therefore I can: - change and vary actions – demonstrate using contrasting sizes (spatial elements) - go and stop in control showing this in my personal and using general space I know about space in dance related activities, therefore I can: - change and vary actions – demonstrate using contrasting sizes (spatial elements) - go and stop in control showing this in my personal and using general space I know about relationships in dance related activities, therefore I can: - copy and perform short dance phrases in different formations i.e. circle / line / pair - use simple choreographic devices such as unison, canon and mirroring. I know about performance in dance related activity, therefore I can: - remember and repeat short dance phrases and simple routines - keep in time with a steady beat to perform a short dance phrase	I know and understand space in dance related activities, therefore I can: - travel using curved and zig zag pathways - move confidently in a wider space as well as in my own personal space. I know and understand relationships in dance related activities, therefore I can: - dance using an awareness of different formations to communicate different ideas - work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another I know how to perform a dance activity, therefore I can: -improvise, create and perform simple movements/rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object. -Perform short dances, linking ideas fluently.

Golden Thread and Progression in Dance (KS2)

Skills and Knowledge in relation to dance

	Year 3	Year 4	Year 5	Year 6
	I know and understand actions and dynamics in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination - demonstrate combinations of movement using whole body and body parts - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - develop movement phrases by using actions and dynamics - understand how dance communicates moods, ideas and feelings	I know and understand actions and dynamics in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely - display confidence in improving and exploring the original ideas - recognise the timing of the sounds in a piece of music	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy - know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships - respond to a range of stimuli and accompaniment – demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement - develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) - maintain the tempo and rhythm of particular patterns - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting

Skills and Knowledge in relation to dance

	Year 3	Year 4	Year 5	Year 6
	I know and understand space in dance, therefore I can: - develop movement phrases by considering pathways and using space well I know and understand relationships in dance, therefore I can: - develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part - show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation. I know how to perform a dance, therefore I can; - -perform with expression, showing a sense of phrasing and rhythm. -Understand and show different styles of dance in my performance.	I know and understand space in dance, therefore I can: - demonstrate good special awareness and use space effectively I know and understand relationships in dance, therefore I can: - develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer - change formation during a dance sequence. I know how to perform a dance, therefore I can: - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end.	I know how to perform a dance, therefore I can: - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character.	I know how to perform a dance, therefore I can: - perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively

Golden Thread and Progression in Athletics (EYFS & KS1)

	Reception	Year 1	Year 2
Skills and Knowledge in relation to Athletics - Running, jumping and Throwing	I know how to run, therefore I can: - run with control, showing good posture and balance - start, stop and change pace with control in response to instructions - run and change direction - show awareness of space and safety of others I know how to throw, therefore I can: - roll a ball accurately - practice throwing different equipment over lines, into space and at targets I know how to jump, therefore I can: - practice jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely - demonstrate control in landing - explore how to jump high and how to jump far. I know and understand how to take part in competition, therefore I can: - individually practice to improve compete against myself, to improve my personal best	I know how to run, therefore I can: - develop specific basic skills for running focusing on the technique needed for different speeds - run with a basic technique over different distances - change speeds - develop my spatial awareness when running and control my movement. I know how to throw, therefore I can: - show control in picking up / putting down equipment - complete an underarm throw with accuracy - begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing) - explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that I can improve distance throwing. I know how to jump, therefore I can: - show simple take offs and landings (1-1, 1- other 1, 2-2) - show a variety of jumping techniques - jumping for distance, jumping for height - perform a simple jumping sequence, e.g. hop and jump. I know and understand how to take part in competition, therefore I can: - compete against myself, to improve my personal best.	I know how to run, therefore I can: - develop a technique to use in short distance running and when following a curved line - pace myself when running and travel at different speeds, starting to be aware of my different stride lengths - run over a series of hurdles without knocking them over. I know how to throw, therefore I can: - push throw with two hands and with a bounce - underarm throwing (fling throw) for distance and accuracy - pull throw (overarm throwing). I know how to jump, therefore I can: - jump with different take offs and landings (2 - 1, 1 - other 1 starting with non-dominant foot) - jump for height with control, showing an understanding of how the arms can affect jumping for height - using different patterns of take offs and landings, increase my ability to jump far. I know and understand how to take part in competition, therefore I can: - perform learnt skills with increasing control - compete against myself and others.

Golden Thread and Progression in Athletics (KS2)

	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge in relation to Athletics – Running, jumping and Throwing	I know how to develop my skills and knowledge in relation to running, therefore I can: - understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting technique - begin to focus on trail leg and lead leg action when running over hurdles. I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - understand and show how changes in throwing actions can be affected by varying the amount of effort and speed - demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance.	I know how to develop my skills and knowledge in relation to running, therefore I can: - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners. -show different	I know how to develop my skills and knowledge in relation to running, therefore I can: - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - accelerate from a variety of starting positions and select my preferred position. I know how to develop my skills and knowledge in relation to throwing, therefore I can: - identify the basic throwing actions of the pull, push, fling and heave - demonstrate the core principles of throwing - model the correct throwing stance and the transference of weight from back foot to front foot - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw	I know how to develop my skills and knowledge in relation to running, therefore I can: - understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run I know how to develop my skills and knowledge in relation to throwing, therefore I can: - display a strong release position and strong braced side - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles

	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge in relation to Athletics – Running, jumping and Throwing	I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand and demonstrate safe landings and the basic principles of jumping - show the five basic jumps stationary and on the move in control - demonstrate combination jumps performed in a rhythmical way - know the action needed when jumping for height. _develop an effective take-off for the standing long jumps. I know and understand how to take part in competition, therefore I can: - compete as part of a team - compete against myself and others in a controlled manner.	I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw. I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate which foot must be placed forward at the start of a four pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump. I know and understand how to take part in competition, therefore I can: - adapt my performance to focus on being the best I can be.	I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate the principles of jumping for height and length - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - use a run up with control and consistency to increase the jumping distance - develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. I know and understand how to take part in competition, therefore I can: - take part in competition with a strong understanding of tactics and how technique can affect performance	I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand that a long stride will help increase distance or height - explain the need to start consistently from their own special starting position and to mark out a run up I I know and understand how to take part in competition, therefore I can:- perform as an athlete but also take on the role of an official

Golden Threads and Progression in Swimming (KS2)

Skills and Knowledge in relation to Swimming

	Year 3	Year 4	Year 5	Year 6
	I know and understand how to be confident in water, therefore I can: - scoop the water to wash face and hair and be at ease with water from overhead - blow bubbles a minimum of three times with nose and mouth submerged - move into a stretched floating position using aids, equipment or support - regain an upright position from floating on the front (aids may be used) - push and glide in a horizontal position to or from the pool wall - take part in a teacher led partner orientated game. I know how to use a range of strokes effectively, therefore I can: - move forwards, backwards and sideways for a distance of 5m - travel on the back and front for a distance of 5m (aids may be used) I know and understand about water safety, therefore I can: - enter the water safely (using steps or swivel entry) - demonstrate an understanding of pool rules - recognise and understand beach flags - exit the water safely - have an understanding of the water safety code	I know and understand how to be confident in water, therefore I can: - jump in from side and submerge (min depth 0.9m) - fully submerge to pick up an object - push from wall and glide on the front and back - push and glide from the wall to the pool floor - perform a rotation from the front to the back and gain an upright position - perform a rotation from the back to the front and gain an upright position - perform a tuck float for 5secs - perform a sequence of changing shapes (min 3) whilst floating at the surface - push and glide on the front with arms extended and log roll onto back - push and glide on the back with arms extended and log roll onto the front - travel on the front, tuck to rotate around the horizontal axis to return on the back	I know and understand how to be confident in water, therefore I can: - travel on back and roll in one continuous movement onto front - travel on front and roll in one continuous movement onto back - perform 3 different jumps into deep water (one must be a straddle jump) - perform a horizontal stationary scull on the back - perform a head first sculling action for 5m - perform a feet first sculling action on the back - perform a sculling sequence with a partner for 30-45secs to include a rotation - tread water for 30secs - perform a handstand and hold for a minimum of 3secs - perform a forward somersault, tucked in the water	I know and understand how to be confident in water, therefore I can: - submerge to pick up an object from the pool floor (full reach depth) - participate in a game of mini polo - in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation - tread water for 20secs I know how to use a range of strokes effectively, therefore I can: - swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) - swim 25m (own choice of stroke) - swim 25m to a floating object (own choice of stroke) - swim 10m retaining a floating object

	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge in relation to Swimming		I know how to use a range of strokes effectively, therefore I can: -travel 10m on the front and 10m on back I know and understand about water safety, therefore I can: - enter the water safely (using steps, swivel entry or a jump) - answer questions on the water safety code - exit the water safely without the use of steps -demonstrate an action for getting help (can be performed in deep or shallow water)	I know how to use a range of strokes effectively, therefore I can: - kick 10m Backstroke (one item of equipment may be used) - kick 10m Front Crawl (one item of equipment may be used) - kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) - swim 10m (own choice of stroke) I know and understand about water safety, therefore I can: - enter the water safely from a jump - perform a shout and signal rescue - exit deep water without the use of steps -swim 10m in clothes.	I know and understand about water safety, therefore I can: - enter the water safely (swivel entry, surface dive or straddle jump) - float or scull waving one arm and shout for help - demonstrate the HELP position - in groups demonstrate the Huddle position - swim using a long front paddle to the side (survival stroke) - exit the pool from at least full reach depth without using the steps - discuss as a group which skills might be used to self-rescue in different situations

Vocabulary Progression in PE

Physical Education Vocabulary Progression - Games

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
space awareness looking up cone/marker, stretch, muscle partner pairs position hands up wide base knees bent follow	striking catching own space team speed direction passing controlling shooting scoring	keep possession scoring goals keeping score making space pass/send/receive travel with a ball make use of space points/goals rules tactics batting fielding defending hitting	keeping possession passing dribbling shooting support marking attackers/defenders marking team play batting fielding bowler defending hitting

Physical Education Vocabulary Progression - Dance

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	travel stillness direction space body parts levels speed	space repetition action and reaction pattern	technique pattern rhythm variation unison canon action reaction

Physical Education Vocabulary Progression - Gymnastics

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	forwards backwards sideways roll slow body parts shape jump travel stretch wide narrow step	stretch push pull spring crawl still slowly tall long forwards high low roll copy jump land balance	muscles joints symmetrical/asymmetrical rotation turn shape landing take-off flight performance evaluation

Long Term Planning in PE

KS1 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 1
2025 - 2026	Catching and throwing skills	Recall catching and throwing skills - small team games	Gymnastics (Floor)	Dance	Games skills Recall catching and throwing skills - team games	Athletics (Throwing)
2026 - 2027	Bat and ball skills	Recall bat and ball skills - small team games	Gymnastics (Floor)	Dance	Games Skills Recall bat and ball skills - team games	Athletics (Jumping)

Lower KS2 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 2
2025 - 2026	Games Skills Bat and ball skills	Games Recall bat and ball skills	Gymnastics	Dance Swimming	Games Recall striking and fielding skills - Tennis and hockey Swimming	Athletics Swimming
2026 - 2027	Games Skills Throwing & Catching	Games Recall throwing & Catching skills	Gymnastics (Floor and Apparatus)	Dance Swimming	Games Recall throwing and catching skills - Volleyball Swimming	Athletics Swimming

Upper KS2 Physical Education - Long Term Overview

	AUT 1	AUT 2	Spring 1	Spring 2	Summer 1	Summer 2
2025 - 2026	Games Skills Striking and Fielding Swimming	Games Recall striking and fielding skills - Kwik Cricket and small team games Swimming	Gymnastics Swimming	Dance	Games Recall striking and fielding skills - Tennis and rounders	Athletics
2026 - 2027	Games Skills Throwing & Catching Swimming	Games Recall throwing & Catching skills - dodgeball and small team games Swimming	Gymnastics (Floor and Apparatus) Swimming	Dance	Games Recall throwing and catching skills - cricket	Athletics

End Points in PE

PE	EYFS
Games	• I can take part in group activities. • I am developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. • I am developing confidence, competence, precision and accuracy when engaging in ball activities.
Dance	• I can move in a more fluent style with coordination and grace. • I can use and remember sequences/patterns of movements which are related to music and rhythm.
Gymnastics	• I am developing my body strength, balance and coordination.
Athletics	• I am refining fundamental movements in running, walking, jumping and skipping (including and extended to, crawling, rolling, climbing and hopping)., • I am developing my overall agility.

PE	Year One	Year Two
Games	• I show control when rolling a ball • I can hit a ball with control, using appropriate equipment I can run with control • I can jump with control • I can catch a ball / moving object • I can kick with control	• I understand the terms 'opponent' and 'team mate' • I can develop basic tactics for small team games • I can lead others in small game situations • I can set myself targets to improve my performance.
Dance	• I can move with control and co-ordination • I can link two or more actions in a sequence	• I can copy and remember moves and positions • I can choose appropriate movements to communicate mood / feelings / ideas
Gymnastics	• I can move with some control and awareness of space • I can link two or more actions to make a sequence • I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow) • I can climb safely on low level equipment • I can stretch and curl to develop flexibility • I can jump in a variety of ways and land with some control and balance	• I can copy and remember actions • I can travel by rolling forwards, backwards and sideways • I can hold a position whilst balancing on different points of my body • I can climb safely on large equipment • I can stretch and curl to develop increasing flexibility • I can jump in a variety of ways and land with increasing control and balance
Athletics	• I can run at different speeds. • I can jump from a standing position • I can perform a variety of throws with basic control.	• I can change speed and direction whilst running. • I can jump from a standing position with accuracy. • I can perform a variety of throws with control and co-ordination.

PE	Year Three	Year Four
Games	• I can throw and catch various objects / balls with control and accuracy. • I follow rules of games and play fairly • I can maintain possession of a ball • I can pass to teammates when appropriate	• I can strike a ball and field with control • I can choose appropriate tactics to cause problems for the opposition • I am an effective team member • I can lead a team effectively
Dance	• I can refine movements into sequences • I can change speed and level within a performance • I can develop suppleness through stretching	• I can plan, perform and repeat sequences • I can move in a clear, fluent and expressive manner • I can create dances and movements that convey a clear idea • I can develop physical strength by practicing moves
Gymnastics	• I can refine movements into sequences • I can show changes of direction, speed and level during a performance • I can swing and hang from equipment safely using my hands	• I can plan, perform and repeat sequences • I can move in a clear, fluent and expressive manner • I can travel in a variety of ways (e.g.: flight by transferring weight to generate power in movement) • I understand centre and gravity and can use this to create interesting body shapes
Athletics	• I can sprint over a short distance up to 60m • I can use a range of throwing techniques (underarm / overarm) • I can compete with others • I can improve personal best performances	• I can run over a longer distance, conserving energy to sustain performance • I can throw with accuracy to hit a target or cover a distance • I can jump in a number of ways, using a run up if appropriate I can compete with others and aim to improve personal best performances

PE	Year Five	Year Six
Games	• I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) • I can work alone or with team mates in order to gain points or possession • I can strike a bowled or volleyed ball with some accuracy • I can choose appropriate tactics for a game • I uphold the spirit of fair play and respect in all competitive situations	• I can strike a bowled or volleyed ball with increasing accuracy • I can use forehand and backhand strokes in racket games • I can field, defend and attack tactically by anticipating the direction of play. • I can lead others when called upon. • I am a good role model to other
Dance	• I can compose creative and imaginative dance sequences • I can express an idea in original and imaginative ways	• I can perform expressively and hold a precise and strong body posture • I can create and perform complex sequences • I can perform with high energy, slow grace or other themes and maintain this throughout a performance • I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)
Gymnastics	• I can create complex and well executed sequences that include a range of movements: - travelling - balances - swinging - bending - stretching - twisting - gestures - linking shapes • I can link sequences of movements effectively • I can practice and refine gymnastic techniques	• I can create complex and well executed sequences that include a range of movements: - springing - flight - vaults - inversions - rotations - shapes that are strong, fluent and expressive. • I can vary speed, direction, level and body rotation during floor performances • I can practice and refine the gymnastic techniques listed above • I can use equipment to vault and to swing, remaining upright
Athletics	• I can combine sprinting with low hurdles over 60m • I can throw accurately and refine performance by analysing technique and body shape • I can compete with others and keep track of personal best performances, setting targets for improvement	• I can choose the best place for running over a variety of distances • I show control in take-off and landing when jumping • I compete with others and keep track of personal best performances, setting challenging targets for improvement

Pillars of Progression in PE

PE – Pillars of Progression

Pillar 1: Motor Competence

This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity.

PE will be the first time that some pupils are taught how to make confident and controlled motor movements. For children with greater prior knowledge, they will be taught how to develop their existing competences.

Pupils require sufficient and well-designed opportunities to improve their motor competence which should come primarily from opportunities within the PE curriculum. Opportunities for additional practice at playtime and lunchtime can augment this at UNPF.

The Upper Nidderdale Primary Federation provide high-quality instruction, opportunities to practice, and feedback to enable all pupils to develop their motor competences in a wide range of physical activities.

PE – Pillars of Progression

Pillar 1: Motor Competence

Pupils need to develop a good level of fundamental movement skills in the early years.

FMS are the 'basic, learned motor patterns that do not occur naturally'. FMS can be categorised as:

locomotor skills - such as running and jumping

stability skills - such as twisting and balancing

manipulation skills - such as throwing and catching

There are many benefits of establishing proficiency with FMS in the earlier stages as they support learning and proficiency with more complex activity beyond the initial area of practice.

The Upper Nidderdale Primary Federation PE curriculum enables pupils to develop their FMS throughout every lesson. To get better at PE, children need plentiful time for practice as well as feedback to refine their FMS before progressing to applying them in more complex situations.

Subject expertise is an important factor in being able to recognise which children might benefit from additional practice. At UNPF, PE is delivered by a PE specialist to all year groups.

It is important that sufficient equipment is available to help develop these FMS in a range of contexts, such as throwing and catching balls of different shapes and sizes.

PE – Pillars of Progression

Pillar 2: Rules, Strategies and Tactics

Pupils will be taught how to move intelligently as well as competently. This involves responding to the needs of the context.

Pupils will be explicitly taught the rules, strategies and tactics involved with different types of activities.

Tactics are the decisions people make about how, when and where to move. Tactics are closely related to motor competence; they are only successful if pupils can perform the necessary movement.

Some physical activities don't have rules or tactics, but all have strategies for success.

PE – Pillars of Progression

Pillar 3: Healthy Participation

PE has a role to play to challenge and correct some misconceptions and knowledge that children have established outside of school.

It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way.

Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body.

Developing knowledge of the broader aspects of physical activity allow pupils to be able to make informed choices about their own participation outside of school.