



Downsell PRIMARY SCHOOL

PE Progression Map Curriculum overview

PE forms part of Downsell Primary's Curriculum. The learning is split between Outdoor and Indoor learning and follows a skills based approach with sports being used as a demonstration tool for the skills.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Outdoor: Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Further, develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. REAL PE Unit 1: Coordination (footwork). Static balance (one leg). Learning behaviour cog: Personal In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	Outdoor: Progress towards a more fluent style of moving with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes. REAL PE Unit 2: Dynamic balance to agility (jumping and landing). Static balance (seated). Learning behaviour cog: Social In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and game	Outdoor: Combine different movements with ease and fluency. Use their core muscle strength to achieve good posture when sitting at a table or sitting on a table. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball REAL PE UNIT 3: Dynamic balance (on a line). Static balance (Stance). Learning behaviour cog: cognitive In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.	Outdoor: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a handwriting style, which is fast, accurate and efficient. REAL PE Unit 4: Coordination (ball skills). Counter balance (with a partner). Learning behaviour cog: Creative In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.	Outdoor: Develop overall body-strength, balance, coordination and agility. REAL PE Unit 5: Coordination (sending and receiving). Agility (reaction and response). Learning behaviour cog: Physical In this unit, the children will develop and apply their sending and receiving reaction and response through focused thematic stories, songs and games.	Outdoor: Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. REAL PE Unit 6: Agility (ball chasing). Static balance (floor work). Learning behaviour cog: Health and fitness The children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.

Year 1	Outside: Running and Jumping. Technical/Tactical: Running and Jumping techniques Physical: Running and Jumping Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside REAL PE Unit 1: Coordination (footwork) static balance (one leg) and balance. Learning behaviour cog: Personal In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games.	Outside: Throwing and catching. Technical/Tactical: Throwing/Catching Physical: Coordination/Dynamic Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 2: Dynamic Balance to agility. Static balance (seated). Learning behaviour cog: Social In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games.	Outside: REAL PE Unit 3: Dynamic Balance (on a line) Static balance (stance). Learning behaviour cog: Cognitive In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. Inside: Gymnastics Technical/Tactical: Gymnastics Physical: Jumping, landing safely, and travelling in different ways. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: REAL PE Unit 4: Coordination (ball skills) counter balance (with a partner). Learning behaviour cog: Creative In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games. Inside: Dance Space and Fireworks. Technical/Tactical: Dance – Space. Physical: Coordination, Balance. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Outside: Attacking and Defending. Technical/Tactical: Attacking and Defending Physical: Agility, balance and coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 5 Coordination (sending and receiving) Agility (reaction and response). Learning behaviour cog: Physical In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, thematic stories and games.	Outside: Invasion Games. Technical/Tactical: Invasion Games Physical: Agility, balance and coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 6 Agility (ball chasing) static balance (floor work). Learning behaviour cog: Health and fitness. In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games.
--------	--	--	--	--	---	--

Year 2					
Outside: Running and Jumping. Technical/Tactical: Running and Jumping techniques/Finding Paths Physical: Running and Jumping Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Outside: Throwing and catching. Technical/Tactical: Throwing/Catching Physical: Coordination/Dynamic Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: REAL PE Unit 3 Dynamic balance (on a line) Static balance (stance). Learning behaviour cog: Cognitive. In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.	Outside: REAL PE Unit 4: Coordination (ball skills) counter balance (with a partner). Learning behaviour cog: Creative. In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games.	Outside: Attacking and Defending. Technical/Tactical: Attacking and Defending Physical: Agility and balance. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: Invasion Games. Technical/Tactical: Invasion Games Physical: Agility, balance and coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 6: Agility (ball chasing). Static balance (floor work). Learning behaviour cog: Health and fitness. In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games.

Year 4	5				
	Outside: Tag Rugby. Technical/Tactical: Tag Rugby / Finding Space Physical: Throwing, Catching, Running Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: Invasion Games. Technical/Tactical: Invasion Games/Attacking and Defending Physical: running, jumping, moving. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: REAL PE Unit 3: Dynamic balance (on a line). Coordination (ball skills). Learning behaviour cog: Cognitive. In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Outside: REAL PE Unit 4: Coordination (sending and receiving). Counter balance (with a partner). Learning behaviour cog: Creative. In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Outside: Athletics. Technical/Tactical: Running, jumping, throwing and catching in isolation and in combination. Physical: agility, balance and coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.
	Inside: REAL PE Unit 1: Coordination (footwork) Static balance (one leg). Learning behaviour cog: Personal. In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Inside: REAL PE Unit 2: Dynamic balance to agility (jumping and landing). Static balance (seated). Learning behaviour cog: Social. In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Inside: Gymnastics. Technical/Tactical: Gymnastics Physical: movement in different ways, jump, leaps. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Inside: Dance. Technical/Tactical: Dance - Rainforest Physical: Coordination, Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Inside: REAL PE Unit 5: Agility (reaction and response). Static balance (floor work). Learning behaviour cog: Physical. In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.
					Inside: REAL PE Unit 6: Agility (ball chasing). Static balance (stance). Learning behaviour cog: Health and fitness. In this unit, the children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

Year 5	Outside: Invasion Games. Technical/Tactical: Invasion Games Physical: Agility, coordination, balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: Basketball. Technical/Tactical: Basketball/Attacking and Defending Physical: Running, agility, balance, coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: REAL PE Unit 3: Static balance (stance). Coordination footwork. Learning behaviour cog: Cognitive. In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Inside: REAL PE Unit 2: Dynamic balance (on a line). Counter balance (with a partner). Technical/Tactical: Gymnastics Physical: Jumping and landing. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Outside: REAL PE Unit 4: Static balance (seated). Static balance (floor work). Learning behaviour cog: Creative. In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Inside: Dance Electricity. Technical/Tactical: Dance - Balance Physical: Coordination, Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Outside: Athletics. Technical/Tactical: Athletics Physical: Running and jumping. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 5: Dynamic balance to agility (jumping and landing). Static balance (one leg). Learning behaviour cog: Physical. In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and healthy competition.	Outside: Striking and Fielding (Rounders). Technical/Tactical: Striking and Fielding/Rounders Physical: striking a ball. Coordination and balance. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation. Inside: REAL PE Unit 6: Coordination (sending and receiving). Agility (Ball chasing). Learning behaviour cog: Health and fitness. In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.
--------	---	---	---	--	---	--

Year 6	Outside: Athletics. Technical/Tactical: Athletics Physical: jumping and taking off and landing. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 1: Coordination (ball skills). Agility (reaction and response) Learning behaviour cog: Personal In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Outside: Striking and Fielding (Cricket). Technical/Tactical: Cricket - Striking and Fielding Physical: Coordination, Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 2: Dynamic balance (on a line). Counter balance (with a partner). Learning behaviour cog: Social In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and healthy competition.	Outside: REAL PE Unit 3: Static balance (stance). Coordination footwork). Learning behaviour cog: cognitive. In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Inside: Gymnastics. Technical/Tactical: Gymnastics Physical: leaping, turning and jumping. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation	Outside: REAL PE Unit 4: Static balance (seated). Static balance (floor work). Learning behaviour cog: Creative. In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Inside: Dance WW2. Technical/Tactical: Dance - Balance Physical: Coordination, Balance Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation.	Outside: Athletics. Technical/Tactical: Athletics Physical: Running and jumping. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 5: Dynamic balance to agility (jumping and landing). Static balance (one leg). Learning behaviour cog: physical. In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and healthy competition.	Outside: Invasion Games/Outdoor Activities. Problem solving skills. Cognitive thinking. Technical/Tactical: Outdoor Activities Physical: Agility, balance and coordination. Social: Respect (others), Responsibility (for my actions) and Resilience (when things are difficult). Psychological: Evaluation Inside: REAL PE Unit 6: Coordination (sending and receiving). Agility (Ball chasing). Learning behaviour cog: Health and fitness. In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and healthy competition.
--------	--	---	---	--	---	---

PE at Downsell Primary School	
Intent	At Downsell Primary School, we follow the National Curriculum Programme of Study for PE. We aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel and to become physically confident in a way which supports their health and fitness. In addition, we aim to inspire and promote participation in competitive sport and other physically-demanding activities with peers in and out of school. Children at Downsell have opportunities in competitive sport, P.E. lessons and other activities to build character in order help to embed the school values of RESPECT, RESPONSIBILITY and RESILIENCE. Our intent of the curriculum for physical education at Downsell aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. Our teaching builds upon pupils' prior knowledge and develops a range of skills using Balance, Agility and Coordination as the building blocks of the curriculum.
Implementation	We offer a varied PE curriculum, in which PE is a part of the school's curriculum bigger picture, with some connections made to the creative curriculum . This supports our pupils with being able to showcase their skills in a range of ways, as well as encouraging the viewpoint that subjects are not taught in isolation. We ensure that pupils have ample opportunity to engage in activities, planning, and practical sessions so that every child has the chance to show improvement and success in PE. End of unit goals are shared with the children so that they know where their learning is heading within each topic studied. This also supports them with making links across different PE topics..

Impact

Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of higher order questioning, practicals, discussions and plenaries.

We use teacher assessment to have an understanding of what the pupil has learnt in relation to the skills within PE.

PE Programmes of Study: Key Stage 1 and 2 National Curriculum

Key Stage 1:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- **master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities**
- **participate in team games, developing simple tactics for attacking and defending**
- **perform dances using simple movement patterns**

	Learning Intentions
Year 1	Core Skills Li: To be able to use Static Balance seated and on small base. Li: To be able to use Static Balance on one Leg and on the Floor. Li: To be able to coordinate with footwork and equipment Li: To be able to control a ball and counter balance Li: To be able to use Dynamic Balance to Agility and Agility to chase a Ball Li: To be able to use Dynamic Balance and Agility to react to a Ball Gymnastics Li: Animal Antics (To be able to lift) Li: Bouncing Bunnies (To be able to travel safely) Li: At the Zoo (To be able to travel at different speeds and level) Li: Fantastic Frogs (To be able to make and hold different shapes) Li: Hurling Hedgehogs (To be able to link to actions to make a sequence) Li: Speedy Squirrels (To be able to link two actions with a movement)

Dance

- Li: Fireworks (To be able to perform dances using simple movement patterns).
- Li: Firework display (To be able to work with a partner and an object).
- Li: Astronauts (To be able to move in different ways.)
- Li: Aliens (To be able to make different shapes with my body.)
- Li: Aliens love Underpants (To be able to make different shapes with others.)

Running and Jumping

- Li: Changing Gears (To be able to move at different speeds).
- Li: Changing Routes (To be able to Change Directions)
- Li: Kangaroos (To be able to jump for height)
- Li: Jumping Frogs (to be able to Jump for Distance)
- Li: Island Jumping (To be able to Jump to Move)
- Li: Shadow Jumping (To be able to replicate movement)

Throwing and Catching

- Li: Rolling Rolling Rolling (To be able to track and receive a ball)
- Li: Bounce Along (To be able to bounce a ball)
- Li: It is Catching! (To be able to throw to myself)
- Li: All Together Now! (To be able to throw to a partner)
- Li: Overarm throwing (To be able to throw overarm)
- Li: GAMES! (To be able to use throwing, catching and moving in the context of a game)

Attacking and Defending

- Li: To be able to use space in a team game
- Li: To be able to mark another player
- Li: Dynamic Defenders (To be able to mark the space between players)
- Li: Perfect Passing (To be able to be pass to another player)
- Li: Dodging Defenders (To be able to get past a defender)
- Li: Games! (To be able you use attacking and defending skills in a game)

Invasion Games

- Li: Fairground Fun (To travel in different ways with control)
- Li: Roller-a-Ball (To travel with a ball)
- Li: Monorail (To travel with a ball in different directions)
- Li: Pinball (To travel with a ball in different directions)

Year 2	Li: Coconut Shy (To pass the ball to another player) Li: All the Fun at the Fair (To be able to use travelling and movement skills in a game)
	Core Skills Li: To be able to use Static Balance seated and on small base. Li: To be able to use Static Balance on one Leg and on the Floor. Li: To be able to coordinate with footwear and equipment Li: To be able to control a ball and counter balance Li: To be able to use Dynamic Balance to Agility and Agility to chase a Ball Li: To be able to use Dynamic Balance and Agility to react to a Ball Gymnastics Li: Farmer Fields (To be able to move with balance and coordination) Li: Bays of Hay (To be able to roll with coordination) Li: Skyscrapers (To be able to make long, thin shapes with my body) Li: Bridges (To be able to take my weight with hands and feet) Li: Building on Up (To be able to take my weight on my hands) Li: Best Building (To be able to perform and compete) Dance Li: To be able to change the speed, weight and size of my movements Li: To be able to dance in different formations Li: To be able to dance a group Li: To be able to move to a rhythm Li: To be able to synchronise movement in different formations Li: To be able to perform using rhythm and movement in combination. Running and Jumping Li: To be able to move at different speeds Li: To be able to Change Directions Li: To be able to jump for height Li: To be able to Jump for Distance Li: To be able to Jump to Move Li: To be able to replicate movement Throwing and Catching Li: To be able to track and receive a ball

- Li: To be able to bounce a ball
- Li: To be able to throw to myself
- Li: To be able to throw to a partner
- Li: To be able to throw overarm
- Li: To be able to use throwing, catching and moving in the context of a game
- Attacking and Defending**
- Li: To be able to use space in a team game
- Li: To be able to mark another player
- Li: To be able to mark the space between players
- Li: To be able to be pass to another player
- Li: To be able to get past a defender
- Li: Games! (To be able you use attacking and defending skills in a game)
- Invasion Games**
- Li: To be able to move with a ball
- Li: To use space when passing and receiving
- Li: To be able to throw and catch within a game
- Li: To be able to make or deny space in a game
- Li: To be able to attacking and defending skills in context
- Li: To be able to follow rules in a game

PE Programmes of Study: Key Stage 1 and 2 National Curriculum

Key Stage 2:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Learning Intentions

Year 3

Core Skills

- LI: To be able to use Static Balance seated and on small base.
- LI: To be able to use Static Balance on one Leg and on the Floor.
- LI: To be able to coordinate with footwork and equipment
- LI: To be able to control a ball and counter balance
- LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball
- LI: To be able to use Dynamic Balance and Agility to react to a Ball

Gymnastics

- LI: To be able to do Jumps and Leaps
- LI: To be able to do Rolls
- LI: To be able to do Vaulting

Year 4	Li: To be able to do Handstands and Cartwheels
	Li: To be able to do Linking Movements
	Li: To be able to do a Performance
	Dance
	Li: To be able to improvise and create movements with a partner
	Li: To be able to create and perform imaginative movements to fit with different stimuli.
	Li: To be able to develop new actions whilst working in a small group.
	Li: To be able to show awareness of others when moving.
	Li: To be able to work with a partner to create and perform a dance to show feelings and emotions.
	Li: To be able to work in a group to link actions to create a dance montage.
	Throwing and Catching
	Li: To be able to roll and stop a ball
	Li: To be able to bounce a ball with control and moving
	Li: To be able to throw and catch with balance
	Li: To be able to throw and catch with balance with a partner
	Li: To be able pass the ball using different bounce techniques
	Li: To be able to follow rules and use learnt skills in context
	Invasion Games
	Li: To be able to apply the Basics of an invasion game
	Li: To be able to move with a ball
	Li: To be able to use a range of techniques to pass
	Li: To be able to use skills to defend in context
	Li: To be able to attack with intent
	Li: To attack and defend using the learnt skills in context
	Athletics
	Li: To be able to use existing Running, Throwing and Jumping skills
	Li: To be able to sprint effectively
	Li: To be able to hurdle with fluency
	Li: To be able jump for distance
	Li: To be able to throw using different techniques
	Li: To apply learnt techniques in context (Mini Sports Day)
	Core Skills

- Li: To be able to use Static Balance seated and on small base.
 - Li: To be able to use Static Balance on one leg and on the floor.
 - Li: To be able to coordinate with footwork and equipment
 - Li: To be able to control a ball and counter balance
 - Li: To be able to use Dynamic Balance to Agility and Agility to chase a Ball
 - Li: To be able to use Dynamic Balance and Agility to react to a Ball
- Gymnastics**
- Li: To be able to do Jumps and Leaps
 - Li: To be able to do Rolls
 - Li: To be able to do Vaulting
 - Li: To be able to do Handstands and Cartwheels
 - Li: To be able to do Linking Movements
 - Li: To be able to do a Performance
- Dance**
- Li: To be able to create a motif representing the Rainforest.
 - Li: To be able to add to my motif representing the Birds of the Rainforest.
 - Li: To be able to use Canon and Unison
 - Li: To be able to use Directions, Dimensions and Dynamics to change my Motif.
 - Li: To be able to piece together a dance.
 - Li: To be able to perform and assess my dance.
- Tag Rugby**
- Li: To be able to do throwing and catching in Rugby
 - Li: To be able to execute a pass in rugby
 - Li: To be able to tackle in tag rugby
 - Li: To be able to tag in context
 - Li: To be able to Attack and Defend
 - Li: TAG RUGBY! To be able to use and follow rules while using acquired skills.
- Invasion Games**
- Li: To be able to use universal skills of invasion games.
 - Li: To be able to Dribble
 - Li: To be able to Pass to a partner
 - Li: To be able to use Attacking Skills and Drills

	Li: To be able to use Defending Skills Li: To be able to play a game using skills in context Athletics Li: To be able to practice existing running, throwing and jumping skills Li: To be able to improve my running technique including finishing fast Li: To be able to run in a relay Li: To be able to jump for distance using the Standing Triple Jump Li: To be able to use the Pull it throw technique Li: To be able to use learnt techniques (Mini Olympics) Hockey Li: To be able to do Passing and Receiving Li: To be able to move with the Ball Li: To be able to Dribble Li: To be able to Tackle Li: To be able to do Hitting and Shooting Li: GAMES! (To be able to use skills and technique in context)
Year 5	Core Skills Li: To be able to use Static Balance seated and on small base. Li: To be able to use Static Balance on one Leg and on the Floor. Li: To be able to coordinate with footwork and equipment Li: To be able to control a ball and counter balance Li: To be able to use Dynamic Balance to Agility and Agility to chase a Ball Li: To be able to use Dynamic Balance and Agility to react to a Ball Gymnastics Li: To be able to perform a stag and split leap Li: To be able to perform pike rolls Li: To be able to perform a squat vault Li: to be able to round off a movement Li: To be able to plan and link movements together creatively as a sequence Li: To be able to perform a gymnastic sequence Dance Li: To be able respond to stimuli, improvising freely using a range of controlled movements.

- Li: To be able to perform a variety of dance techniques with accuracy and consistency
- Li: To be able to work with a group to create appropriate dance movements to fit with different musical stimuli
- Li: To be able to represent objects and actions through a dance phrase
- Li: To be able to select and use a range of movements patterns
- Li: To be able to perform dances using a range of movement

Invasion Games

- Li: To be able to use a range of skills to move a ball
- Li: To be able to use correct technique to pass a ball
- Li: To be able to keep possession of the ball
- Li: To be able to use different tactics to attack
- Li: To be able to win back possession of the ball
- Li: To be able to use learnt skills in the context of a game

Basketball

- Li: To be able to correctly do Basketball Dribbling
- Li: To be able to use a range of techniques to pass
- Li: To be able to pivot and move effectively about
- Li: To be able to use strategies to keep possession of the ball
- Li: To be able to mark a player effectively and escape from being marked
- Li: To be able to use skills in the context of a game

Athletics

- Li: To be able to practice and refine existing running and jumping skills
- Li: To be able to use effective sprinting technique including the start
- Li: to be able to sustain my running pace over longer distances
- Li: To be able to jump for height and distance
- Li: to be able to use the pull throw technique
- Li: To be able to use technique in context (Mini Olympics)

Rounders

- Li: To be able to use the correct technique for Batting and Bowling
- Li: To be able to choose the appropriate technique for throwing and catching
- Li: To be able implement the use of Backstops and Bases
- Li: To be able to apply the rules of the game in context
- Li: To be able read the game in context

Year 6	Li: To be able to 'outwit' opponents in a game Core Skills Li: To be able to use Static Balance seated and on small base. Li: To be able to use Static Balance on one Leg and on the Floor. Li: To be able to coordinate with footwork and equipment Li: To be able to control a ball and counter balance Li: To be able to use Dynamic Balance to Agility and Agility to chase a Ball Li: To be able to use Dynamic Balance and Agility to react to a Ball Gymnastics Li: To be able to perform a cat leap full turn and stag leap Li: To be able to perform pike rolls Li: To be able to perform a straddle vault Li: To be able to hurdle step and round off a movement Li: To be able to do a series of similar movements in quick succession to form a sequence Li: To be able To work in a large group to choreograph and perform a gymnastics routine in time to music. Dance Li: To perform movement patterns in the context of the Charleston Li: To perform perform movement patterns in the context of the Lambeth Walk Li: To perform movements patterns in the context of the Lindy Hop Li: To plan an interpretive dance which tells the story of a wartime event. Li: To perform an interpretive dance which reflects an aspect of WWII. Li: To plan and perform in a WWII style dance party. Athletics Li: To be able to practice and refine existing running and jumping skills Li: To be able to use effective sprinting technique including the start and finish Li: to be able to sustain my running pace over longer distances Li: To be able to jump for height and distance Li: To be able to use the pull throw technique Li: To be able to use technique in context (Mini Olympics) Cricket Li: To be able to react to balls being thrown at different heights and angles Li: To be able to attack the ball using fielding techniques
---------------	---

- Li: To be able to bowl overarm at a target
- Li: To be able to strike a bowled ball
- Li: To be able to strike a bowled ball into space
- Li: To be able to use tactics in the context of a game

Athletics

- Li: To be able to practice and refine existing running and jumping skills
- Li: To be able to use effective sprinting technique including the start and finish
- Li: to be able to sustain my running pace over longer distances
- Li: To be able to jump for height and distance
- Li: to be able to use the pull throw technique
- Li: To be able to use technique in context (Mini Olympics)

Outdoor Activities

- Li: To be able to work together in small groups developing problem solving skills
- Li: To be able to describe how the body reacts and how this affects performance
- Li: To be able to navigate around space with confidence
- Li: To read a map with increasing accuracy and confidence
- Li: to be able to create symbols that are effective for map reading
- Li: To be able to follow a map with increasing accuracy and confidence