



Woodfield Primary School
Progression of key skills:
Physical Education

Progression of Skills: Athletics

<u>KS1 Athletics</u>			
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key stage expectations</u>
<ul style="list-style-type: none"> • To begin to develop an understanding of Fundamental Movement Skills FMS • To Develop running, jumping and throwing related to athletics • Begin to understand how to change speed, jump for distance and throw for distance 	<ul style="list-style-type: none"> • Use varying speeds when running • Understand the importance of a controlled landing when developing skipping, hopping and two footed landings • To begin to link overarm throwing action with athletics based throwing events • Begin to travel at speed through obstacles (high and low) 	<ul style="list-style-type: none"> • Apply different types of movements linked to running to ensure it is embedded • Jump with control both 1 footed and two footed • Throw different objects in a variety of ways • Complete an obstacle course with control and agility 	<ul style="list-style-type: none"> • To demonstrate running, jumping, throwing and catching in isolation and in combination • To move with control, agility and confidence

<u>KS2 Athletics</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique • Begin to improve throwing technique and distance of throws • Consolidate jumping techniques, using multiple footwork patterns • Compete in a mini competition, recording scores 	<ul style="list-style-type: none"> • Maintain a running pace for over longer distances • Apply throwing with power and accuracy • Demonstrate good running technique in a competitive situation • Apply the correct technique when jumping for distance 	<ul style="list-style-type: none"> • Develop an understanding of how to run for distance • Throw with accuracy and power • Understand baton transition in relay based events • Explore different footwork patterns to develop technique • Understand which technique is most effective when jumping for distance • Demonstrate good techniques in a competitive situation 	<ul style="list-style-type: none"> • Apply throwing with power and accuracy within a competitive environment • Demonstrate good running technique in a competitive situation • Understand which technique is most effective when jumping for distance • Apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment 	<ul style="list-style-type: none"> • 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 competition • Embed running, jumping, throwing and catching in isolation and in combination

Progression of Skills: Dance

KS1 Dance			
Reception	Year 1	Year 2	End of Key stage expectations
<p>Copy and repeat simple skills</p> <ul style="list-style-type: none"> • Copy and explore basic body actions demonstrated by the teacher • Move to music with different tempo (fast and slow). • Copy simple dance moves to music (heads shoulders knees and toes etc.) • Follow the leader – jumps, hops, skips • Perform some dance moves in pairs/small groups • Move around the space safely 	<ul style="list-style-type: none"> • Follow the leader – jumps, hops, skips etc. • Respond to different stimuli with a range of actions • Copy and explore basic body actions demonstrated by the teacher • Compose and link movement phrases to make simple dances with a beginning, middle and end • practise and repeat their movement phrases and perform them in a controlled way • Change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> • Can link several movements together with control and co-ordination • Talk about different stimuli as the starting point for creating dance phrases and short dances • Explore actions in response to stimuli • Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements • Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings • Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness 	<ul style="list-style-type: none"> • Children should be taught to perform dances using simple movement patterns. • Use movement imaginatively, responding to stimuli, including music and performing basic skills • Change rhythm, speed, level and direction of their movements • Create and perform dances using simple movement patterns, including those from different times and cultures • Express and communicate ideas and feelings

KS2 Dance				
Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations
<ul style="list-style-type: none"> • Improvise freely with a partner translating ideas from stimuli to movement. • Incorporate different qualities and dynamics into their movements • explore and develop new actions while working with a partner or a small group • Perform pair/group dances involving canon and unison, meet and part. • Respond to music in time and rhythm to show like/unlike actions • Respond to music to express a variety of moods and feelings 	<ul style="list-style-type: none"> • Respond and perform with a partner, demonstrating actions that link with fluency and accuracy • Use a range of actions and begin to combine movement phrases and patterns. • Begin to respond within a small group, to speed and level. • Begin to design their own movement phrases that respond to the stimuli or emotion • Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group • Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others. 	<ul style="list-style-type: none"> • Respond to a variety of stimuli showing a range of actions performed with control and fluency. • Think about character and narrative ideas created by the stimulus, and respond through movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. • Create and perform dances using a range of movement patterns in response to a range of stimuli • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practise and combine longer, more complex dance phrases 	<ul style="list-style-type: none"> • Perform a variety of dance styles with accuracy and consistency • Explore, improvise and choose appropriate material to create new motifs in a chosen dance style • Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns • Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances. • Select and use a range of compositional ideas to create motifs that demonstrate their dance idea 	<ul style="list-style-type: none"> • Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures • Respond to a range of stimuli and accompaniment • Through dance, develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns

Progression of Skills: Fitness

<u>KS1 Fitness</u>			
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key stage expectations</u>
<ul style="list-style-type: none"> • Observe the effects of activity on their bodies • Recognise when they need to rest • Show some understanding that good practices with regard to exercise can contribute to good health • Children know the importance for good health of physical exercise bodies 	<ul style="list-style-type: none"> • Recognise how their body feels when still and when exercising • Describe the effects of activity on their body • Begin to understand how to manage their breathing and how to recover from physical activity 	<ul style="list-style-type: none"> • Recognise and describe what their bodies feel like during different types of activity related to running and walking • Begin to understand how the body feels during short and longer distancing jogging. 	<p>Recognise and describe the benefits of physical activity</p> <p>Understand how their bodies feel when taking part in physical challenges and games</p>

<u>KS2 Fitness</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength • Understanding how to regulate their breathing • Begin to pace themselves when set running distances or challenges 	<ul style="list-style-type: none"> • Describe how the body reacts during different types of activity and how this affects the way they perform • To challenge themselves when running for distance or time • Understand the importance of personal targets and goals within running 	<ul style="list-style-type: none"> • Know and understand the basic principles of warming up and why it is important for good quality performance • Understand why physical activity is good for their health • Understand how to manage and set personal goals within running 	<ul style="list-style-type: none"> • Understand why warming up and cooling down is important • Understand why exercise is good for health, fitness and wellbeing • Understand how to become healthier themselves by eating the right food, hydration and recovery • To embed an understanding of personal goals to individual competition 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different situations</p> <p>To understand the importance of a healthy lifestyle through structured physical activity, healthy eating, hydration and recovery</p>

Progression of Skills: Gymnastics

<u>KS1 Gymnastics</u>			
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key stage expectations</u>
<ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched. • Understand the difference between stillness and movement • Show awareness of body parts, points and position when making still shapes • Perform basic travelling actions on various body parts • Climb & hang from apparatus 	<ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched showing some tension. • Begin to explain the importance of moving with control & Posture • Perform the basic actions of balancing, travelling, rolling, jumping and climbing • Change speed and direction when travelling • Show awareness of body parts, points and position when making still shapes • Link and repeat basic gymnastic actions • Manage the space safely, showing good awareness of each other, mats and apparatus 	<ul style="list-style-type: none"> • Explain the importance moving with control and awareness of space • Move with some control and awareness of space • Create a sequence using 3 or more linked actions combined with basic and intermediate balances • Show contrasts on use of body and shape (such as small, tall, straight, curved) • Balance on different points of the body, holding a still position • Climb and travel safely on equipment • Jump in a range of different of ways, showing control and balance on landing 	<p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others</p>

<u>KS2 Gymnastics</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Explain the importance of smooth transitions between balances • Display smooth transitions between balances • Demonstrate control and coordination • Devise, repeat and perform a short sequence that shows changes in speed, level and direction • Adapt a sequence to include apparatus • Adapt a sequence to work in a small group • To work in small groups offering peer support 	<ul style="list-style-type: none"> • Plan, perform and repeat gymnastic sequences, linking still shapes with travelling • Link a number of movements into a sequence • Show changes of direction, speed and level during a gymnastic sequence • Travel in a variety of ways, creating power in movements • Align body parts to create successful and stable balances • Make similar and contrasting shapes on the floor and apparatus, working with a partner 	<ul style="list-style-type: none"> • Discuss a range of gymnastics actions • Perform a range of gymnastic actions with consistency, fluency and clarity of movement • Show body tension and extension and good weight transference • When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry) • Combine dynamics when making sequences using changes of speed, level and direction 	<ul style="list-style-type: none"> • Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements • When working in small groups, carefully link actions and balances together showing good timing • Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performance • Rehearse, refine and perfect gymnastic skills • To work in small groups offering peer support to allow the sequence to develop and progress 	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance through the application if gymnastic based movements and skills</p>

Progression of Skills: Invasion Games

<u>KS1 Invasion Games</u>			
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key stage expectations</u>
<ul style="list-style-type: none"> • Send & receive a ball by rolling from hand & striking with foot • Aim & throw object underarm • Catch balloon/bean bag/ scarf and sometimes a bouncing ball • Move and stop safely in a specific area • Play a passing & target game alone and with a partner 	<ul style="list-style-type: none"> • Throw underarm, bounce & catch a variety of balls by themselves & with partner • pass/stop a ball using confident foot • Invade and evade using different movements such as run straight and on a curve and sidestep with correct technique • Begin to follow some simple rules 	<ul style="list-style-type: none"> • Perform some dribbling skills with hands, feet and a stick using space • Pass a ball accurately (hands & feet) over longer distances to a team mate • Combine stopping, receiving, sending and passing in multiple forms to other players • Make simple decisions about when /where to move in game to receive a ball 	<ul style="list-style-type: none"> • To participate in skill related games and team games • Develop simple tactics within skill related games and small sided games applying attacking and defending • Begin to adapt and apply some technical and tactical knowledge within a variety of invasion based sports and activities such as netball, basketball, hockey, tag-rugby and football.

<u>KS2 Invasion Games</u>				
<u>Netball</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Make a variety of passes to team mates moving towards the scoring area • Show some signs of using a chest pass and shoulder pass • Communicate verbally and non-verbally to indicate where you like to pass to go or receive a pass • Begin to understand and apply creating space for you and your team • Mark another player and defend when needed 	<ul style="list-style-type: none"> • Begin to use a bounce pass, which only bounces once. • Use a chest pass, bounce pass and shoulder pass to support team in scoring. • Make decisions regarding which is the best type of pass to use. • Attempt to intercept the ball in skill related and game related environments • Identify space to move into and show a clear target (hands) to receive a pass 	<ul style="list-style-type: none"> • Defend against a player and make some successful interceptions when playing as a team • Use all three passes (chest, shoulder & bounce) correctly applying them to game situations • Understand when to vary speed of pass • Disguise movement in an attempt to Lose a defender and receive a pass • Defend a player and make some successful interceptions when playing as a team 	<ul style="list-style-type: none"> • Choose the correct pass within a game situation • Apply a range of passes that can lead to a scoring opportunity • Begin to understand and apply the principle of pivoting and landing • Position body to defend effectively, making successful interceptions 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games

Progression of Skills: Invasion Games

<u>Football</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Control the ball using both feet then begin to dribble a ball varying the speed of movement and direction • Apply passing, previously embedded to pass a football to someone on team • Keep a ball under control at different speeds • Begin to understand how to create space • defend another player and defend when needed 	<ul style="list-style-type: none"> • Stop the ball with control using both feet and dribble with control into space • Make a pass to someone on the team • Keep the ball under control when receiving a range of passes from team • Identify where space is then evaluate if you they need to create new space. Using knowledge from other invasion games if possible • Defend against a player and intercept 	<ul style="list-style-type: none"> • Dribble with both feet confidently varying speed whilst identifying space • Send a football to someone on the team, using different parts of foot accurately. • Use a range of ways to keep a ball under control (foot, thigh and chest) • See space, and use it effectively • Lose a defender to receive a pass • Defend a player and make some successful interceptions for team 	<ul style="list-style-type: none"> • Dribble into space with speed, to beat defenders • Make decisions regarding how and when to pass a football to someone in your team • Use a variety techniques to keep the ball under control building on previous knowledge • Know how space changes within a game and when and how to move • Position body to defend effectively, making successful interceptions 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games
<u>Tag Rugby</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Move & accelerate with speed holding a rugby ball • Know where to score a try and how to position the ball to score a try • Break past defenders into space to avoid being tagged • Understand the concept of tag-rugby that a pass does NOT need to made until you have been tagged • Understand a backward pass needs to be applied when they have been tagged 	<ul style="list-style-type: none"> • Move & accelerate with speed, using a change of direction to evade being tagged. with or without a ball • Use speed and space to avoid defenders • Pass the ball backwards stationary and sometimes on the move • Tag the person who has the ball 	<ul style="list-style-type: none"> • Be able to evade and tag opponents • Be able to pass and receive a pass at speed • Be able to pass and receive a pass at speed in a game situation • Apply basic attacking and defending tactics such as defensive line to defend and arrow head to attack • Develop tactics as a team • Apply learnt skills in a game of tag rugby 	<ul style="list-style-type: none"> • Be able to evade and tag opponents within a game • Running at speed, changing direction at speed in and out of possession • Play effectively in attack and defence • Score points against opposition • Support player with the ball 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games

Progression of Skills: Invasion Games

<u>Hockey</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Begin to show how to hold a hockey stick and which side to use whilst manipulating the ball (preferable tennis ball) • Begin to use a simple push pass to another team mate • Dribble the ball keeping it close, using the correct side of stick • Begin to approach a player to tackle and intercept under pressure • Apply the push pass to a scoring situation 	<ul style="list-style-type: none"> • Apply change direction of travel by rotating and turning stick to support this • Use a push pass to make a direct pass • Begin to use a slap pass within a skill based activity • Use speed to dribble the ball into space • Apply defensive knowledge from previous experiences adapted with a hockey stick • Attempt to score inside a designated scoring area 	<ul style="list-style-type: none"> • Change direction and use the correct side of stick • Begin to develop the Indian dribble within a skill based activity • Choose between the two passes (push/slap) and explain simply why • Make a direct pass while dribbling • Successfully score while in the scoring area 	<ul style="list-style-type: none"> • Use speed, changing of direction and Indian dribbling to find space or lead to a goal scoring opportunity • Apply a range of passes knowing which one depending on the distance of the pass • Know when to defend and what defence skills could be used • Attempt to score on intercepting the ball 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games
<u>Basketball</u>				
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Pass and catch the ball in two different ways in a game situation with some success • Move with the ball in a variety of ways with some control • Find a useful space and get into it to support teammates • Use simple attacking and defending skills in a game • Understand and begin to apply the basic principles of invasion games • Compete against self and others in a controlled manner 	<ul style="list-style-type: none"> • Catch with increasing control and Accuracy • Move with the ball using a range of techniques showing control and fluency • Pass the ball with increasing speed, accuracy and success in a game situation • Make the best use of space to pass and receive the ball • Use a range of attacking and defending • Take part in a range of competitive games and activities 	<ul style="list-style-type: none"> • Consolidate different ways of throwing and catching, and know when each is appropriate in a game • Use ball skills in various ways, and begin to link together • Pass a ball with speed and accuracy using appropriate techniques in a game situation • Keep and win back possession of the ball effectively in a team game • Know when to pass and when to dribble in a game • Take part in competitive games with a strong understanding of tactics and composition 	<ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game • Show confidence in using ball skills in various ways in a game situation, and link these together effectively • Keep and win back possession of the ball effectively and in a variety of ways in a team game • Apply knowledge of skills for attacking and defending • Work as a team to develop fielding strategies to prevent the opposition from scoring • Take part in competitive games with a strong understanding of tactics and composition 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games

Progression of skills: Net and Wall

KS1 Net and Wall			
Reception	Year 1	Year 2	End of Key stage expectations
<ul style="list-style-type: none"> • To use hands and rackets to manipulate the ball with some control and experiment how a ball moves • Catch balloon and different types of balls independently and with a partner • Use hand to strike a ball, progressing to a racket • Begin to use a racket and ball with some control, balancing, self-rally and dribbling 	<ul style="list-style-type: none"> • Show different ways of manipulating the ball with hands and a racket • To use a variety of different sized balls to play some rally based games • Begin to follow some simple rules to rally using a variety of equipment such as cones, rackets, and balls 	<ul style="list-style-type: none"> • Manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket • Play a variety of games to score • Start to apply basic tactics • To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis • Follow rules for a game 	<ul style="list-style-type: none"> • Pupils should participate in individual based skills, working in pairs whilst rallying • Developing simple tactics for rallying against a partner

KS2 Net and Wall				
Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations
<ul style="list-style-type: none"> • Apply rallying independently, using a variety of techniques and challenges • Rally with a partner using throwing or tapping the ball with a racket • Stand in a ready position holding racket correctly • Change from a ready position before playing a shot and returning the ball to a partner 	<ul style="list-style-type: none"> • Tap/send the ball back and forth to a partner over a small space • Begin to tap a ball over a net allowing it to bounce, before returning • Move from a ready position into a forehand position • Play a forehand shot by bringing racket from a low to high position to meet the ball for a forehand shot 	<ul style="list-style-type: none"> • Begin to apply a backhand stroke to return a ball • Move towards the ball from 'ready' position choosing either forehand • Set racket back in its ready position after each shot • Begin to develop the correct swing technique when hitting the ball over a net • Underarm serve the ball correctly beginning to purposely aim for space to score 	<ul style="list-style-type: none"> • Turn and run to the ball getting into a forehand or backhand position • Use the correct swing technique and control with smooth swings keeping the path of the racket the same • Underarm serve the ball accurately making opposition have to move to send it back 	<ul style="list-style-type: none"> • Pupils should be taught to play competitive games, modified where appropriate, such as tennis and dodgeball, applying basic principles suitable for match play within rallies or purposely aiming for areas or a court

Progression of Skills: OOA and Team Building

KS1 OOA and Team Building			
Reception	Year 1	Year 2	End of Key stage expectations
<ul style="list-style-type: none"> • Describe different types of movement to travel (Walking, jogging, sprinting) • Apply basic movements in a range of outdoor activities • Developing improved physical capacity • Apply fundamental movement skills in a range of activities • Develop simple tactics 	<ul style="list-style-type: none"> • Describe with some detail the best techniques to use in running, jumping and throwing • Make and apply decisions in a range of contexts • Participate in competitive and cooperative physical activities • Develop and master fundamental movement skills 	<ul style="list-style-type: none"> • Explain how they can make informed choices about healthy, active lifestyles both in school and beyond • Participate in competitive and cooperative physical activities • Apply tactics and creative ideas to tasks • Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve 	<ul style="list-style-type: none"> • Work collaboratively with others • To warm up and prepare appropriately for different OAA activities • Develop some Orienteering techniques

KS2 OOA and Team Building				
Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations
<ul style="list-style-type: none"> • Describe how to use simple maps within a lesson • Developing map work and orientation of the school site • Work in collaboration to solve tasks and problems • To warm up and prepare appropriately for different OAA activities 	<ul style="list-style-type: none"> • Describe how we can work in small groups to support plans • Embed map work and orientation of the school site • Use and create routes for each other using simple plans • Support and assist in group problem solving tasks • Consolidation of map work and orientation 	<ul style="list-style-type: none"> • Describe how collaboration is required during OAA • Consolidate map work and orientation • Setting up courses for others to navigate • To work in small groups with minimal support from teacher 	<ul style="list-style-type: none"> • Describe how to create a course/map • Set up courses for others • To warm up and prepare appropriately for different OAA activities • Can recognise hazards • Develop more advanced Orienteering techniques 	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different situations, working collaboratively and in teams is key within an OAA environment. • They should enjoy communicating, collaborating and competing with each other and evaluate their own success

Progression of Skills: Strike and Field

KS1 Strike and Field			
Reception	Year 1	Year 2	End of Key stage expectations
<ul style="list-style-type: none"> • Aim & throw an object underarm • Catch balloon/bean bag/scarf & sometimes a bouncing ball • Use hand to strike a bean bag or ball and move towards a scoring area • Begin to use a bat or racket to hit a ball 	<ul style="list-style-type: none"> • Show some different ways of hitting, throwing and striking a ball • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Understand a as a fielder how to get the ball back to the designated area • Begin to follow some simple rules (carrying the bat, not over taking someone) 	<ul style="list-style-type: none"> • Send a ball off a tee using a bat • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops) 	<ul style="list-style-type: none"> • Pupils should be able to strike a ball off a tee • Throw using underarm or overarm • Field a ball and return to an area within a skill game • Follow rules of a game

KS2 Strike and Field				
Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations
<ul style="list-style-type: none"> • Use fielding skills to stop the ball effectively • Throw with some control and accuracy within a small skill or small sided activity • Bat with some control, strike a moving ball • Work in a team when fielding and applying tactics 	<ul style="list-style-type: none"> • Throw and catch under pressure • To develop the range of Cricket skills they can apply in a competitive context • To consolidate existing skills and apply with consistency • To choose and use a range of simple tactics independently and in a game context 	<ul style="list-style-type: none"> • To link together a range of skills and use in combination when fielding and bowling • To bat with control and accuracy within small games • To collaborate as a team to choose, use and adapt rules in games 	<ul style="list-style-type: none"> • To apply with consistency standard cricket rules in a variety of different styles of games • To attempt a small range of recognised shots in within a skill related activity and in competitive • To use a range of tactics for attacking and defending in role of bowler, batter and fielder 	<ul style="list-style-type: none"> • Pupils should be able to bat, bowl and field with confidence both in skill related activities and small games

KS2 Swimming and Water Safety

<u>Year 4</u>	<u>End of Key Stage expectations</u>
<ul style="list-style-type: none"> • Develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water • To swim front crawl for 25m. 	<p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>