Progression of Skills: PE

By the end of Key Stage 1, children will have developed a secure foundation in physical skills, becoming confident, active and enthusiastic young athletes. They will demonstrate fundamental movements, including running, jumping, throwing and catching, alongside developing balance, agility and coordination. Children will participate in team games, apply simple tactics and perform movement sequences, developing teamwork, fairness and confidence in preparation for Key Stage 2.

By the end of Key Stage 2, children will have developed secure physical skills, becoming confident, active and independent athletes. They will apply a range of techniques and tactics across competitive games, gymnastics, dance, athletics and outdoor adventurous activities. Children will demonstrate teamwork, resilience and sportsmanship, evaluate their performances and strive for personal improvement. They will also develop swimming and water safety skills, preparing them to lead healthy, active lifestyles and participate confidently in physical activity at secondary school.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	First PE	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Netball	Netball
		Rugby	Rugby	Tag Rugby	Tag Rugby	Dodgeball	Dodgeball
Autumn 2	Jungle Dance	Multi-skills	Multi-skills	Dance	Dance	Football	Football
		Yoga	Yoga	Hockey	Hockey	Gymnastics	Gymnastics
Spring 1	Scootering	Football	Football	Basketball	Basketball	Fitness	Fitness
		Dance	Dance	Self-Defence	Self-Defence	Tag Rugby	Tag Rugby
Spring 2	Gymnastics	Dodgeball	Dodgeball	Leadership	Leadership	Rounders	Rounders
		Scootering	Scootering	Football	Football	Yoga	Yoga
Summer 1	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
		Tennis	Tennis	Fitness	Cricket	Cricket	Cricket
Summer 2	Football	Cricket	Cricket	Rounders	Rounders	Dance	Dance
		Fitness	Fitness	Netball	Netball	Tri Golf	Tri Golf

1. Progression

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
First PE	Move confidently around the space, showing awareness of others and finding a safe space before practising with equipment. Throw an object gently upwards and attempt to catch it, adjusting the force or position when needed. Use two hands to attempt a controlled catch, bringing the object towards the body and showing improving consistency with a suitable object. Explore handling and throwing different objects, such as scarves, quoits, beanbags and balls and adjust the strength and direction of the throw. focusing on watching it and	N/A	N/A	N/A	N/A	N/A	N/A

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	using hands to receive it. Take turns rolling and begin to throw an appropriate object to a partner from a short distance, watching the object and preparing hands to catch. Choose and return equipment safely, share space and resources, and work cooperatively with a partner with fewer reminders.						
Dance	Moving in time to happy and sad music Experiment with actions at different levels Experiment with different ways of moving. Moving around as different characters	Listen to the music and begin to move in time to it. Perform basic dance movements. Perform dance movements showing some levels. Perform basic dance travelling movements	Move in time to the music showing some expression. Perform dance movements with control. Perform dance movements showing a variety of levels. Perform dance movements showing	Collaborate to make a dance warm up. Use a stimulus to create a dance. Dance in unison with a partner Perform in canon with a group.	Cooperate to make a dance warm up and take on a leadership role. Respond imaginatively to a stimulus. Dance in unison with a partner/group performing a range of movement patterns.	Co-operate and collaborate to create a warmup displaying a variety of movement patterns. Translate ideas from a stimulus showing control and fluency. Dance in unison in a group keeping in time with each other.	Co-operate, communicate and collaborate with a group to make up a warmup with good rhythm and timing. Translate ideas from a stimulus into movement showing expression, precision, control and fluency.

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	or animals to the music	e.g., stepping, skipping, jumping. Perform simple dance moves with some control.	travelling in different directions e.g., sliding, turning, gesturing. Remember simple dance steps, perform with control in time to the music	Use some different levels and pathways	Perform in canon showing a range of movement patterns. Perform a variety of levels and pathways in a dance	Dance in canon showing good timing. Perform using a variety of levels and using the space	Dance in unison in a group showing good timing, energy and strength. Use levels, travelling and space with timing and musicality. Dance in canon in a group showing good timing, energy and strength.
Scootering	With adult help, put on a helmet and pads; identify the handlebars, wheels, deck and brake; follow simple safety instructions. Practise small pushes, place one foot on the deck and glide for a short distance. Look ahead and keep handlebars steady, with support as needed. Explore the scooter brake and practise	Put on safety equipment with less help and check that it is secure with an adult check. Identify key scooter parts, notice obvious damage and follow agreed riding and storage rules. Use controlled pushes to travel further and more consistently. Glide with both feet on the deck where ready, keep a steady line and adjust the	Prepare equipment responsibly and complete a simple pre-ride check, identifying damage or a problem to report. Explain why protective equipment, safe spacing and suitable riding conditions matter. Choose an effective push-off and maintain balance over a longer, marked route. Keep a controlled line and speed while preparing for a turn or stopping	N/A	N/A	N/A	N/A

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	stopping in a clear space, initially with adult prompts and plenty of room. Steer around widely spaced cones or along a large curved route at a manageable speed. Notice other riders and obstacles with reminders. Practise leaving space and stopping when asked. Learn and rehearse "Stop, Look and Listen" at a pretend crossing. Stop before the line and walk the scooter across the simulated road.	number of pushes to maintain control. Brake in a controlled way and aim to stop at a marked line or target. Recognise that greater speed needs more stopping distance and leave space ahead. Complete a simple slalom or change direction around cones while looking ahead and maintaining control. Practise the route in both directions. Follow a marked route while keeping a safe gap. Respond to a simple instruction or colour cue and slow down or stop when routes become busy. Apply the crossing routine consistently in a simple role-play, stopping safely before	point without frequent reminders. Stop accurately at a designated point, adjusting speed and braking early when needed. Select a safe response to an obstacle or busy area, including stopping fully and waiting. Navigate a more complex route, including bends or changes of direction, choosing a suitable line and adjusting speed before a turn rather than turning sharply at the last moment. Anticipate where routes may cross or become congested. Choose a wider route, slow down, wait or give way appropriately; communicate politely				

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		the boundary and walking the scooter across. Identify a few hazards such as traffic or blocked views.	and avoid squeezing through small gaps. Explain and apply safe choices in varied scenarios, including restricted visibility or a busy crossing. Recognise when to wait, move back or ask an adult for help; understand that scooters should be walked across roads.				
Gymnastics	Can experiment with different shapes. Experiment with different ways of rolling in small shape. Experiment with different jumps Experiment with balancing on different body parts Moving along the floor in different ways like aliens sliding, rolling, stretching etc	Can perform various shapes. Perform basic jump (straight jump, Star jump Perform a tuck rock and a tuck roll and rocket roll with pointed toes. Perform a simple balance holding for 3 seconds. Perform a bunny hop- hands first then feet.	Can perform shapes with a strong body and control. Perform jumps (straight, star, tuck jump) with control and a strong body. Perform a tuck rock, tuck roll, forward roll and dish/arch roll. Perform a balance on one or more parts of body.	Can perform a variety of shapes with good control. Perform a straight jump with a half turn. Perform a Teddy bear roll. Perform Point and Patch balances. Perform a bunny hop across a mat run and onto/across low benches and apparatus.	Can perform a variety of shapes with good control when performing various skills. Perform various jumps and develop travelling across the mat. Teddy bear roll with a partner/group in sequence with pointed toes Perform matching and mirroring balance	Can perform complex shapes with control and some flexibility. Perform more complex jumps, tuck, pike and a scissor kick. Perform a T-roll. Perform symmetrical and asymmetrical balances Perform a ‘squat on and squat off’ on various apparatus.	Can perform complex shapes when performing Sequences and skills with flexibility. Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap. Side star roll, T-roll (with pointed toes), backwards roll

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Show a start shape, middle and finishing shape (beginning of a sequence) Moving on and off apparatus safely	Perform a basic sequence (roll, jump and roll) Moving on and off apparatus with control	Perform a bunny hop – hands flat with straight arms. Perform a sequence on apparatus– (roll, jump and balance) Moving on and off apparatus with strong body and control	Perform a short sequence on mats (using levels directions control). Hopscotch on throw down feet-introduction to hurdle step onto apparatus.	routines on apparatus. Perform a bunny hop onto a variety of apparatus with control. Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes. Hopscotch across the floor to develop hurdle step onto low apparatus.	Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others. To perform a hurdle step on the floor/springboard. Cartwheel on the floor using various apparatus.	Perform various balances, counter balance and counter tension. Perform a 'squat on and squat off 'apparatus with a run up (with or without a springboard). Compete in teams to win points with sequences and a vault competition. Perform a hurdle step on the floor/springboard and onto apparatus. Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand.
Athletics	Marching/running for co-ordination. Experiment with different ways of	Running/ pumping arms at various speeds	Using arms and keeping head still when exploring running patterns	Begin to perform 'FAST' technique. Throw a javelin/vortex using correct stance, rotating hips forward.	Perform 'FAST' technique confidently when sprinting.	React quickly and accelerate over short distances. Throw a javelin/vortex/ tennis ball using correct	Accelerate quickly with speed and control in movement – timed/competitive races.

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	throwing under/overarm. Experiment with different ways of jumping- measuring with various objects. Working with friends in a team – taking turns. Leaping over cones, spots and throw down strips from standing.	Throw a variety of objects with some accuracy. Jumping, bending knees and pushing off – being competitive to improve distance as a pair. Co-operate and compete in a team in various running games. Leaping over throw-down strips and low hurdles when moving.	Throw in correct stance 'Usain Bolt position'. Use arms to improve jumping technique – beating their own score. Compete in a team in various running/obstacle games and working together to improve team performance. Leaping over hurdles beginning to compete against self and others.	Perform a hop, step and jump (standing triple jump) in isolation and in combination. Develop running for distance in warmups. Develop relay change over techniques. Run and take off over obstacles at some speed.	Throw a javelin/vortex with height and distance. Perform a hop, step and jump (standing triple jump). Develop running for distance in warmups, increasing with each lesson. Pass a relay baton with control with a partner in adapted games. Run and jump over hurdles with some speed and control	stance, rotating hips forward with good height and distance. Perform a variety of jumps (Long jump and triple jump) and measure for distance. Develop pace when running longer distance. Pass a relay baton with control and timing in a pairs change over. Run and jump over hurdles with fluency.	Throw a javelin/vortex /shot put safely, with accuracy and power. Perform a jump for distance, varying techniques to improve performance. Pass a relay baton in competitive situations (timed) Develop long distance running- learning how to pace and show good technique. Run and jump over hurdles with fluency and speed, improving time to achieve a personal best.
Football	Explore stopping a ball with different parts of the body. Experiment kicking the ball with feet to a partner.	Stopping a ball with the inside of feet Pass the ball, beginning to use inside of feet "toe, toe, toe, no, no, no!"	Stopping a ball with the sole and inside of feet Pass the ball to a partner P,P,P, Plant,	Control a ball using inside, outside and sole of feet. Pass the ball with inside of feet with accuracy. Pass the ball	Move body to correct position to stop and control a ball. Pass the ball with inside of feet, whist on the move.	Control the ball using either foot when moving. Pass the ball with inside, front or laces on the foot.	Move into space to receive the ball and control with either foot in a game. Select the correct pass for various

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Move a bean bag/ball on the floor using inside of foot. Fox and rabbits' game. Object of the game is to move away from the rabbit onto a spot (finding a space) Shooting into a target on the floor Introducing fun games e.g., Player in the middle, defending hoops (beginnings of attacking, defending)	Dribble the ball with the inside of feet - finding a space. Introduce getting the ball off a player- tackling. Scoring in a variety of ways- into goals and at targets Begin to understand tactics for attacking and defending. Small sided games 4v4.	Pass Point to help with accuracies Dribble the ball with the inside of feet, keeping the ball close to their body- dribble into a space. Improve tackling by using adapted games- introduce intercepting play. Scoring in a variety of ways and begin to use in a game situation. Begin to include some basic tactics for attacking and defending in conditioned games. Play an adapted and conditioned games 5v5.	to someone in a space. Dribble the ball, beginning to turn with some control (inside and outside hook). Defend making a tackle in isolation (a conditioned game). Shooting - Kick a stationary ball past a goalkeeper. Adapted games, begin to apply some basic principles for attacking & defending in small sided games. Small sided games 6v6.	Dribble the ball using inside, outside hook and drag back, beginning to accelerate. Defend- moving forward to close space to tackle in a conditioned game. Intercept a pass. Shooting- Strike a moving ball (past a goalkeeper) with some accuracy. Encourage children to talk about tactics when attacking and defending. Small sided games - up to 7v7.	Dribble the ball using inside, outside hook and drag back beginning to accelerate. Show good body position to defend and press in a 2v2 game. Scoring using top of foot (laces)- aiming for corners of the goal. Begin to use attacking and defending, techniques learned in a game situation. In teams, begin to discuss tactics and how to work as a team (communicate and collaborate).	distances in a game situation. Dribble the ball in a game situation around a defender. Communicate with team when defending in a game -making interceptions, cover space. To work as a team to score, shooting from various angles. In a team, discuss tactics and how to win as a team (communicate and collaborate). Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending. Understanding the positions and rules of the game.

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Rugby	N/A	Play a simple game of tag and begin to call 'tag' when taking a bib or belt. Hold the ball with two hands. Hand over the Rugby ball sideways Attempt to get past a defender 1v1. Scoring a try in a modified drill using correct technique- using 2 hands to place ball down. Small-sided adapted games. Begin to develop tactics for attacking and defending	Tag a player when facing your partner - raise hand and call "Tag". Move with the ball, holding it with hands- chest height. Pass the ball sideways- with smile technique. Dodge around a defender in a small area Scoring a try in an adapted game- focus placing ball down with 2 hands and staying on feet Small-sided games using various types of equipment. Develop tactics for attacking and defending	Tag another player, face on and keeping body position low to the ground. Move with a ball in their hands using correct position. Pass the ball backwards and sideways in isolation. Move into a space to avoid a defender, through dodging techniques. Beat a defender to score a try in various scoring zones. Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending.	Play a tag game whilst moving at speed, keeping close to an opponent. Pass the ball backwards/ sideways with control whist moving. Move with control in a variety of directions holding the ball in the correct position. Use speed and space to avoid a passive defender. Beat a defender at speed to score a try in an isolated game situation. Play adapted games, Children encouraged to think of tactics when attacking and defending	Tag more than one player using either hand whilst moving. Choose different pathways to move with a ball in hands against an opponent. Pass the ball and move (loop around a teammate) Introduce looping around your teammate- to try and trick an opponent. Working as a team to score a try- supporting runs in practice. Developing tactics for attacking e.g working as a team, supporting each other. In teams discuss tactics of attacking e.g diagonal line when attacking.	Tag a player using either hand when moving at full speed in a game situation. Dodge around a defender at speed with a ball in hands avoiding being tagged. Bring in pass and loop into a game situation. Looping around your teammate- to try and trick an opponent in game situation. Working together as a team to score a try in a tag rugby game, e.g supporting diagonal runs. Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending. In a team, discuss tactics of attacking

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						In a team, discuss tactics of defending e.g make a wall or flat line as a team when defending.	and defending (communicate and collaborate).
Multi-Skills	Experiment with different ways of balancing Experiment with different ways of moving ball with different body parts (co-ordination) Experiment with different ways of moving (agility) Working with friends in a team-taking turns	Balance on lines with control and use equipment to balance on various parts of the body. Changing direction with some control (agility) Co-ordinating body whilst beginning to move with equipment. Co-operate, compete and challenge themselves as a team in various games	Balance on low equipment with good control Changing direction quickly with good balance and control (agility) Co-ordinating body whilst beginning to move at different speeds with various equipment. Complete challenges as a team in various running/obstacle games and working to improve performance	N/A	N/A	N/A	N/A
Yoga	N/A	Perform basic Yoga poses with some balance. Begin to relax the body in rest pose.	Perform Yoga poses, beginning to use tummy muscles (core strength), some	N/A	N/A	Perform complex Yoga poses with control, core strength and flexibility.	Perform complex Yoga poses with good core strength, flexibility and balance

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Perform Sun Pose (beginning of sun salutation) To try some of the challenge poses e.g. snake pose Make up a story with some Yoga poses	flexibility, balance and control. Relax in rest post and begin to focus on breathing. Perform Sun pose with control (beginning of sun salutation) To perform the challenge poses e.g. Tree pose 2 or 3 Make up a story using all Yoga poses			Perform a variety of poses using breathing techniques and use in relaxation time. Remember and perform Sun Salutation (SS) Perform the extended poses- e.g. extended cat pose Collaborate in a group to create a Yoga routine of 7 poses	for longer periods of time on each pose. Perform all poses and remembering to use breathing technique when performing them in relaxation time. Perform Sun Salutation (SS) and link to other Yoga moves. Perform extended version of cat pose, dog pose and create their own extensions. Collaborate in a group to create a Yoga routine- and create a sequence of moves like Sun Salutation.
Dodgeball	N/A	Rolling the ball in different ways through tunnels Aiming at a variety of targets and at different levels	Rolling the ball to a partner, increasing the distance of targets to improve accuracy. Throw the ball to a partner underarm- introduce targets.	N/A	N/A	Throwing the ball overarm and underarm in a variety of directions with control and some speed.	Throwing the ball in a game with precision, control and speed. Identify catching opportunities to claim a catch in a game.

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Throw a ball to a partner underarm. Throwing and catching with a partner Jumping over a variety of objects at different heights and over a ball in a game situation. Blocking technique movement – through a game situation – tapping another partner's ball with their own. Adapted games. Begin to develop tactics for attacking and defending.	Throwing and catching, having control of the ball. Aiming at a variety of targets, beginning to develop accuracy e.g., through a hoop. Jumping and dodging to avoid being hit by a ball. Protecting a specific player in a game. Small-sided adapted dodgeball games. Develop tactics for attacking and defending.			Catching the ball at different levels within a game situation. Aiming at the opposition with some precision and control. Dodging in a variety of ways in a game situation. Duck, jump, moving sideways with control and good reactions. Blocking the ball from a variety of directions and protecting other players in an adapted game. Begin to use techniques learned in a game situation and to have an understanding of key rules.	Aiming at the opposition, below the shoulder, using a variety of throwing techniques. Dodging in a game, reacting quickly and communicating tactics to teammates to dodge Blocking the ball and attempting to get a teammate to catch it in a game situation. To apply defensive techniques e.g blocking and marking in a competitive game situation. Use techniques learned and apply in a game situation. Children to officiate.
Tennis	N/A	Throwing and catching a small, ball improving control- bounce catch to self/ partner.	Throw and catch from one hand to the other and bounce catch into a target with a partner.	N/A	N/A	N/A	N/A

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		Balance a ball on racket Racket familiarisation- moving ball with racket in forehand/backhand position. Introduce modified games - eg hand tennis Small-sided adapted games. Begin to develop tactics in the adapted games. In Pairs, discuss tactics of attacking and defending in tennis (communicate and collaborate) Hand eye co-ordination -tap ups (using a racket) watching the ball, knees bent	Balance a ball on racket with control Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving. Play a modified game. Develop tactics for beating an opponent				
Cricket	N/A	Rolling and stopping a ball with one/two hands	Roll and stop a ball with control/accuracy.	N/A	Roll the ball with one hand and stop the ball from different	Begin to use fielding techniques with throwing and	Positioning in a modified game to field a ball (both

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Throw and catch a ball with some control. Bowl underarm towards a target Hit a ball off a tee using various bats. Play a modified game hitting off a tee. Small-sided adapted games. Begin to develop tactics for striking and fielding	Throw underarm with some accuracy and catch a ball. Bowl underarm towards a target with control and accuracy Begin to hold the bat in correct position and hit a ball off a tee. Play a modified game encouraging teamwork when fielding. Small-sided games using various types of equipment. Develop tactics for striking and fielding		directions using barrier method. Bowl at a wicket underarm/overarm with accuracy and control Throw and catch under pressure in modified games. Hit a drop fed ball and/or moving ball with a bat. Play a game communicating as a team. Play adapted games, Children encouraged to think of tactics when striking and fielding	stopping and scooping up the ball. Throwing over/underarm and catching over various distances Bowl, attempting to hit the wicket using under/overarm. Hit a moving ball with control and some distance. Communicate and collaborate as a team to beat an opponent. Developing tactics for striking and fielding e.g working as a team, supporting each other.	throwing and stopping it) Making correct decisions with the type of throw to use in a modified game. Move body into a position to catch the ball. Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket. In a competitive game begin to tactically hit/place a ball into a space
Fitness	N/A	Balance on different parts of body performing static and some moving exercises. Each imaginative exercise - encourage	Balancing in exercises static and when moving building control when performing movements.	Balancing with control, focusing on preferred and non-preferred leg (when performing exercises) Complete a variety of fitnes exercises	N/A	Balancing on various parts of body when moving -using core strenghth and keeping control when moving Can compare their performances with	Balance on various body parts using harder balances e.g shutting eyes, adding explosive movements. Evaluate previous performance levels

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		to count score and record them. Co-ordinating body whilst beginning to move with control when exercising. Beginning to understand what is happening to your body when exercising.	Counting scores, recording them and trying to beat their score. Co-ordinating body whilst beginning to move at different speeds during various exercises. Understand what is happening to your body when exercising and how to feel a pulse.	successfully and achieve a personal best. Co-ordinate body to perform a combination of movements in a variety of exercises. Take pulse before exercise. Understand how your body is getting stronger when exercising		previous ones and strive to achieve a personal best on each station. Co-ordinate using both sides of the body when performing exercises - increasing speed and power. Create a warm up and cool down. Take pulse before and after exercise accurately.	and demonstrate improvements to achieve their personal best. Co-ordinate using both sides of the body with fluency and speed to perform a combination of exercises. Create an exercise to improve a specific fitness e.g. strength, coordination, power.
Hockey	N/A	N/A	N/A	Dribble the ball holding the stick in correct position. Pass and receive a ball with some control. Perform a pass and look for a space in an adapted game to receive the ball. Begin to tackle a player safely- when stationary and moving.	Dribble and stop the ball with control. Pass the ball over a longer distance with accuracy and power. Perform a short pass and begin to move into a space and receive the ball with some control. Tackle a player beginning to use the correct grip and positioning -bend	N/A	N/A

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				Score whilst the ball is stationary. Adapted games to focus on accuracy. Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending.	knees, low to the ground. Develop shooting - at targets/goals. Beginning to score whilst the ball is moving. Play adapted games, Children encouraged to think of tactics when attacking and defending		
Basketball	N/A	N/A	N/A	Ball Awareness- moving ball around different parts of the body. Dribbling and bouncing a ball in a variety of ways 'push not pat'. Pass and receive a ball with some control. Scoring into smaller targets.	Ball Awareness- moving ball around different parts of the body with control. Dribbling and bouncing a ball with control and using either hand Pass and receive, stepping into the pass (chest and bounce pass) Scoring into a net/hoop in a small	N/A	N/A

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				Perform a jump and stride stop in basketball. Dodge in a conditioned game to get into a space, begin to apply some basic principles suitable for attacking. Protecting the ball in an adapted game. Introduce 3v3 mini basketball or an adapted game. Introduce tip off and key rules.	sided 3v3 basketball game Perform a jump and stride stop with a pivot. Dodging around a player with the ball, focus on dodging into a space. Protecting the ball - using the pivot to protect the ball. Begin to apply basic principles suitable for defending. Introduce 4v4 or adapted game. Begin to use some additional rules e.g double dribble, travelling.		
Self-Defence	N/A	N/A	N/A	Can stand in the correct stance hands up to guard while performing a strike. Begin to perform a high block.	Begin to switch stance for each of the strikes. Perform a high block with control.	N/A	N/A

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				Begin to perform a straight punch. Begin to perform a palm strike with some flow. Begin to perform a knee strike with some control. Perform a snap kick with some control. Perform a combination of strikes and kicks to defend myself.	Perform a straight punch coming back to the correct stance. Perform a palm strike from the front and rear with good technique and flow. Perform a knee strike and return to the correct stance Perform a snap kick with control and technique. Perform a combination of strikes and kicks with some flow and power in order to defend myself.		
Leadership Games	N/A	N/A	N/A	Know what a good Play Leader is. Know how a play leader communicates. Confidently present what a good Play Leader is.	Explain the qualities of an effective Play Leader and why they are important. Adapt how they communicate to suit different participants and ensure everyone understands.	N/A	N/A

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				Know what STEP is. Create games using a variety of equipment to define the space. Use the task sheet and lead the game on my own with con-fidence. Make games more challenging or simpler with or without equipment. Confidently organise participants into teams using a variety of idea	Demonstrate effective leadership and give clear instructions when leading a group independently. Independently apply STEP to adapt activities to suit different abilities and needs. Design and lead my own games, selecting appropriate equipment, boundaries and rules to meet a specific learning objective. Confidently lead an activity without relying on a task sheet, making decisions and solving problems as they arise. I can identify when an activity needs adapting and use STEP to make appropriate changes to maintain		

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
					engagement and challenge. I can organise groups fairly and efficiently, ensuring everyone is included and has an equal opportunity to participate.		
Rounders	N/A	N/A	N/A	Throw under/over arm and catch a ball with control and some accuracy. Bowling a ball (between the batters' knee and head) from a short distance Using various equipment to strike the ball with adapted bats e.g tennis racket, rounders bat. Begin to develop tactics for adapted striking and fielding games. Stop the ball using two hands and	Throw under/over arm over varying distances and catch a ball with control and accuracy. Beginning to bowl from the correct bowling distance 7.5 metres. Stepping into the hit when striking the ball with a rounders bat. Long barrier moving into position to scoop up the ball. Play adapted games, Children encouraged to think of tactics	Throw and catch the ball sometimes making the correct decisions in a game situation. Introduce a donkey drop bowl. Begin to hit the ball in different directions. Field the ball using long barrier and attempting the run and scoop. In a team, discuss tactics of striking and fielding.	Throw and catch, making correct tactical decisions having an impact in a game situation. Use a variety of bowling techniques, beginning to add speed to the underarm bowl. Hit it in a variety of directions and look for space in a game situation. Use the run and scoop and throw to another player on my team. Use techniques learned and apply in a

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				attempt a long barrier. Adapted games, with variations of rules, begin to apply some basic principles, through striking and fielding.	when striking and fielding.		game situation. Apply basic principles for striking and fielding.
Netball	N/A	N/A	N/A	Pass and receive a netball safely (chest and bounce pass). Pass the ball in a game within 4 seconds. Perform a stride and jump stop in netball. Perform a dodge in netball to get into a space. Marking a player, keeping on the balls of your feet. Shooting the ball high and bending knees- into hoop/target. Adapted games, begin to apply some basic	Pass and receive, stepping into the pass with control (chest, bounce and shoulder pass) Perform a stride and jump stop with a pivot. Perform two different dodges (Drive and the dodge) creating space to receive the ball. Marking a player, standing side on, sticking to player. Shooting- focus on bending the knees and place hand under the ball to shoot.	Selecting the correct pass in a game and move into a space. Receive the ball on the move and perform the correct footwork (jump stop, stride stop and pivot Perform three different dodges (Drive dodge and double dodge) and receive a ball in a space. To defend a player and attempt to intercept a pass. Shooting into netball posts - Stance, bend knees to gain height,	Perform a variety of passes with some precision - quickly move into a space to receive another pass. Perform correct footwork in a game - pivoting to turn the correct way to pass the ball. Perform a variety of dodges to move into a space and receive a ball - in a practice and in a game situation. Defend a player during a game, intercepting the ball. Shoot into a netball post, focus on

PE Topic	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				principles for attacking & defending. Introduce Bee netball (Flier).	Encourage children to talk about tactics when attacking and defending. Confidently play Bee netball (Flier) 4v 4.	flick wrist for accuracy. Begin to use attacking and defending, techniques learned in a game situation. Begin to understand the positions in a Bee Netball (Stinger) game. In teams, begin to discuss tactics and how to work as a team (communicate and collaborate).	precision and accuracy and attempt to get the rebound if the shot is missed. In a team, discuss tactics and how to win as a team (communicate and collaborate). Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending. Play Bee Netball (Stinger) - understanding the positions and rules.
Golf	N/A	N/A	N/A	N/A	N/A		

2. Swimming

By the end of their time at Meriden, children will swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.