

**Bryn Offa CE Primary**

**School**

**Curriculum Map**

**P.E**

# Bryn Offa's P.E Vision

**At Bryn Offa, we believe that children should see the benefits of leading an active lifestyle. Our Physical Education curriculum is tailored to provide experiences in a wide range of sporting activities with the hope that each child will partake in them beyond their years at our school. In essence, 'Sport for Life'.**

## PE Curriculum Intent

At Bryn Offa, we believe that children should see the benefits of leading an active lifestyle. Our Physical Education curriculum is tailored to provide experiences in the widest range and variety of sports possible. It is the hope that each child will discover a passion for at least one sport that they will then pursue beyond their years at our school. In essence, 'Sport for Life'. Our curriculum offers opportunities in, not only, the traditional sports, such as football and netball, but also sports which are unfamiliar to the primary curriculum such as Ultimate Frisbee and golf. The outdoor and adventurous activities programme begins with a love for adventure during forest school sessions in Class 1 and this is built year on year to provide outstanding provision using our beautiful locality before culminating in two high quality residential experiences in Years 5 and 6.

Within our P.E curriculum we have incorporated a comprehensive competitive programme where children are able to represent the school in a wide range of sporting fixtures against other schools. Our ambition is that each child will have the opportunity to represent the school before they leave in Year 6. Sportsmanship is one of our core values in this area of the subject. It is the expectation that our team captain congratulates the winning team and coach at any event where we take part. This provides excellent grounding in appreciating the efforts and qualities of the winning team.

# Competition Matrix

Below is the competition matrix which Bryn Offa pupils take part in. Every effort is made to provide pupils with the opportunity to represent the school at least once during their time here. This matrix is one of the factors taken into consideration when the medium term plan was developed, in order that the pupils are correctly prepared to represent the school in these events.

Autumn Term	Spring Term	Summer Term
Football (Gobowen Tournament) Cross Country Quicksticks Hockey Tag Rugby	Football (Gobowen Tournament) Indoor Athletics Indoor Cricket Netball Basketball Orienteering Gymnastics KS1 Dodgeball	Football (Gobowen Tournament) Indoor Athletics KS1 Mini Tennis Archery Kwik Cricket Cross Country Rounders Outdoor Athletics Gymnastics KS2

# Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Gymnastics – 3 Sessions Invasion Games – 3 Sessions	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Dance – 3 Sessions Athletics – 3 Sessions	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Gymnastics – 3 Sessions Dance – 3 Sessions	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Athletics – 3 Sessions Invasion Games – 3 Sessions	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Rounders - 3 Sessions Cricket - 3 Sessions	Forest schools sessions, one afternoon per week. Cosmic Yoga 6 x 15 min Sessions Athletics– 3 Sessions Tennis Skills - 3 Sessions
<b>Class 2</b>	Outdoor Learning – 1 Session Gymnastics – 6 Sessions Football – 5 Sessions	Outdoor Learning – 1 Session Dance – 6 Sessions Dodgeball activities – 5 Sessions	Outdoor Learning – 1 Session Gymnastics – 6 Sessions Indoor Athletics – 5 Sessions	Outdoor Learning – 1 Session Dance – 6 Sessions Basketball + Netball Skills – 5 Sessions	Outdoor Learning – 1 Session Rounders – 5 Sessions Athletics – 6 Sessions	Outdoor Learning – 1 Session Athletics– 4 Sessions Cricket – 4 Sessions Tennis Skills - 3 Sessions
<b>Class 3</b>	Gymnastics – 4 Sessions Football – 4 Sessions Athletics/Cross Country – 4 Sessions	Dance – 4 Sessions Swimming 5 Sessions Dodgeball – 3 Sessions	Short Tennis – 4 Sessions (delivered by specialist coach) Gymnastics – 3 Sessions Netball – 4 Sessions	Tag Rugby – 4 Sessions Hockey – 4 Sessions Dance – 4 Sessions	Athletics– 4 Sessions Rounders – 4 Sessions Basketball – 4 Sessions	<b>Year 3 Pupils</b> Arthog Outreach OAA Climbing and Caving (1 day) <b>Year 4 Pupils</b> Arthog Outreach OAA Canoeing and Bush craft (1 day) Golf – 4 Sessions (delivered by specialist coach) Tag Rugby – 4 Sessions Cricket - 4 Sessions
<b>Class 4</b>	Tag Rugby– 4 Sessions Hockey – 4 Sessions Athletics/Cross Country – 4 Sessions	<b>Year 5 Pupils</b> Condover Residential OAA (2 Nights) Swimming 5 Sessions Netball – 3 Sessions Dance – 4 Sessions	<b>Year 5 Pupils</b> John Muir Orienteering – 2 Sessions Short Tennis – 4 Sessions (delivered by specialist coach) Gymnastics – 4 Sessions Dodgeball – 4 Sessions	Football- 4 Sessions Basketball – 4 Sessions Dance – 4 Sessions	Athletics– 4 Sessions Cricket – 4 Sessions Rounders – 4 Sessions	<b>Year 4 Pupils</b> Arthog Outreach OAA Canoeing and Bush craft (1 day) Golf – 4 Sessions (delivered by specialist coach) Athletics – 4 Sessions Tag Rugby - 4 Sessions
<b>Class 5</b>	<b>Year 6 Pupils</b> Arthog Residential OAA (3 Nights) Tag Rugby – 4 Sessions Hockey – 4 Sessions Athletics/Cross Country – 4 Sessions	<b>Year 5 Pupils</b> Condover Residential OAA (2 Nights) Basketball – 4 Sessions Netball – 4 Sessions Dance – 4 Sessions <b>Swimming – Only for Year 5/6 Pupils who have not swam 25m.</b>	<b>Year 5 Pupils</b> John Muir Orienteering – 2 Sessions Indoor Cricket – 4 Sessions Gymnastics – 4 Sessions Dodgeball – 4 Sessions	Football – 4 Sessions Dance – 4 Sessions Volleyball – 4 Sessions	Athletics– 4 Sessions Cricket – 4 Sessions Rounders – 4 Sessions	Golf – 4 Sessions (delivered by specialist coach) Athletics 4 Sessions Ultimate Frisbee – 4 Sessions

A minimum of 2 sessions of P.E must be completed each week. Therefore in each half term block there should be approximately 12 sessions.

Staff can choose which order to complete the units of work depending on weather conditions and availability of the school hall.

Gymnastics and dance units can be selected by the class teacher from the Val Sabin scheme of work in order to link in with topic work covered in class. Each session is individually planned and resourced.

Other activities will provide children an experience of playing a version of a specific sport whilst progressing through the age related skills map found below.

**Invasion Games** = Football, Netball, Basketball, Hockey and Frisbee      **Striking and Fielding Games** = Cricket, and Rounders      **Net and Wall Games** = Tennis, Table Tennis and Volleyball

**Target Games** = Dodgeball, Golf and Archery      **Outdoor and Adventurous** = Rock Climbing, Abseiling, Canoeing, Hill Walking, Orienteering, Gorge Walking, Surfing and Environmental Awareness

**Athletic Activities** = Sprinting, Relay races, Cross Country/Distance Running, Javelin, Chest Push, Cricket Ball Throw, Shot Put, Discus, Vertical Jump, Standing Jump, Standing Triple Jump and Long Jump

# Skills Progression Map

## Class 1

Dance	Gymnastics	Athletics	Invasion Games	Striking and Fielding Games
<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Move confidently.</p> <p>Move freely in a variety of different ways.</p> <p>Move freely using suitable spaces and changes of speed.</p> <p>Demonstrate good control and co-ordination in large and small movement.</p> <p>Respond to a range of stimuli.</p> <p>Join a range of different movements together.</p> <p>Learn basic movements relating to feelings.</p> <p>Link movements to sounds and music.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Control their body when performing a sequence of movements.</p>	<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Know equipment needs to be used safely.</p> <p>Use safety measures without direct supervision.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Roll in different ways with control.</p> <p>Begin to balance with control.</p> <p>Stand on one foot.</p> <p>Demonstrate increasing control over objects</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Create and perform a movement sequence.</p>	<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Explore different methods of throwing.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Perform a variety of throws with basic control.</p> <p>Run at different speeds.</p> <p>Explore footwork patterns.</p> <p>Practise short distance running</p> <p>Compete in simple relay type challenges based in the shuttle format.</p> <p>Jump from a standing position.</p> <p>Engage in competitive activities and team games</p> <p>Play in a fair and sporting manner.</p>	<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Play a range of chasing games.</p> <p>Move a ball in different ways</p> <p>Kick an object at a target.</p> <p>Receive a ball with basic control.</p> <p>Bounce a ball.</p> <p>Control their body when performing a sequence of movements.</p> <p>Follow simple rules</p> <p>Participate in simple games.</p> <p>Engage in competitive activities and team games</p> <p>Play a game fairly and in a sporting manner</p>	<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Hit a ball with a bat.</p> <p>Throw underarm.</p> <p>Begin to perform a range of throws.</p> <p>Catch equipment using two hands.</p> <p>Follow simple rules</p> <p>Engage in competitive activities and team games.</p> <p>Play a game fairly and in a sporting manner.</p>

Net and Wall Games	Evaluation Skills	Living a Healthy Lifestyle	Outdoor and Adventurous Education	Swimming
<p>Be prepared for physical activity by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Hit a ball with a bat, racquet or hand.</p> <p>Begin to develop hand-eye coordination.</p> <p>Follow simple rules.</p>	<p>Be a good audience for performances.</p> <p>Understand the importance of taking turns.</p> <p>Celebrate their own and other pupils' successes.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Understand the value good health by highlighting the importance of physical exercise, healthy diet and talk about different ways to keep healthy and safe.</p> <p>Understand the importance of good hygiene.</p> <p>Understand what the body requires to operate to its potential. E.g. food, water and sleep.</p> <p>Understand the importance of mindfulness and keeping yourself mentally fit.</p> <p>Carry and place equipment safely.</p>	<p>Through forest school sessions:</p> <p>Be prepared for outdoor learning by ensuring correct kit is brought to lessons which is changed into and out of quickly.</p> <p>Develop listening skills.</p> <p>Listen to instructions from a partner/ adult. Think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p> <p>Develop range of fine motor skills when using tools and equipment.</p>	<p>To celebrate their own and other pupils' successes in achievement assembly when swimming badges are completed at local leisure centre.</p>

# Skills Progression Map

## Class 2

Dance	Gymnastics	Athletics	Invasion Games	Striking and Fielding Games
<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Respond to different music showing a range of emotions.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Perform learnt skills with increasing control.</p> <p>Link together dance moves with gestures and changing direction in time to music.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Perform sequences of their own composition with coordination.</p>	<p>Handle apparatus safely.</p> <p>Respond to instructions and commands.</p> <p>Recognise how it feels when the body is tense.</p> <p>Carry out simple stretches.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Copy and explore basic movements with some control and coordination.</p> <p>Hold a still shape whilst balancing on different parts of the body.</p> <p>Explore ways of travelling using a wide range on apparatus.</p> <p>Perform sequences using equipment in a variety of ways to create a sequence using different levels.</p>	<p>Throw underarm and overarm.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw a ball for distance.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Be able to run at different speeds showing a good awareness of stamina.</p> <p>Experiment with different running techniques in order to identify the most effective.</p> <p>Compete in simple relay type challenges based on the shuttle format.</p> <p>Compete against themselves and others.</p>	<p>Dribble with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Know how to send the ball in different ways.</p> <p>Know how to receive the ball demonstrating control.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Change speed and direction whilst running</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Begin to use space in a game.</p> <p>Begin to choose and use the best space in a game.</p> <p>Recognise the importance of rules in games.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball and gauge the required distance.</p> <p>Catch a ball consistently.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Use throwing and catching skills in a game.</p> <p>Position the body to strike a ball.</p> <p>Use hand-eye coordination to strike a moving object.</p> <p>To use fielding skills to play a game.</p> <p>Play a game fairly and in a sporting manner.</p>

Net and Wall Games	Evaluation Skills	Living a Healthy Lifestyle	Outdoor and Adventurous Education	Swimming
<p>Develop a range of hitting skills.</p> <p>Position the body to strike a ball.</p> <p>Practise basic striking, sending and receiving. Strike or hit a ball with a racket or hand using increasing control.</p> <p>Use hand-eye coordination to return an object at a target area.</p> <p>Maintain a rally with either an opponent or themselves showing correct technique</p> <p>Use and understand a simple scoring system</p>	<p>Celebrate their own and other pupils' successes.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Carry and place equipment safely.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Explain what they need to stay healthy.</p> <p>Understand what the body requires to operate to its potential. E.g. food, water and sleep.</p> <p>Understand the importance of mindfulness and keeping yourself mentally fit.</p>	<p>Through outdoor education sessions:</p> <p>Develop listening skills.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Use their ability to solve problems and make decisions.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>To celebrate their own and other pupils' successes in achievement assembly when swimming badges are completed at local leisure centre.</p>

# Skills Progression Map

## Class 3

Dance	Gymnastics	Athletics	Invasion Games	Striking and Fielding Games
<p>Use the space provided effectively. Create motifs/pathways from different stimuli. Develop precision of movement. Develop the quality of the actions in their performances. Begin to compare and adapt movements and motifs to create a larger sequence. Begin to improvise with a partner to create a simple dance. Use knowledge of dance to create a story in small group Work co-operatively with a group to create a dance piece. Perform learnt skills and techniques with control and confidence. Perform with some awareness of rhythm and expression. Perform a dance with rhythm and expression. Perform in front of others with confidence.</p>	<p>Begin to develop good technique when travelling, balancing, using equipment etc. Develop the quality of their actions, body shapes and balances. Move with clarity, fluency and expression. Use turns and flight whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault in addition to the full range of other apparatus. Begin to show flexibility in movements Use an increasing range of actions, directions and levels in their sequences. Identify and practise symmetrical and asymmetrical body shapes. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Construct sequences using balancing and linking movements. Show changes of direction, speed and level during a performance. Perform a movement sequence independently and with others. Perform a sequence of actions that fit a theme.</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Understand the importance of pacing when running. Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Learn how to combine a hop, step and jump to perform the standing triple jump. Throw with greater control and accuracy. Show increasing control in their overarm throw. Continue to develop techniques to throw for increased distance. Compete against self and others in a controlled manner.</p>	<p>Throw and catch with greater 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. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use a range of attacking and defending skills and techniques in a game. Understand and begin to apply the basic principles of invasion games. Begin to apply a range of tactics to succeed. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow). Use fielding skills to stop a ball from travelling past them. Know how to play a striking and fielding game fairly. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>

Net and Wall Games	Evaluation Skills	Living a Healthy Lifestyle	Outdoor and Adventurous Education	Swimming
<p>Become familiar with short tennis equipment. Accurately serve underarm. Take part in a rally either individually or in a pair. Build a rally, focusing on accuracy of strokes. Play a variety of shots in a game situation and to explore when different shots should be played. Use the correct hand placement when playing volleyball. Anticipate where in the court your opponent will return the ball.</p>	<p>Celebrate their own and other pupils' successes. Modify parts of a sequence as a result of self-evaluation. Describe their own and others work using simple activity appropriate vocabulary. Begin to notice similarities and differences between sequences.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know and understand the reasons for warming up and cooling down. Explain what they need to stay healthy. Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.</p>	<p>Orientate around a short trail using a basic map. Use a key effectively. Communicate clearly as part of a team. Understand the importance of listening to guidance and tips from qualified instructors when attempting adventurous activities. Relish in the enjoyment of both themselves and others attempting a new challenge/experience.</p>	<p>Develop basic pool safety skills and confidence in water. Develop travel in horizontal positions both unaided and using floats. Develop push and glides, any kick action on front and back with or without support aids. Develop entry and exit techniques. Develop floating and submerging techniques. Show breath control when performing full stroke. Tread water with confidence when out of depth. Swim competently, confidently and proficiently over a distance of at least 15 metres.</p>

# Skills Progression Map

## Class 4

Dance	Gymnastics	Athletics	Invasion Games	Striking and Fielding Games
<p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs/pathways.</p> <p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Perform a dance using a range of movement patterns</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Perform own longer, more complex sequences in time to music.</p>	<p>Apply skills and techniques consistently.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>Be aware of extension, body tension and control.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>Control actions and combine them fluently.</p> <p>Combine movements with others in a group (matching and mirroring).</p> <p>To perform movements in canon and in unison.</p> <p>To develop skills for movement, including rolling, bridging and dynamic movement.</p> <p>Understand composition by performing more complex sequences.</p> <p>Use vault equipment in a range of ways.</p> <p>Combine equipment with movement to create sequences.</p> <p>Perform and apply skills and techniques with greater control and accuracy.</p> <p>Perform own longer, more complex sequences in time to fit a criteria.</p>	<p>Continue to practise and refine their technique for sprinting.</p> <p>Accelerate from a variety of starting positions and select their preferred position focussing on reaction time.</p> <p>Use the correct baton changeover technique in a relay.</p> <p>Speed up and slow down smoothly.</p> <p>Understand the importance of stamina for long distance running.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump in addition to the standing triple jump.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distances and heights jumped with accuracy.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Measure and record the distance of their throws.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in events competitively with a strong understanding of tactics.</p>	<p>Develop dribbling techniques in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Use the correct shooting technique in a game.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Develop different ways of throwing and catching.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>

Net and Wall Games	Evaluation Skills	Living a Healthy Lifestyle	Outdoor and Adventurous Education	Swimming
<p>Identify and apply techniques for hitting a tennis ball.</p> <p>Develop the techniques for ground strokes and volleys.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Use the scoring system and court for singles tennis.</p> <p>Play a tennis game using an overhead serve and the correct selections of shots.</p> <p>Use the correct hand placement when playing the range of shots in volleyball.</p> <p>Anticipate where in the court your opponent will return the ball.</p> <p>Communicate clearly as a team to develop the best possible opportunities to score.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Identify one or two aspects of their performance to practice and improve</p> <p>Use activity appropriate vocabulary to describe how to improve and refine performances.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Understand the need and importance of the warm up and cool down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Understand ways they can become healthier.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Orientate with accuracy around a short trail using a basic map.</p> <p>Create a short trail and map for others to follow.</p> <p>Recognise features of an orienteering course.</p> <p>Use communication effectively in order to complete a task successfully.</p> <p>Understand the importance of listening to guidance and tips from qualified instructors when attempting adventurous activities.</p> <p>Relish in the enjoyment of both themselves and others attempting a new challenge/experience.</p>	<p>Consolidate basic pool safety skills and confidence in water.</p> <p>Consistently travel in horizontal positions both unaided and using floats.</p> <p>Push and glide using, any kick action on front and back with or without support aids.</p> <p>Enter and exit the pool without steps.</p> <p>Float with confidence when out of depth.</p> <p>Show breath control when performing full stroke.</p> <p>Tread water with confidence when out of depth.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>

# Skills Progression Map

## Class 5

Dance	Gymnastics	Athletics	Invasion Games	Striking and Fielding Games
<p>Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs/pathways.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>To develop their use of symmetrical and asymmetrical body shapes, matching, mirroring, counterbalance, counter-tension, canon and unison</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay using the correct changeover technique.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Investigate different jumping techniques.</p> <p>Land safely and with control.</p> <p>Develop the technique for the standing vertical and long jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Take part in events competitively with a strong understanding of tactics.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Follow and create rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Follow and create rules to play a game successfully.</p>

Net and Wall Games	Evaluation Skills	Living a Healthy Lifestyle	Outdoor and Adventurous Education	Swimming
<p>Identify and apply techniques for hitting a tennis ball.</p> <p>Show confidence in a backhand technique in addition to other groundstrokes and use it in a game</p> <p>Decide when to defend and when to attack.</p> <p>Use the scoring system and court for singles tennis.</p> <p>Play a tennis game using an overhead serve and the correct selections of shots.</p> <p>Use the correct hand placement when playing the range of shots in volleyball.</p> <p>Anticipate where in the court your opponent will return the ball.</p> <p>Communicate clearly as a team to develop the best possible opportunities to score.</p> <p>Communicate clearly as a team in order to prevent the opposing team from scoring.</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using activity appropriate vocabulary.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Understand the need and importance of the warm up and cool down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Understand ways they can become healthier.</p>	<p>Orientate, with confidence, around an orienteering course using a map.</p> <p>Design an orienteering course that is clear to follow.</p> <p>Use clear communication to complete a particular role in a team.</p> <p>Start to demonstrate leadership skills.</p> <p>Understand the importance of listening to guidance and tips from qualified instructors when attempting adventurous activities.</p> <p>Relish in the enjoyment of both themselves and others attempting a new challenge/experience.</p>	<p>Consolidate basic pool safety skills and confidence in water.</p> <p>Consistently travel in horizontal positions both unaided and using floats.</p> <p>Push and glide using, any kick action on front and back with or without support aids.</p> <p>Enter and exit the pool without steps.</p> <p>Float with confidence when out of depth.</p> <p>Show breath control when performing full stroke.</p> <p>Tread water with confidence when out of depth.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>