

PE Curriculum Map						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
First PE	Space Dance	Jungle Dance	Multi Skills	Multi Skills	Stomp Dance	Swimming
Gymnastics	OAA	Ball Games	Quicksticks	Quicksticks	OAA	Quicksticks
Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Multi Skills	Jungle Yoga	Fitness	Greatest Showman	Yoga Facts	Dodgeball	Swimming
Word Moves	Ball Games	Rugby FUNdamentals	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
First PE	Gymnastics	Gymnastics	Dodgeball	Dance	Swimming	Yoga Facts
Gymnastics	Fitness	Football FUNdamentals	OAA	Netball	Netball	Netball
Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Fitness and Fundamentals	Rugby FUNdamentals	Mini Muay Thai	Gymnastics	Gymnastics	Swimming	Gymnastics
Superhero Dance	Multi Skills & FUNS	Multi Skills & FUNS	Basketball	Basketball	Netball	Fitness
Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
First PE	Dance	Jungle Yoga	Fitness	Swimming	Yoga Time	Handball
Outdoor adventure	Football FUNdamentals	Ball Skills	Athletics	Athletics	Athletics	Athletics
Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Enjoy-a-ball	Boccia	Dance	Boccia	Fitness	Gymnastics	World War II Dance
Athletics	Kwik Cricket	Kwik Cricket	Kwik Cricket	Kwik Cricket	Kwik Cricket	Kwik Cricket



PROGRESSION OF KEY SKILLS

Gymnastics

Early Years
Can experiment with different shapes
Experiment with different jumps
Experiment with different ways of rolling in small shape
Experiment with balancing on different body parts
Moving along the floor in different ways like aliens sliding, rolling, stretching etc
Show a start shape, middle and finishing shape (beginning of a sequence)
Moving on and off apparatus safely

EY

Year 1
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
Perform a basic sequence (roll, jump and roll)
Moving on and off apparatus with control

1

Year 2
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
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

2

Year 3
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
Perform a short sequence on mats (using levels directions control)
Hopscotch on throw down feet- introduction to hurdle step onto apparatus

3

Year 4
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 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

4

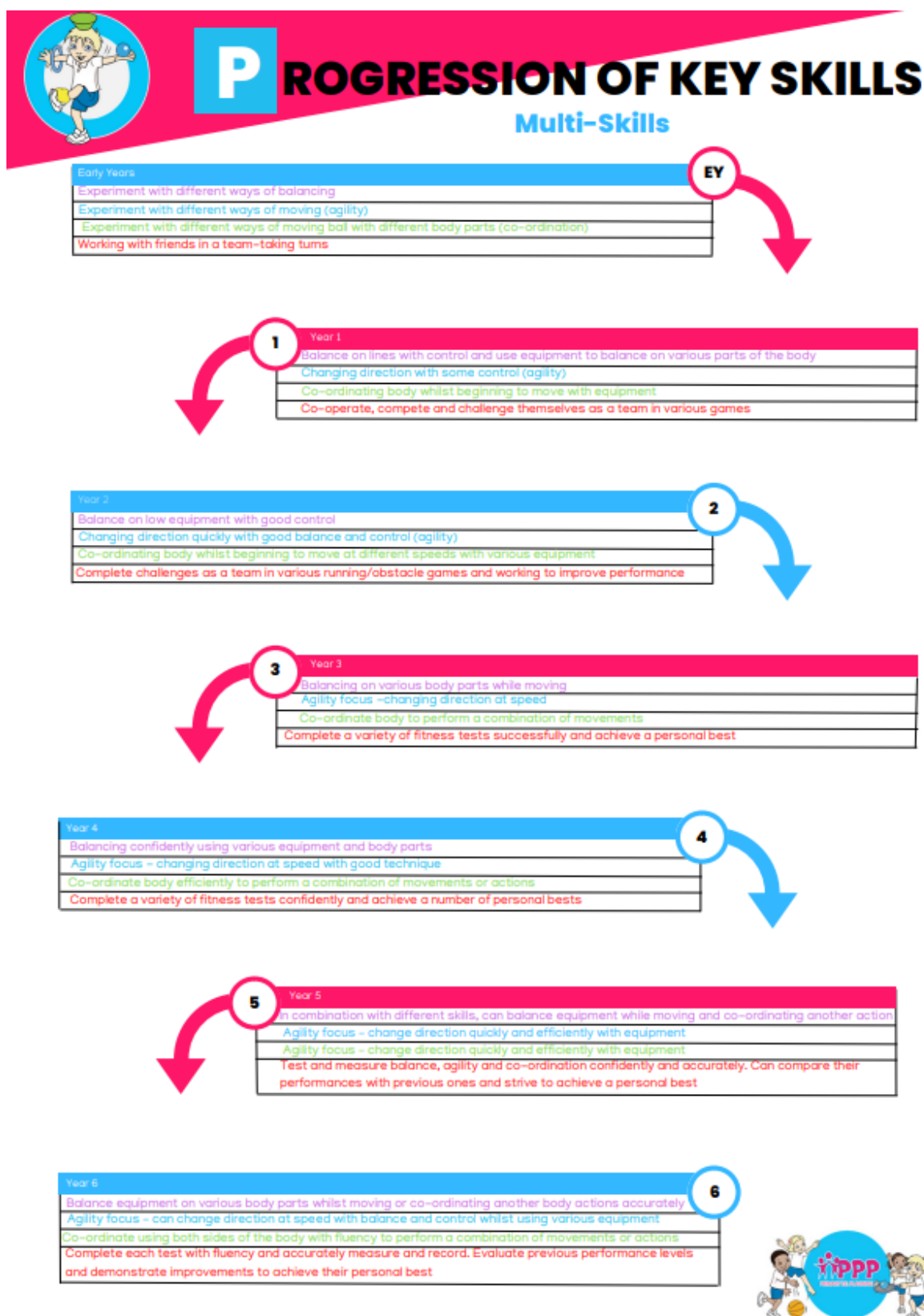
Year 5
Can perform complex shapes with control and some flexibility
Perform more complex jumps, tuck, pike and a scissor kick
Perform a T-roll
Perform symmetrical and asymmetrical balances
Perform a 'squat on and squat off' on various apparatus
Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others
To perform a hurdle step on the floor/springboard
Cartwheel on the floor using various apparatus

5

Year 6
Can perform complex shapes when performing Sequences and skills with flexibility
Perform more complex jumps and traveling on and off apparatus, tuck, pike and leaps scissor kick and cat leap
Side star roll, T-roll (with pointed toes), backwards roll
Perform various balances counter balance and counter tension
Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)
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

6







PROGRESSION OF KEY SKILLS

Dance

Early Years

- Moving in time to happy and sad music
- Experiment with different ways of moving
- Experiment with actions at different levels
- Moving around as different characters or animals to the music

EY

1

Year 1

- 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 e.g. stepping, skipping, jumping
- Perform simple dance moves with some control

2

Year 2

- 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 travelling in different directions e.g. sliding, turning, gesturing
- Remember simple dance steps, perform with control in time to the music

3

Year 3

- 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
- Use some different levels and pathways

4

Year 4

- 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
- Perform in canon showing a range of movement patterns
- Perform a variety of levels and pathways in a dance

5

Year 5

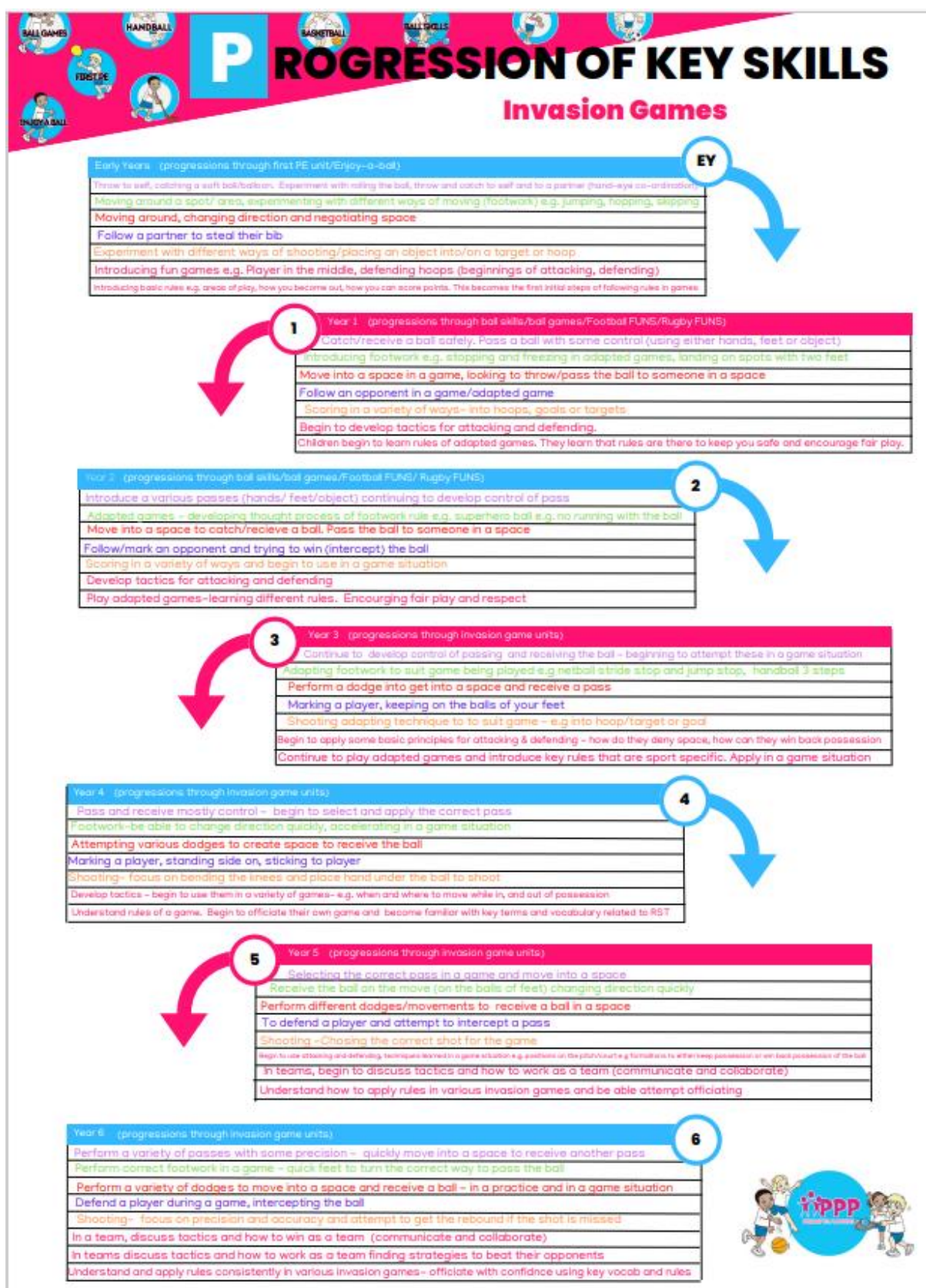
- Co-operate and collaborate to create a warm up displaying a variety of movement patterns
- Translate ideas from a stimulus showing control and fluency
- Dance in unison in a group keeping in time with each other
- Dance in canon showing good timing
- Perform using a variety of levels and using the space

6

Year 6

- Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing
- Translate ideas from a stimulus into movement showing expression, precision, control and fluency
- Dance in unison in a group showing good timing, energy and strength
- Dance in canon in a group showing good timing, energy and strength
- Use levels, travelling and space with timing and musicality







PROGRESSION OF KEY SKILLS

Outdoor Adventurous Activities (OAA)

Early Years

- Work with a partner and take turns
- Listen attentively to a partner
- Negotiate space and obstacles safely
- Move energetically, such as running, jumping, hopping, skipping and climbing
- Have the confidence to try new activities and show resilience to challenge
- Develop strength, balance and co-ordination when completing tasks

EY

1

Year 1

- Begin to work with a partner to meet a challenge
- Use communication to guide your partner through a course when blindfolded
- Begin to travel in different directions under instruction, to locate treasure with a partner
- Identify ways of traveling to include hopping, jumping and leaping, whilst using co-ordinates to make maps
- Work as part of a team to match animals to their matching cards
- Continue to develop team skills while attempting to complete a task

2

Year 2

- Work within a team to find solutions to cross the river
- Develop the ability to work with a variety of partners, providing instruction while creating an obstacle course
- Begin to use co-ordinates and confidently navigate through a map using North, South, East and West
- Have a basic understanding of how to use a compass and create their own instructions
- Continue to work together as a team and further develop team skills including communication
- Begin to develop individual leadership qualities while completing tasks as part of a team

3

Year 3

- Use a key to follow a plan
- Communicate with peers to complete challenges
- Know the eight points of the compass
- Identify what is at points on a grid using co-ordinates in the form (letter, number)
- Collaborate with members of a team to begin to solve problems
- Continue to develop leadership qualities while completing tasks as part of a team

4

Year 4

- Use a key to accurately place things in the correct locations according to a plan
- Develop different methods of communication to achieve a goal
- Give and follow directions using the eight points of the compass
- Use co-ordinates on a plan to correctly place and locate different objects
- Listen carefully and follow instructions given by teammates
- Lead a team to complete a task

5

Year 5

- Use a key to identify orienteering landmarks on a map
- Communicate and listen clearly to other members of the team to complete challenges in isolation
- Use compass directions to navigate around a grid
- Use 4-figure grid references to read an OS map
- Work efficiently as part of a team to complete a challenge
- Effectively lead a team to complete a task

6

Year 6

- Use a key to follow a route on an orienteering map
- Use clear and concise communication skills to achieve a challenge
- Use compass directions to navigate around a familiar area eg school grounds
- Use 6-figure grid references to read an OS map
- Work as a team to ensure all members are able to complete a challenge at a competitive pace
- Effectively lead a team to complete a task and evaluate their own leadership skills





PROGRESSION OF KEY SKILLS

Yoga

Early Years

- Experiment with different Yoga poses both static and moving
- Begin short relaxation games
- Create different sun shapes with their body
- Challenge themselves to make up their own animal poses
- Listen to the Yoga story and create poses

EY

1

Year 1

- Perform basic Yoga poses with some balance
- Begin to relax the body in rest pose
- 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

2

Year 2

- Perform Yoga poses, beginning to use tummy muscles (core strength), some flexibility, balance and control
- Relax in rest pose 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

3

Year 3

- Perform more complex Yoga poses showing control and increased flexibility
- Sit in lotus pose relax and begin to focus on breathing in and out of nose
- Perform Cobra pose 2 (used in sun salutation)
- Improve on balance to perform swaying tree pose
- Collaborate to create a Yoga Fun Facts routine

4

Year 4

- Perform more complex yoga poses developing core strength and good flexibility
- Begin to focus on breathing in more than one pose
- Perform individual poses to build up towards Sun Salutation e.g. tree, downward dog, Cobra Pose 2
- To perform the challenge pose and swaying tree, with some control and fluency
- Collaborate to create a Yoga Fun Facts Routine and teach the routine to others

5

Year 5

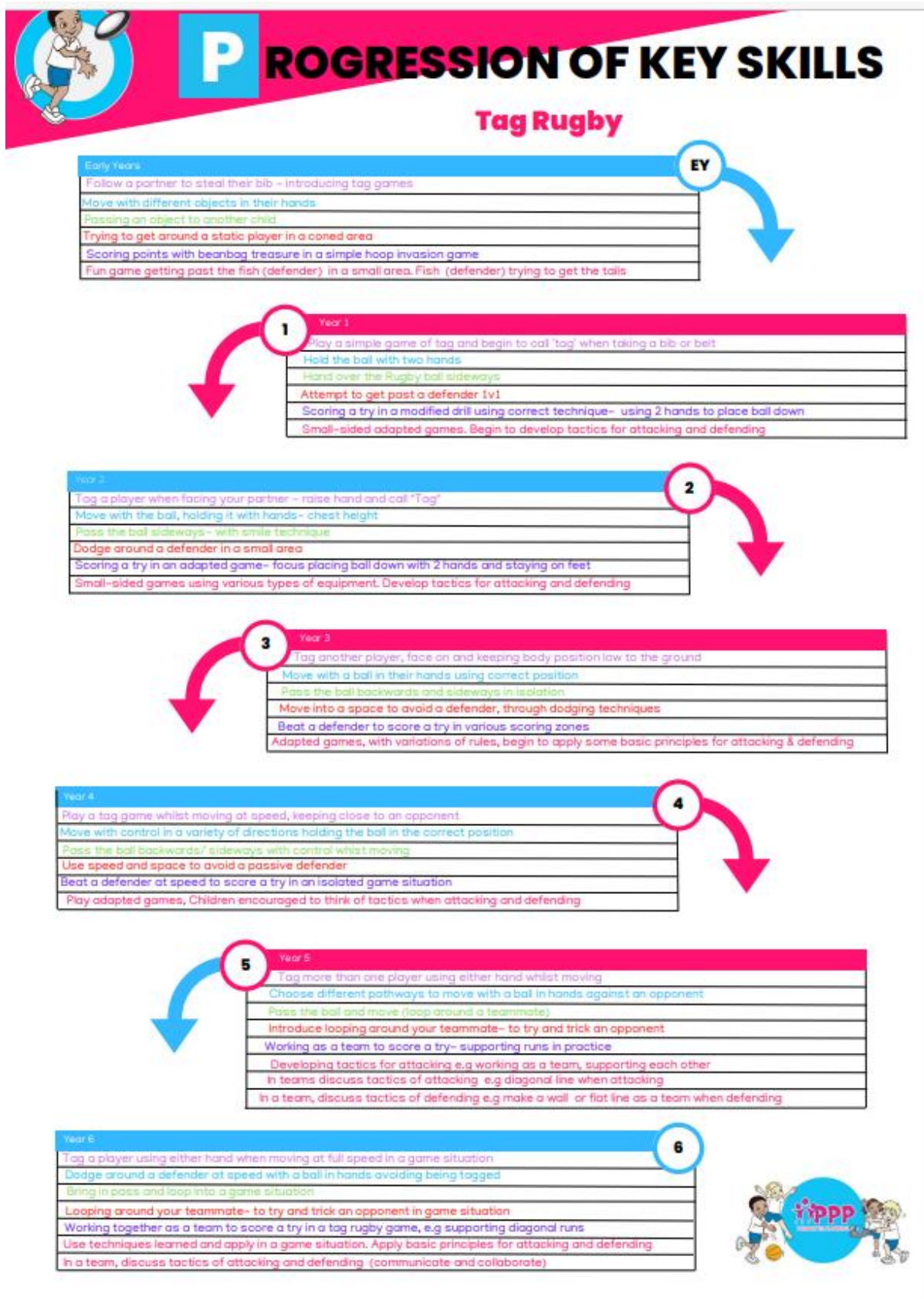
- Perform complex Yoga poses with control, core strength and flexibility
- Perform a variety of poses using breathing techniques and use in relaxation time
- Remember and perform Sun Salutation (SS)
- Perform the extended poses- e.g. extended cat pose
- Collaborate in a group to create a Yoga routine of 7 poses

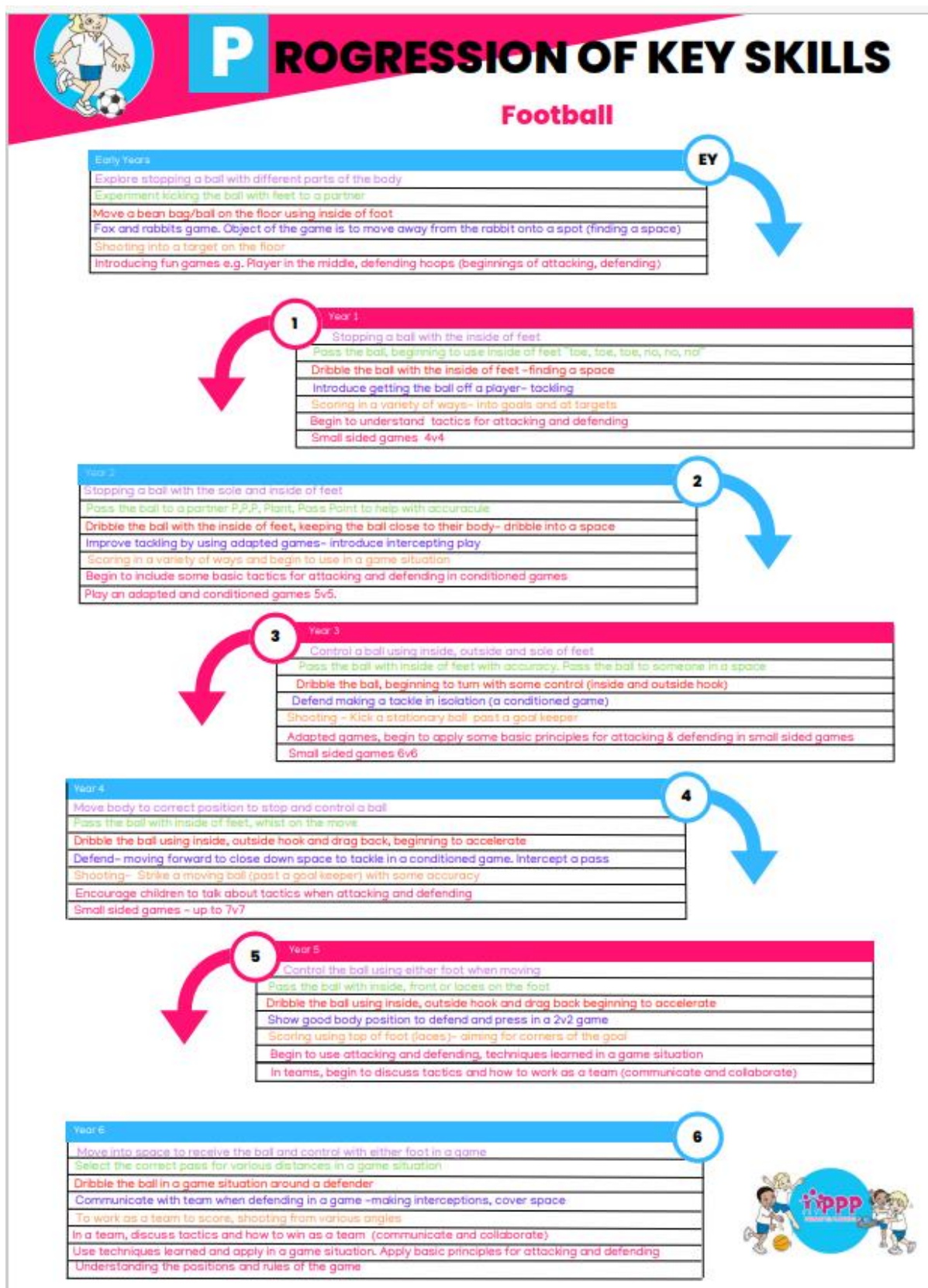
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Year 6

- Perform complex Yoga poses with good core strength, flexibility and balance 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.







PROGRESSION OF KEY SKILLS

Kwik Cricket

Early Years

EY

Rolling and stopping a ball, sitting down and standing up
 Experiment with throwing and catching to self and to a partner (hand-eye co-ordination)
 Passing underarm an object to another child
 Pushing a ball away from body with hands
 Push ball with throw down strips to develop hand eye co-ordination

1

Year 1

Rolling and stopping a ball with one/two hands
 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

2

Year 2

Roll and stop a ball with control/accuracy
 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

3

Year 3

Roll the ball with one hand and stop the ball attempting Long barrier method
 Throw and catch underarm with both hands (in isolation)
 Bowl underarm at a wicket and attempt overarm
 Control with a bat (holding it correctly) hitting a ball off a tee and moving
 Play a modified game using fielding and batting skills
 Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding

4

Year 4

Roll the ball with one hand and stop the ball from different directions using barrier method
 Throw and catch under pressure in modified games
 Bowl at a wicket underarm/overarm with accuracy and control
 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

5

Year 5

Begin to use fielding techniques with throwing and 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

6

Year 6

Positioning in a modified game to field a ball (both 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
 Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending
 In a team, discuss tactics of attacking and defending (communicate and collaborate)





P

ROGRESSION OF KEY SKILLS

Mini Muay Thai

Early Years

- Basic stance - Developing balance using throw down feet to help with positioning for left and right
- Begin different types of strike - developing co-ordination of arms
- Upper cut - develop bobbing up and down (bouncing motion)
- Knee strike - Balancing on left and right leg
- Kicking - developing balance on one leg (left and right side) to be able to kick from the front
- Introduce some defensive techniques through a game
- Begin to develop co-ordination by adding some combinations of strikes together

EY
1

Year 1

- Right and left stance, introduce guard beginning to keep hands up - to protect yourself
- Jab - develop co-ordination of jabbing hand at the front
- Upper cut (left and right) - dipping body down and standing up
- Knee strike - developing control and balance when bringing knee up
- Kicking - developing bringing arm down as you kick
- Shin check - begin to develop balance to get into shin check defensive position
- Develop co-ordination using different combinations of techniques and begin to compete against self

2

Year 2

- In right and left stance, keeping hands up in guard while performing a strike
- Jab cross - develop co-ordination of jabbing hand at the front and cross from the rear
- Upper cut (left and right) - dipping body down, keeping arm bent when striking
- Knee strike (front and rear) - develop balance when performing a strike on both legs
- Front and rear kick - bringing same arm down to the side of body as you kick
- Shin check - keeping balanced and guard up when in shin check defensive position
- Perform combinations of techniques demonstrating balance and co-ordination. Compete against self

3

Year 3

- Can stand in the correct stance keeping chin down and hands up to guard
- Jab cross - keeping guard up and balanced
- Upper cut and hook (left and right) always keeping one hand in guard position
- Knee strike - keeping guard up and balanced
- Kicks - flick foot, keeping guard up to protect face
- Shin check - keeping control when moving back into stance - ready for next technique
- Perform combinations of techniques developing flexibility, control, balance and strength

4

Year 4

- Can begin to switch stance for each of the strikes - keeping guard up
- Jab cross - with control and co-ordination using left and right stance
- Perform upper cut and hooks front and rear, keeping guard up
- Perform knee strike with control using front and rear - keeping guard up
- Kicks - front and rear, being able to reset into stance position
- Shin check - improve flexibility of technique - improving the height
- Using memory to remember striking combinations

5

Year 5

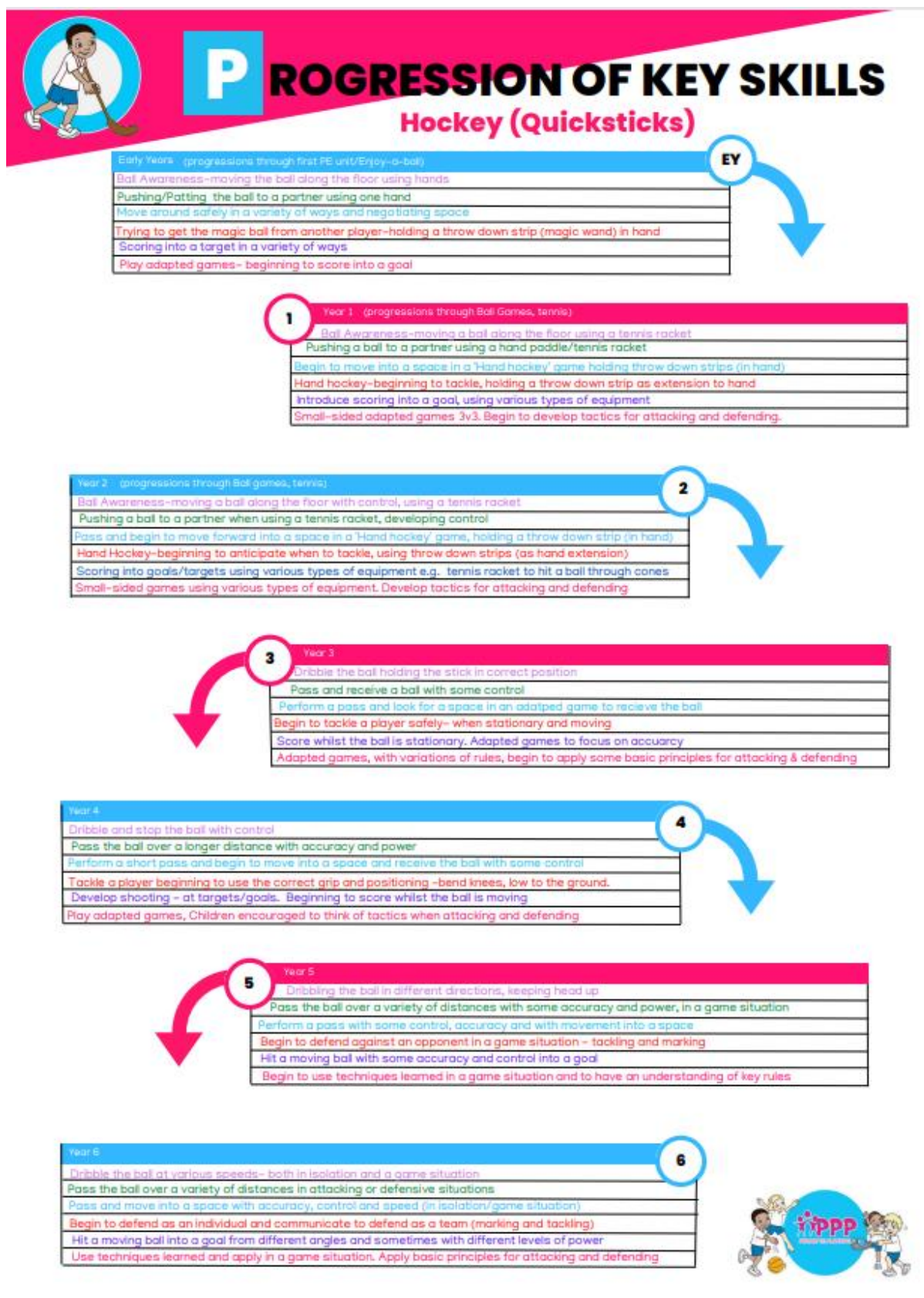
- Can react and change stance for each strike e.g. hand, knee kick
- Jab cross developing speed and accuracy
- Perform uppercut and hook - confidently using front and rear technique fluently
- Perform knee strikes (front and rear) beginning to improve power - and develop onto a bag/focus mitts
- Kicks - develop flexibility to kick at different levels, using both left and right leg
- Defensive - be able use shin check in isolation with control and fluency
- Perform and remember a variety of striking combinations (and create some of their own)
- Communicate and collaborate with others and create a Mini Muay Thai session

6

Year 6

- Can change stance quickly, reacting and adapting for each strike e.g. hand, knee kick
- Jab cross (on and off the focus mitts) with power and speed - using left and right hands
- Upper cut and hooks - use front and rear as part of combinations and developing speed, power and accuracy
- Knee strike (on and off the focus mitts) - with fluency and power
- Perform a front and rear kick with control, speed and power
- Defensive - be able react using shin check in isolation and combination (using defensively)
- Perform a variety of striking combinations with flexibility, control, balance and strength
- Create a Mini Muay Thai session as part of a small group and actively lead another group







PROGRESSION OF KEY SKILLS

Dodgeball

Early Years (progressions through first PE unit/Enjoy-a-ball)

EY

Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination).
Throw to self and to a partner using soft objects e.g. balloon, scarf, soft ball. Catching a balloon/ball
Aiming at a target e.g. a tall cone
Jumping over objects in a variety of different ways
Pushing a balloon away with two hands
Move around safely in a variety of ways and negotiating space.

1

Year 1

Rolling the ball in different ways through tunnels
Throw a ball to a partner underarm. Throwing and catching with a partner
Aiming at a variety of targets and at different levels
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.

2

Year 2

Rolling the ball to a partner, increasing the distance of targets to improve accuracy
Throw the ball to a partner underarm- introduce targets. 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

3

Year 3

Throw the ball in different ways e.g. grip and claw
Catching the ball in a variety of ways and getting into 'Ready Position'
Aiming at the opposition (below the waist) in a variety of directions, using an underarm throw
Begin to develop different ways to dodge the ball in isolation and replicate in a game situation
Experiment with different ways of blocking
Adapted games, begin to apply some basic principles for attacking & defending

4

Year 4

Throw the ball in different ways e.g. grip and claw with control
Catching the ball in a variety of ways and at various distances - moving towards the ball
Aiming and improving the accuracy of throwing distance
Begin to develop footwork to dodge and avoid being hit by the ball
Blocking the ball in a variety of ways and beginning to protect other players
Encourage children to talk about tactics when attacking and defending

5

Year 5

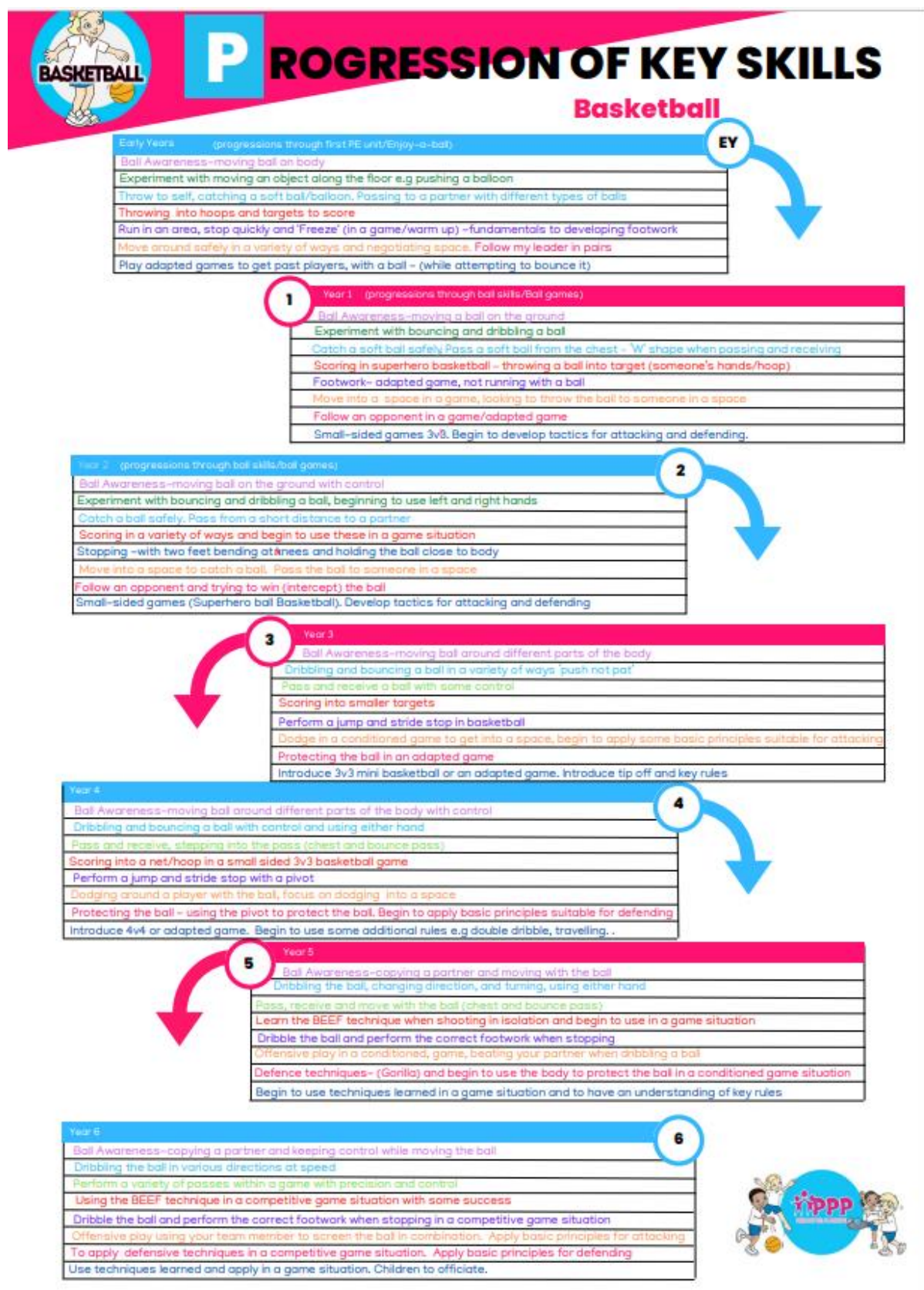
Throwing the ball overarm and underarm in a variety of directions with control and some speed
Catching the ball at different levels within a game situation
Aiming at the opposition with some precision and control
Dodging in a variety of ways in a game situation. Duck, jump, moving sideways with control 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

6

Year 6

Throwing the ball in a game with precision, control and speed
Identify catching opportunities to claim a catch in a game
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.







P ROGRESSION OF KEY SKILLS

Fitness

Early Years

EY

- Experiment with different ways of balancing through various fun exercises
- Imaginative exercises: beginning to count how many they can do
- Begin to co-ordinate different parts of your body through fun exercises
- Begin to understand the importance of good health, physical exercise, and a healthy diet

1

Year 1

- Balance on different parts of body performing static and some moving exercises
- Each imaginative exercise – encourage 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

2

Year 2

- Balancing in exercises static and when moving building control when performing movements
- 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

3

Year 3

- Balancing with control, focusing on preferred and non preferred leg (when performing exercises)
- Complete a variety of fitness exercises 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

4

Year 4

- Balancing in different directions e.g. on leg- forward backward and side to side
- Complete a variety of fitness activities confidently and achieve a number of personal bests
- Co-ordinate body efficiently to perform a combination of movements or actions when exercising
- Begin to know different types of fitness. Take pulse before and after exercise

5

Year 5

- Balancing on various parts of body when moving –using core strength and keeping control when moving
- Can compare their performances with 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

6

Year 6

- Balance on various body parts using harder balances e.g shutting eyes, adding explosive movements
- Evaluate previous performance levels 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, co-ordination, power



PROGRESSION OF KEY SKILLS

Netball

Early Years (progressions through first PE unit/Enjoy-a-ball)

- Throw to self, catching a soft ball/balloon
- Experiment with rolling the ball, throw and catch to self and to a partner (hand-eye co-ordination)
- Moving around, changing direction and negotiating space
- Fun games, encouraging throwing and catching different types of ball
- Passing with a partner and counting to 5 and 10
- Shooting into a target or hoop on the floor
- Introducing fun games e.g. Player in the middle, defending hoops (beginnings of attacking, defending)

EY

1

Year 1 (progressions through ball skills/ball games)

- Catch a soft ball safely. Pass a soft ball from the chest - 'W' shape when passing and receiving
- Adapted game introducing footwork- no running with the ball
- Move into a space in a game, looking to throw the ball to someone in a space
- Follow an opponent in a game/adapted game
- Scoring in a variety of ways- into hoops and targets
- Begin to develop tactics for attacking and defending.
- Small sided games (super hero ball) 3 v 3

2

Year 2 (progressions through ball skills/ball games)

- Introduce a bounce pass from a short distance to a partner
- Adapted games - Feet are stuck when receiving the ball - developing thought process of footwork rule
- Move into a space to catch a ball. Pass the ball to someone in a space
- Follow an opponent and trying to win (intercept) the ball
- Scoring in a variety of ways and begin to use in a game situation
- Develop tactics for attacking and defending
- Play an adapted super hero netball game.

3

Year 3

- 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 principles for attacking & defending
- Introduce Bee netball (Flier)

4

Year 4

- 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
- Encourage children to talk about tactics when attacking and defending
- Confidently play Bee netball (Flier) 4v 4

5

Year 5

- 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, 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)

6

Year 6

- 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 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



Swimming- Progression of Key Skills

Beginner (KS1/KS2)	Intermediate (KS1/KS2)	Advanced (KS2)	End of KS2 expectation
Enter and exit the pool in correct and safe manner by the poolside steps Gain confidence in water walking unaided in pool Breathing technique – blowing bubbles, face in water and begin to develop technique with float Developing whole strokes including “doggy paddle” swim on back through kicking and sculling Be able to swim 5-10metres Gain knowledge of water safety and attempt self rescue using skills e.g. pyjama rescue in shallow water	Enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out. Be confident to be able to swim across the pool without stopping Begin to show breathing technique when performing various strokes with and without a float Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke Be able to swim at least 25 metres Perform safe self rescue in water base situations e.g. pyjama rescue, float aids in deep water etc	Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out. Swim confidently using various strokes on the surface and under the water Use advance breathing techniques in all strokes Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly. Be able to swim over 25m Confidently perform safe self rescue skills in deep water	All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.