



## Dance Progression

### Early Years Outcomes

#### Early Years Outcomes covered in our Dance unit include:

To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

- To experiment with different ways of moving
- To show good control and coordination in large and small movements
- To move confidently in a range of ways, safely negotiating space
- To enjoy joining in with dancing and ring games
- To begin to move rhythmically
- To imitate movement in response to music
- To begin to build a repertoire of songs and dances
- To sing songs, make music and dance, and experiment with ways of changing them
- To develop preferences for forms of expression
- To use movement to express feelings
- To create movement in response to music
- To capture experiences and responses with a range of media, such as dance
- To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- To represent their own ideas, thoughts and feelings through dance

### KS1 National Curriculum Aims

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

#### Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Perform dances using simple movement patterns.

### KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

## Dance: Skills

Early Years	Year One	Year Two	Year Three	Year Four
<p>Move along to music in an open space.</p> <p>Copy and repeat actions.</p> <p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Move safely in a space.</p> <p>Copy and repeat actions.</p> <p>Put a series of actions together to create a sequence.</p> <p>Vary the speed of their action, stopping and starting to music.</p> <p>Copy or create their own simple dance.</p> <p>Perform in a small group to others.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short sequence inspired by a stimulus.</p> <p>Change the rhythm, speed, level and direction of their actions in a dance.</p> <p>Use simple choreographic devices such as mirroring, working at the same time and at different times.</p> <p>Use different transitions to link sections together within a dance sequence.</p> <p>Use dance to show a mood or feeling.</p> <p>Perform in a small group to others.</p>	<p>Improvise freely and translate ideas from a stimulus into movement.</p> <p>Share and create phrases with a partner and small group.</p> <p>Use simple dance vocabulary to compare, discuss and improve work.</p> <p>Remember and repeat dance perform phrases.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Use a theme as a stimulus to create ideas.</p> <p>Use dance to communicate an idea.</p> <p>Take the lead when working with a partner or group.</p> <p>Compose longer dance sequences in a small group.</p> <p>Begin to vary dynamics and develop actions and shapes in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Perform with confidence to dance more freely and not be inhibited because others are in the hall with them.</p> <p>Change parts of a dance as a result of self-evaluation.</p>

## Competition and performance

Early Years	Year One	Year Two	Year Three	Year Four
<p>Control their body, when performing a sequence of movements.</p> <p>To begin to recognise and talk about our sporting values.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>To recognise our sporting values and say which value they have earned.</p>	<p>Perform learnt skills with increasing control.</p> <p>Perform sequences of their own composition with coordination.</p> <p>To recognise and understand our sporting values and say which value they have earned.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>To understand and explain our sporting values and say which value they have earned.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>To recognise how using a particular value is linked to their performance.</p>

## Evaluation

Early Years	Year One	Year Two	Year Three	Year Four
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performances.</p> <p>Talk about differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</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>

## Dance Vocabulary

Early Years	Year One	Year Two	Year Three	Year Four
<p>Move, Dance, Shake, Body Parts, Turn, High, Low, Big, Small, Curved, Ball, introduce beat and the idea of repeat beginning with again.</p>	<p>Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Directions, Speed, Beat, Repeat.</p>	<p>Mood, Pathway, Levels, together, Same time, Different time, Repeat, Character, Mirroring.</p>	<p>Space, Repeat, Dance Phrase Character, Repetition, Action and reaction, Costume, Prop, Pattern.</p>	<p>Improvisation, Gesture, Compose, dynamics, sequence, Unison, Canon, Performance</p>

Non-negotiable vocabulary to be used in each year group:

**Move, High, Low, Beat, Repeat, Fast, Slow, Dancer, Perform**

**Due to gaps in Dance teaching post-covid, teachers should refer back to previous year groups to identify and address gaps in skills, knowledge and vocabulary.**



# Gymnastics Progression

<p><b>Early Years Outcomes covered in our Gymnastics unit include:</b></p> <ul style="list-style-type: none"> <li>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li> <li>Experiment with different ways of moving</li> <li>Jump off an object and lands appropriately</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	<p><b>KS1 National Curriculum Aims</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> </ul>	<p><b>KS2 National Curriculum Aims</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
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## Gymnastics: Skills

Early Years	Year One	Year Two	Year Three	Year Four
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control. (pencil roll and introduce rock and roll to crouching)</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>Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>Copy and perform actions and movement sequences with a partner.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Roll, curl, travel and balance in different ways. (Pencil roll, rock and roll to crouching)</p> <p>Hold still shapes and simple balances making their body curled, tense, stretched and relaxed. Introduce the tuck pike and straddle.</p> <p>Carry out a range of simple jumps, landing safely.(cat leap, tuck and quarter turn)</p>	<p>Perform a sequence of up to 3 movements led by the teacher.</p> <p>Think of more than one way to create a sequence which follows some 'rules'.</p> <p>Improve a sequence based on feedback</p> <p>Travel in a variety of ways, including along a bench.</p> <p>Perform a pencil roll, rock and roll to standing, egg roll and introduce a teddy bear roll.</p> <p>Perform a basic tuck, pike and straddle shape.</p> <p>Perform a range of simple jumps landing safely (cat leap, tuck and half turn)</p>	<p>Perform different balances with control. (mirror/match/counter)</p> <p>Perform different rolls (rock and roll to standing in a gymnast position, teddy bear roll, recap pencil and egg roll, introduce arch and dish roll)</p> <p>Compose a movement sequence, with at least three phases.</p> <p>Use equipment to vault, adapting sequences to suit different types of apparatus and criteria</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences. (tuck, half turn, cat leap)</p>	<p>Create a sequence of actions that fit a theme</p> <p>Perform a range of different rolls, recapping pencil, arch and dish, egg roll, rock and roll to standing, introduce a forward roll)</p> <p>Include a change of height and direction in a sequence</p> <p>Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p>

	Move around, under, over, and through different objects and equipment.	Hold a still shape whilst balancing on different points of the body: 1, 2 and 3 point balances.  Start and finish using a gymnast position	and introducing a scissor leap (can-can)  Explain how strength and suppleness/flexibility affect performance	Perform a range of jumps and leaps, introducing split leap.  Move in a controlled and challenging way when travelling, balancing and using equipment.  Challenge: Use key steps routine to link 6 elements in a sequence.
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### Competition and performance

Early Years	Year One	Year Two	Year Three	Year Four
Control their body, when performing a sequence of movements.  To begin to recognise and talk about our sporting values.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  To recognise our sporting values and say which value they have earned.	Perform learnt skills with increasing control.  Perform sequences of their own composition with coordination  To recognise and understand our sporting values and say which value they have earned.	Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.  To understand and explain our sporting values and say which value they have earned.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.  To recognise how using a particular value is linked to their performance.

### Evaluation

Early Years	Year One	Year Two	Year Three	Year Four
Talk about what they have done.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances.  Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.

## Gymnastics Vocabulary

Early Years	Year One	Year Two	Year Three	Year Four
Forwards, Backwards Sideways, Bench, Mat, Table, Roll, (pencil roll, rock and roll) Long, Slow, On, Off, Stretched, Curled, Tuck, (reference to pike as a long straight shape and straddle as a wide shape) Body parts Tall, Small, Shape, Star, wide, Hold, Still, Jump, Hop, Bounce, Travel, Copy.	Place, Stretch, Push, Pull, Hop, Skip, Step, Crawl, Still, Slowly, Tall, Long, Wide, Narrow, Up, Down, Forwards, High, Low, Around, Through, Roll, (pencil roll, rock and roll to crouching) Copy Along, Jump, (tuck jump, cat leap, quarter turn) Land, Balance, Curved, Straight, In front, Speed, Slow, Fast, Wide, Shape, tuck, pike, straddle, Narrow, Long, Land, curled, tensed, Stretched, Relaxed.	Extension, Pathway, Tension, Spring, tuck, pike, straddle, points, Teddy bear roll, Pencil roll, Rock and roll to stand, egg roll, position, Level, Medium, Backwards, half turn, Sideways, Zig zag, Angular, Under, Through, Behind, Copy, Smooth, Sequence, Height	Evaluate, Improve, Stretch, Refine, Adapt, Pathway, Curled, Roll (Pencil roll, Arch roll, Dish roll and Teddy bear roll) Stretched Jump, Scissor leap, vault, Land Over, Under, Leaving, Approaching, Forwards Backwards, Combine, Rotation, Against Towards, Across, Height, Strength, Stamina, Speed, Level, Wide, Tucked, Straight, Twisted, Constructive, Points, Twist, Turn, Safety, Suppleness, Strength, mirror, match, counter balance, flexibility	Contrasting, Suppleness, Strength, Inverted, Refine, Placement, Alignment, Flow, Explosive, Symmetrical, Asymmetrical, Combination, 90 degrees, 180 degrees, split leap, forward roll.

Non-negotiable vocabulary to be used in each year group:

**Balance, travel, jump, roll, gymnast, performance, tuck, pike, straddle**

**Due to gaps in gymnastic teaching post- covid, teachers should refer back to previous year groups to identify and address gaps in skills, knowledge and vocabulary.**



## Fundamental movement and Team Games Progression

## Athletics and Team Games Progression

### The main Early Years Outcomes covered in the Fundamental movement units are:

- To negotiate space and obstacles safely, with consideration for themselves and others
- To demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### The main Early Years Outcomes covered in the Games units are:

- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Show good control and co-ordination in large and small movements.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Experiment with different ways of moving.
- Move confidently in a range of ways, safely negotiating space.

### KS1 National Curriculum Aims

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

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending.

### KS2 National Curriculum Aims

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

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Running and movement

Early Years	Year One	Year Two	Year Three	Year Four
<p>Run dally for enjoyment</p> <p>Describe how the body feels when still and when exercising.</p> <p>Run in different ways for a variety of purposes.</p> <p>Run with an awareness of the space and of others.</p>	<p>Run daily and begin to understand that this is good for our health</p> <p>Describe how the body feels before and after exercise.</p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</p> <p>Take part in a simple relay, high fiving a team mate.</p>	<p>Run daily and understand that this is good for our health.</p> <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Take part in a relay passing equipment such as quiots or beanbags.</p>	<p>Run daily and begin to see improvement over time.</p> <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p>Run at fast, medium and slow speeds; changing speed and direction</p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Take part in a relay, remembering when to run and what to do linked to athletics.</p>	<p>Run daily and describe how they are challenging themselves using the language of speed and stamina.</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Sprint over a short distance and show stamina when running over a long distance.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>



## Jumping

Early Years	Year One	Year Two	Year Three	Year Four
<p>Jump in a range of ways, landing safely.</p>	<p>Perform different types of jumps, including 1 foot to 1 foot, 1 foot to two feet and 2 feet to 2 feet.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible, landing safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps.</p> <p>Jump from a standing and a running start and control their landings.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Investigate the best jumps to cover different distances.</p>	<p>Identify different ways to jump using one and two feet to take off and to land with.</p> <p>Develop an effective take off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely with control.</p>	<p>Jump in different ways, taking off on one foot and 2 feet, and landing with control</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p> <p>To know their personal best and how they might work to improve on it.</p>

## Throwing

Early Years	Year One	Year Two	Year Three	Year Four
<p>Roll equipment in different ways.</p> <p>Experience throwing a wide range of equipment</p> <p>Throw an object at a target.</p> <p>Handle balls of different sizes.</p>	<p>Throw a ball underarm towards a target with increasing accuracy.</p> <p>Throw in different ways using different objects.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>To know their personal best and how they might work to improve on it.</p>

## Striking/hitting a ball

Early Years	Year One	Year Two	Year Three	Year Four
Hit a ball with a bat or a racquet.	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike a ball with increasing control.</p> <p>Position the body to strike a ball.</p> <p>Learn skills for striking, sending and receiving a ball in simple team games.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking and fielding where appropriate.</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game.</p> <p>Use hand-eye coordination to strike a moving and stationary ball.</p>

## Throwing and Catching a Ball

Early Years	Year One	Year Two	Year Three	Year Four
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game. Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching with increasing accuracy.</p>

## Travelling with a ball

Early Years	Year One	Year Two	Year Three	Year Four
<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving. Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>

## Passing a ball

Early Years	Year One	Year Two	Year Three	Year Four
<p>Kick an object at a target.</p>	<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>

## Using Space

Early Years	Year One	Year Two	Year Three	Year Four
<p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>Make the best use of space to pass and receive the ball.</p>	<p>Find a useful space and get into it to support teammates</p>

## Attacking and defending

Early Years	Year One	Year Two	Year Three	Year Four
Play a range of chasing games	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Work as a team to reduce the opposition scoring points e.g. striking and fielding</p>

## Tactics and Rules

Early Years	Year One	Year Two	Year Three	Year Four
Follow simple rules.	<p>Follow simple rules to play games, including team games.</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>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully</p>	<p>Know and use rules fairly.</p> <p>Apply basic rules.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Learn from not winning.</p>	<p>Vary tactics and adapt skills depending on what is happening in a game</p> <p>Show respect and good sporting values when competing against others.</p>

## Competition and performance

Early Years	Year One	Year Two	Year Three	Year Four
<p>Control their body, when performing a sequence of movements.</p> <p>Participate in simple games and races.</p> <p>To begin to recognise and talk about our sporting values.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>To recognise our sporting values and say which value they have earned.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>To recognise and understand our sporting values and say which value they have earned.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>To understand and explain our sporting values and say which value they have earned.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>To recognise how using a particular value is linked to their performance.</p>

## Evaluation

Early Years	Year One	Year Two	Year Three	Year Four
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performances.</p> <p>Talk about differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</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>

## Team Games and Athletics vocabulary

Early Years	Year One	Year Two	Year Three	Year Four
Rules, Follow, Game, Walk, Jog, Throw, Target Jump, Run, Hop, Skip Fast, Pass, In pairs.	Avoiding, Tracking a ball Rolling, Striking, underarm throw, Bouncing Catching, Free space Own space, Opposite Team, Rebound, Follow, Aiming, Speed, Direction, Passing, Controlling Shooting, Scoring Throw, High, Low, Skip, Aim, Fast, Slow, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Run, Target, Overarm, Underarm, Walking, Jogging, Accelerate, Baton, Relay, Push, Take off, Landing, Evaluate, Improve		Sling, Pull, Distance, Sprint, Steady pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heartbeat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control, Preferred, Landing foot, Time, Stamina, Obstacles, Stance, Diagonal, Approach, Speed, Relay.	

## Outdoor Adventurous

Early Years	Year One	Year Two	Year Three	Year Four
<p><b>By the end of Reception:</b></p> <p>Children will have had opportunities to explore the Early Years Outdoor environment, negotiate space and take risks.</p>	<p><b>By the end of Key Stage One:</b></p> <p>Pupils may be familiar with playing hide and seek in a large area such as a woodland</p> <p>They will be familiar with using the outdoor spaces on our school site for independent play.</p> <p>They will be familiar with maps from their geography lessons and using instructional language such as 'go left', 'go straight ahead', etc.</p>		<p>Follow a map in a familiar context</p> <p>Know their left from their right</p> <p>Use clues to follow a route</p> <p>Follow a route safely</p> <p>Know the boundaries in place</p>	<p>Follow a map in a (more demanding) familiar context with a growing awareness of why it is important that they can read a map.</p> <p>Follow a route within a time limit.</p> <p>Mark on a map where they are.</p> <p>They should be increasingly aware of aspects related to safety when following clues.</p>

## Outdoor Adventurous vocabulary

Early Years	Year One	Year Two	Year Three	Year Four
Go, stop, forwards, backwards, under, over, through, behind, up, down, safe,	Directional language, left, right, forwards, backwards, diagonal, north, south, east, west.		Health, Healthier Fitness, Strength, Flexibility, Warm up, Cool down, Reaction, Exercise, Safety principles, Wellbeing, Accuracy, Orientate, Orienteering, Trail, Physical challenge, Course, Navigation, Equipment, Maps, Compasses Symbols, Role, Environment, Route, Activity, Event, Teamwork, Leadership, Evaluate, Completion, Performance, Challenge, Feedback, Describe, Modify, Criteria, Improve, Skills, Techniques.	

## Cycling

Early Years

Year One

Year Two

Year Three

Year Four

We are introducing cycling to the curriculum in September 2022. Initially we will focus on balance bike skills in Reception and Year One. We will also be offering a Key Stage two cycling club to Year 3 and Year 4, working towards Bikeability training at the end of Year 4.

Children develop the physical skills and strengths they need to successfully cycle by giving them a range of activities to build their skills.

Balance bikes are part of the outdoor Early Years provision.

Balance Bike skills, both on and off the bike delivered by Newcastle PE and School Sports Service.

Building on the experience of Early Years and providing further opportunities to develop balance bike skills, delivered by Newcastle PE and School Sports Service.

Skills to ride sessions delivered by Newcastle PE and School Sports Service/ British Cycling.

Basic cycling skills in an after school club run by Newcastle and PE School Sports Service.

Basic cycling skills in an after school club run by Newcastle PE and School Sports Service.

Bikeability cycle training, so that children are:

making good and frequent observations

choosing and maintaining the most suitable riding positions

communicating intentions clearly to other road users