

Progression Documents

	By the end of Lower Key	y Stage 2
	I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending
Games	I can travel bouncing a ball with some control	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (passing, throwing and shooting)
	I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation an combination
	I can use skills with coordination and control.	I can use skills with coordination, control and fluency
	I can commutate, work as a team and begin to compete during game situations	I can take part in a competitive game.
	I can develop my knowledge of games	I begin to create my own game using knowledge and skills taugh
	I can understand the term possession and when it apply during game play.	I begin to use skills to keep possession and control of the ball.
	I can choose good places to stand when receiving, and give reasons for their choice	I can effectively play a competitive net/wall game.



	I can choose and use batting or	I can experiment with different
	throwing skills to make the	techniques to attack and
	game hard for their opponents.	defend.
	I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.
	I can begin to improvise independently to create a simple	I can improvise with a partner or on my own.
	dance	
	I can begin to improvise with a partner to create a simple	I can demonstrate provision and some control in response to
Dance	dance.	stimuli.
	I can translate ideas from stimuli to movement with support	I can begin to vary dynamics and develop active and motifs.
	I can begin to compare and adapt movements and motifs to	I can modify a sequence using dance vocabulary as a result of self-
	create a larger sequence.	evaluation.
	I can use simple dance vocabulary to improve and compare	I can perform dances with rhythm and use spatial awareness.
	work.	
	I can perform dances with an awareness of rhythm on their	I understand the need to warm up
	own or in a group.	
	I can improve the quality of my rolls, jumps, travel, body	I can develop a range of rolls, jumps, travel, body shapes and
	shapes and balance.	balances and include in a performance.
Gymnastics	I can describe my own work using simple gym vocabulary	I can begin to use gym vocabulary to describe how to improve and
-,		refine performances
	I can copy, explore and remember a variety of movements	I can create gymnastic sequences that meet a theme or set of
	and use them to create my own sequence	objectives.
	Leave and the second states of the second states and such as the 100	Leave begin to develop strength, to device and flavit-10
	I can apply compositional ideas independently and with	I can begin to develop strength, technique and flexibility
	others to create a sequence.	throughout performances



	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills to equipment
	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.
	I can perform a running jump with some accuracy	I can perform a running jump with more than one component
Athletics	I can perform a variety of throws using a selection of equipment	I can demonstrate accuracy in throwing activities
	I can begin to develop listening skills when listening to a partner or adult	I can develop listening skills
	I can begin to use compass points	I can begin to use a simple map
Outdoor/	I can begin to think activities through	I can begging to think activities through and problem solve
Adventurous		I can begin to choose and apply strategies
Activities	I can begin to understand how to stay safe	I can begin to demonstrate an understanding in how to stay safe



	Cycle A – LKS2 YEAR 3							
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> Gymnastics (Floor skills	<u>Spring 2</u> <u>Gymnastics</u> (Apparatus skills)	<u>Summer Term</u> Swimming			
Vocabulary	 Spatial awareness, Repeat, Dance, Character, Repetition, Action, Reaction, Pattern, Movement, Evaluate, Improve, Agility, Flexibility, Strength, Technique, Control, Balance, Combination, Stimulus, Motifs, Dynamics, Perform, Timing Health and fitness – warm up/ cool down/heart rate/pulse 		<u>(Apparatus skills)</u> Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate Create, Combination, Sequence, Space, Improvisation, Repetition, Adapt, Motifs, Pattern, Movement, Evaluate, Improve,		Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke Independence, Rescue			
I will know	 I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. 		I can adapt sequences to suit apparatus. I can choose actions that flow another. I can choose and plan sequer actions. I can complete actions with i and control. I can move in unison with a p I can provide feedback using I use a greater number of my movements in response to a I can recognise how perform improved	v well into one nces of contrasting ncreasing balance partner. key words. own ideas for task.	 How to demonstrate an understanding in how to stay safe in the water How to fully submerse my body into the water How to enter the water by jumping in the deep end independently and exit the pool without the use of steps How to perform safe self-rescue in different water-based situations. How to swim competently, confidently over a distance of at least 25m. How to use a range of strokes effectively such as front crawl, back stroke and breast strokes 			



			Cycle A – LKS2 YEAR 3/4		
	<u>Autumn 1</u>	<u>Autumn 2</u>	Spring Term	Summer 1	Summer 2
	<u>Dance</u>	<u>Dance</u>	Swimming	<u>Games</u>	<u>Athletics</u>
				<u>Cricket</u>	
Vocabulary	Spatial awareness, Repeat,		Shallow, Deep, Turning, Metres, Glide, Front,	Defending, Attacking, Tra	_
	Repetition, Action, Reaction		Back, Stroke, Style, Submerge, Horizontally		n, Co-operation, Scoring,
	Movement, Evaluate, Impro		Vertically, Front crawl, Back stroke, Breast	Batting, Space, Pass, che	
	Flexibility, Strength, Technic		stroke, Independence, Rescue	Team , Points, Basket, W	
	Balance, Combination, Stim	ulus, Motifs,		Health and fitness – war	m up/ cool down/ heart
	Dynamics, Perform, Timing			rate	
	Health and fitness – warm u				
	down/heart rate/pulse				
I will know	I am respectful of others wh	nen watching them	How to demonstrate an understanding in how	I am able to bowl a ball	I am developing
	perform.		to stay safe in the water	with some accuracy	jumping for distance.
	I can provide feedback using	g key words.	 How to fully submerse my body into the 	and consistency.	I can identify when I
	I can repeat, remember and	l perform a dance	water	I am learning the rules	was successful.
	phrase.		- How to enter the water by jumping in the	of the game and I am	I can take part in a
	I can use counts to keep in t	time with a partner	deep end independently and exit the pool	beginning to use them	relay activity,
	and group.		without the use of steps	to play honestly and	remembering when to
	I can use dynamic and expressive qualities in		- How to perform safe self-rescue in different	fairly.	run and what to do.
	relation to an idea.		water-based situations.	I can communicate	I can throw a variety of
	I can work with a partner ar	nd in a small group,	- How to swim competently, confidently over a	with my teammates to	objects, changing my
	sharing ideas.		distance of at least 25m.	apply simple tactics.	action for accuracy and
	I create short dance phrase	s that	- How to use a range of strokes effectively such	I can persevere when	distance.
	communicate the idea.		as front crawl, back stroke and breast strokes	learning a new skill.	I can use different take
				I can provide feedback	off and landings when
				using key terminology	jumping.



	and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.	I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best
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	Cycle A – LKS2 YEAR 4							
	<u>Autumn Term</u>	Spring 1	Spring 2	<u>Summer 1</u>	Summer 2			
	Swimming	Gymnastics	Gymnastics	Games	<u>Athletics</u>			
		Floor skills	Apparatus skills	<u>Cricket</u>				
Vocabulary	Shallow, Deep, Turning, Metres, Glide,	Shapes - tuck, strade	dle, pike, arch, back	Defending, Attacking, Travel, Bo	uncing, Control,			
	Front, Back, Stroke, Style, Submerge,	support, Front supp	ort, shoulder stand,	Possession, Co-ordination, Co-o	peration, Scoring, Batting,			
	Horizontally Vertically, Front crawl,	bridge		Space, Pass, chest, underarm, D	ribble, Team , Points,			
	Back stroke, Breast stroke,	Health and fitness –		Basket, Wicket, Evaluate, Improv				
	Independence, Rescue	down/ heart rate C		Health and fitness – warm up/ c	ool down/ heart rate			
		Sequence, Space, Im	provisation,					
		Repetition, Adapt, N						
		Movement, Evaluat						
I will know	- How to demonstrate an	I can adapt sequenc	es to suit different	I am able to bowl a ball with	I am developing jumping			
	understanding in how to stay safe in	types of apparatus.		some accuracy and	for distance.			
	the water	I can choose actions	that flow well into	consistency.	I can identify when I was			
	- How to fully submerse my body into	one another.		I am learning the rules of the	successful.			
	the water	I can choose and pla	in sequences of	game and I am beginning to	I can take part in a relay			
	- How to enter the water by jumping in	contrasting actions.		use them to play honestly and	activity, remembering			
	the deep end independently and exit	I can complete actio	•	fairly.	when to run and what to			
	the pool without the use of steps	balance and control		I can communicate with my	do.			
	- How to perform safe self-rescue in	I can move in unisor	•	teammates to apply simple	I can throw a variety of			
	different water-based situations.	I can provide feedba	• •	tactics.	objects, changing my			
	-How to swim competently, confidently	l use a greater numl	•	I can persevere when learning	action for accuracy and			
	over a distance of at least 25m.	for movements in re	•	a new skill.	distance.			
	- How to use a range of strokes	I can recognise how	performances	I can provide feedback using	I can use different take			
	effectively such as front crawl, back	could be improved		key terminology and	off and landings when			
	stroke and breast strokes			understand what I need to do	jumping.			
				to improve.	I can use key points to			
				I can strike a bowled ball after	help me to improve my			
				a bounce.	sprinting technique.			



	I can use overarm and underarm throwing, and	I can work with a partner and in a small group,
	catching skills with increasing	sharing ideas.
	accuracy.	I show determination to
	I share ideas and work with	achieve my personal best.
	others to manage our game.	



Cycle B – LKS2 YEAR 3							
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> Gymnastics (Floor skills	<u>Spring 2</u> <u>Gymnastics (Apparatus</u> skills)	<u>Summer Term</u> Swimming		
Vocabulary	Spatial awareness, Rep Character, Repetition, Pattern, Movement, E Agility, Flexibility, Stre Control, Balance, Com Motifs, Dynamics, Per Health and fitness – w down/heart rate/pulse	Action, Reaction, valuate, Improve, ngth, Technique, bination, Stimulus, form, Timing arm up/ cool	Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate Create, Combination, Sequence, Space, Improvisation, Repetition, Adapt, Motifs, Pattern, Movement, Evaluate, Improve,		Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue		
I will know	I can choose actions a convey a character or I can copy and remem I can provide feedback language relating to th I can respond imagina stimuli relating to char I can use changes in the develop a dance. I can use counts to kee and the music. I can use simple move structure dance phras partner and in a group I show respect for oth group and watching of	idea. ber set choreography. c using appropriate he lesson. tively to a range of racter and narrative. ming and spacing to ep in time with others ment patterns to es on my own, with a b. ers when working as a	I can explain what happen exercise and how this help I can identify some muscle gymnastic activities. I can plan and perform see that include a change of le I can provide feedback usi relating to the lesson. I can safely perform balan a partner. I can watch, describe and improvements to others' own. I understand how body te control and quality of my	os to make me healthy. e groups used in quences with a partner evel and shape. ing appropriate language ices individually and with suggest possible performances and my nsion can improve the	How to demonstrate an understanding in how to stay safe in the water - How to fully submerse my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. - How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes		



	Cycle B – LKS2 YEAR 3 /4						
	<u>Autumn 1</u>	<u>Autumn 2</u>	Summer Term	Summer 1	Summer 2		
	Dance	<u>Dance</u>	Swimming	Games	<u>Athletics</u>		
				<u>tag Rugby</u>			
Vocabulary	Spatial awareness, Re Character, Repetition, Pattern, Movement, E Agility, Flexibility, Stre Control, Balance, Com Motifs, Dynamics, Per Health and fitness – w down/heart rate/puls	Action, Reaction, valuate, Improve, ngth, Technique, bination, Stimulus, form, Timing varm up/ cool	Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue	Defending, Attacking, Control, Possession, C operation, Scoring, Ba chest, underarm, Drik Basket, Wicket, Evalu Health and fitness – v heart rate	Co-ordination, Co- atting, Space, Pass, oble, Team , Points, ate, Improve		
I will know	I can provide feedback language relating to the l can respond imaginal stimuli relating to cha l can use changes in the develop a dance. I can use counts to ke and the music. I can use simple move structure dance phrass partner and in a group	idea. ber set choreography. k using appropriate he lesson. tively to a range of racter and narrative. ming and spacing to ep in time with others ment patterns to es on my own, with a b. ers when working as a	How to demonstrate an understanding in how to stay safe in the water - How to fully submerse my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. - How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and		



	with increasing	power to a target
	control.	area.
	I can pass and	I show
	receive the ball with	determination to
	some control.	improve my
	I can provide	personal best.
	feedback using key	I support and
	words.	encourage others to
	I understand my	work to their best
	role as an attacker	
	and as a defender.	
	I work cooperatively	,
	with my group to	
	self-manage games	



		Cycle B – Lk	(S2 YEAR 4		
	<u>Autumn and Spring Terms</u> <u>Swimming</u>	<u>Spring 1</u> <u>Gymnastics</u> (Floor skills	<u>Spring 2</u> <u>Gymnastics (Apparatus</u> <u>skills)</u>	<u>Summer 1</u> <u>Games</u> tag Rugby	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue	support, Front support, shoulder stand, bridgePossession, Co-ordinatioHealth and fitness – warm up/ cool down/Batting, Space, Pass, cheheart rate Create, Combination, Sequence,, Points, Basket, Wicket,		ng, Travel, Bouncing, Control, ination, Co-operation, Scoring, s, chest, underarm, Dribble, Team icket, Evaluate, Improve – warm up/ cool down/ heart rate	
I will know	 How to demonstrate an understanding in how to stay safe in the water How to fully submerse my body into the water How to enter the water by jumping in the deep end independently and exit the pool without the use of steps How to perform safe self-rescue in different water-based situations How to swim competently, confidently over a distance of at least 25m. How to use a range of strokes effectively such as front crawl, back stroke and breast strokes 	exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own.		I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.



I can pass and
receive the ball with
some control.
I can provide
feedback using key
words.
I understand my role
as an attacker and as
a defender.
I work cooperatively
with my group to
self-manage games