



ALDINGBOURNE PRIMARY SCHOOL PROGRESSION MAP



SUBJECT: PE

INTENT

Our PE curriculum, provides engaging and challenging activities that help to inspire children of all different abilities to be active and lead healthy lives. We aim to grow the whole child by focusing on a wide variety of skills and knowledge that will help children to develop physically, mentally and socially, as well as embed values such as fairness and respect. We ensure that all children are given the tools to succeed and excel in competitive sport and other physically demanding activities.

AUTUMN	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Gymnastics Rugby Football	Gymnastics Rugby Football	Gymnastics Rugby Football	Gymnastics Rugby Football Hockey Basketball Tennis Indoor Athletics OAA	Gymnastics Rugby Football Hockey Basketball Tennis Indoor Athletics OAA	Gymnastics Rugby Football Hockey Basketball Tennis Indoor Athletics OAA	Gymnastics Rugby Football Hockey Basketball Tennis Indoor Athletics OAA
SKILL Gymnastics	Introduction to the discipline of gymnastics and equipment used. Jumping to target. Balances begin rolls, holding body weight, creating	Jumping from a raised platform, jump to raised platforms. Balances on higher levels. Traveling along raised platforms. Increase holding	Link jumping off and on to different platforms with landing in targets with greater confidence. Roll independently and backward	Balancing independently at different levels. Rolling securely forward and backwards. Continue to work on handstands, cartwheels and	Increased confidence displaying different balances and shapes. Introducing straddle vaulting skills. Exploring	Children begin to lead own warm up. Continue to link floor skills (jumping, rolling, handstand, cartwheel). Vaulting independently new	Children now lead class warm up with teacher support. Using the floor skills taught put a routine together. Vaulting independently new

	different body shapes.	times. Begin handstands, cartwheels. Rolls with greater confidence. Begin backward rolls	rolls with increasing independence. Increasing confidence with handstands and cartwheels. Increasing use of different gym equipment including bars.	introduce bridges. Introduction of headstands. Confident accessing beam and basic vaulting. Greater understanding of using springboards. Continued work on bars and strength conditioning.	different shapes when jumping and landing in target with greater control. Increased work load on bars - working around and across. Introduction of increased strength work for all over body.	skills with greater confidence going straight over vault. Greater confidence with the bar and begin to build routines. New mounts and dismounts onto beam. Introduction of floor skills onto beam.	skills with greater confidence going straight over vault. Greater confidence with the bar building routines. Confident with all mounts and dismounts onto beam. Using taught skills to build a beam routine independently.
Rugby	Use of marked area, carrying a ball, running, change of direction, collecting a ball, catching.	Use of marked area, carrying a ball, running, change of direction, collecting a ball, passing, scoring.	Use of marked area, carrying a ball, running, change of direction, collecting a ball, passing, scoring, tackling, opposition awareness, defending and attacking.	Beating opponents, finding and using space, running with the ball, tackling, passing, defensive and offensive tactics.	Beating opponents, finding and using space, running with the ball, tackling, passing, defensive and offensive tactics, restarts of a game (Chicken scratch). Begin small sided games.	Beating opponents, finding and using space, running with the ball, tackling, passing, defensive and offensive tactics with greater understanding. Build on confidence of all aspects of playing Rugby.	Children show confidence in previously taught areas of running, tackling, passing, defensive and offensive tactics. Children begin to officiate the games played. Compete against other schools when possible.
Football	Use of marked areas, moving a ball, striking a ball, running, change of	Use of marked areas, moving a ball, striking a ball with instep, running, change of	Use of marked areas, moving a ball, striking a ball with instep and laces, running,	Competent use of marked areas. Moving ball from a to b using both feet and inside	Team work traits, dribbling (inside outside of foot) develop turns with increase	Continued build of knowledge and understanding of team work, dribbling with	Develop ball mastery and fundamental skills of football - control, passing,

	direction, ball mastery, stopping ball.	direction using inside and outside of foot, ball mastery (Toe taps, tick tocks and sole rolls), passing, scoring.	change of direction using inside and outside of foot, ball mastery (drag backs, push forwards), passing, scoring. Opposition awareness, defending and attacking.	and outside of foot. Begin to look at turns with ball. Ball mastery with increased control and speed. Passing over a greater distance with increased accuracy, shooting at goal with greater accuracy. Begin small sided games.	confidence, control using instep and both feet, passing with 2 touches, striking a ball to beat a goal keeper. Understanding of positions. Greater awareness of defending and attacking tactics.	greater speed attacking space and more touches in congested areas, control, passing and striking a ball developed with greater accuracy. Understanding of positions. Greater awareness of defending and attacking tactics.	striking, moving in space, principles of defending and attacking. Rules of the game. Children to officiate mini matches.
Hockey				Correct holding of stick. Correct body shape when in possession. Pass, control, and strike the ball. Begin to use attacking and defending tactics. Mini match rules and understanding.	Correct holding of stick. Correct body shape when in possession. Develop Passing, control, and striking the ball. Attacking and defending tactics. Mini match rules greater understanding of match play.	Correct holding of stick. Correct body shape when in possession. Develop range of passes, control, and striking the ball. Shooting with accuracy. Attacking and defending tactics. Develop tactics for keeping passion. Greater understanding of match play using.	Develop individual and team attributes for greater competitive games. Team shape and tactics for attack and defence. Use a range of passes successfully. Shoot with greater accuracy. Retain ball passion and create scoring opportunities.
Basketball				Basketball control, moving with the ball, finding space, use	Greater basketball control, moving with the ball,	Greater basketball control, moving with the ball,	Greater basketball control, moving with the ball,

				a variety of passes, shooting with accuracy.	finding space, use a variety of passes, shooting with accuracy.	finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping and mini matches.	finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping, mini matches and officiating.
Tennis				Hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net.	Hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net to targeted areas.	Develop hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net to targeted areas and beginning to rally.	Develop serving skills. Hand eye coordination to get a successful rally. Begin to play matches.
Indoor Athletics				Knowledge of indoor athletics. To perform each activity with correct technique and within the rules of school games.	Knowledge of indoor athletics. To perform each activity with correct technique and within the rules of school games.	Knowledge of indoor athletics. To perform each activity with correct technique and within the rules of school games. School games competition	Knowledge of indoor athletics. To perform each activity with correct technique and within the rules of school games. School games competition.
OAA				Work together and develop teamwork. Build resilience. Use a	Work together and develop teamwork. Build resilience. Use a	Work together and develop teamwork. Build resilience. Use a	Work together and develop teamwork. Build resilience. Use a

				variety of equipment to solve challenges	variety of equipment to solve challenges	variety of equipment to solve challenges	variety of equipment to solve challenges
--	--	--	--	--	--	--	--

SPRING	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6



KNOWLEDGE	Gymnastics Hockey Football Dance New Age Kurling	Gymnastics Hockey Football Dance New Age Kurling	Gymnastics Hockey Football Dance New Age Kurling	Gymnastics Hockey Circuits Basketball Rugby Netball Football Indoor Athletics Dance	Gymnastics Hockey Circuits Basketball Rugby Netball Football Indoor Athletics Dance	Gymnastics Hockey Circuits Basketball Rugby Netball Football Indoor Athletics Dance	Gymnastics Hockey Circuits Basketball Rugby Netball Football Indoor Athletics Dance
------------------	--	--	--	---	---	---	---

SKILL Gymnastics	Greater confidence of gymnastics and equipment used. Jumping to target, basic balances, forward rolls, holding body weight and creating different body shapes independently.	Independently vaulting onto a raised platform. Jumping and landing to targets at different levels. Independently balancing on higher levels. Traveling along raised platforms with barriers, jumps and balances. Continued increase of	Mastering jumping off and on to different platforms, with landing in targets. Roll independently and backward rolls with increasing independence. Introducing forward movement in handstands. Developing skills to use on different gym	Mastering balancing independently at different levels. Rolling securely forward and backwards - introducing different levels. Continue to work on handstands more independently, cartwheels and bridges continued. Continued work on headstands.	Increased confidence displaying different balances and shapes at different levels. Mastering straddle vaulting skills. Continue to use different shapes when jumping and landing in target with greater control. Continue to work on bars	Children continue to lead own warm up for the class. Begin to work on floor sequences. New vault, bars and beam skills. Begin to master mounts and dismounts onto beam. Continue working on floor skills onto beam. Introduce balancing into pairs and groups.	Children more confident with leading class warm up. Greater confidence assembling floor routines, performing and evaluating peers. Mastering vaulting skills with greater confidence. Mastering the bar skills building routines. Confident with all mounts and
-----------------------------	--	--	---	--	---	--	---

		holding times on hands. Continue handstands and cartwheels work. Continuing backward rolls skills.	equipment including bars.	Great confident accessing beam and basic vaulting. Confident understanding of using springboards. Continued work on bars and strength conditioning.	skills. Continue strength and conditioning for whole body.		dismounts onto beam building a routine independently.
Hockey	Correct holding of stick. Correct body shape when in possession. Complete drills within boundaries set. Begin dribbling skills.	Developing mastering correct holding of stick. Correct body shape when in possession. Develop understanding of marked areas and complete games. Begin passing, shooting and stopping.	Mastering correct holding of stick. Correct body shape when in possession. Greater confidence and independence of skills taught to dribble, shoot, pass. Introduce tackling.	Correct holding of stick. Correct body shape when in possession. Pass, control, and strike the ball. Begin to use attacking and defending tactics. Mini match rules and understanding.	Correct holding of stick. Correct body shape when in possession. Develop Passing, control, and striking the ball. Attacking and defending tactics. Mini match rules greater understanding of match play.	Correct holding of stick. Correct body shape when in possession. Develop range of passes, control, and striking the ball. Shooting with accuracy. Attacking and defending tactics. Develop tactics for keeping passion. Greater understanding of match play using.	Develop individual and team attributes for greater competitive games. Team shape and tactics for attack and defence. Use a range of passes successfully. Shoot with greater accuracy. Retain ball passion and create scoring opportunities.
Circuits				Building stamina and resilience. Working towards personal goals.	Building stamina and resilience. Working towards personal goals.	Building stamina and resilience. Working towards personal goals.	Building stamina and resilience. Working towards personal goals.
New Age Kurling	Introduction to sport and equipment. Safe methods of using	Increased understanding of sport. Greater accuracy of	Developing techniques of pushed stones. Begin to				

	<p>equipment. Accuracy of pushed stones including using a range of power.</p>	<p>stones pushed. Greater understanding of rules and match play procedures. Begin to play team matches.</p>	<p>understand defensive and attacking strategies. Independently play matches and rotate for class tournaments.</p>				
<p>----- Basketball</p>				<p>Continue to develop basketball control, moving with the ball, finding space, use a variety of passes, shooting with accuracy.</p>	<p>Continue to master basketball control, moving with the ball, finding space, use a variety of passes, shooting with accuracy.</p>	<p>Continue to master basketball control, moving with the ball, finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping and mini matches.</p>	<p>Continue to master basketball control, moving with the ball, finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping, mini matches and officiating.</p>
<p>----- Rugby</p>				<p>Beating opponents, finding and using space, TAG rules, running, tackling, passing, defensive and offensive tactics.</p>	<p>Beating opponents, finding and using space, TAG rules, running, tackling, passing, defensive and offensive tactics</p>	<p>Beating opponents, finding and using space, TAG rules, running, tackling, passing, defensive and offensive tactics with greater understanding</p>	<p>Children show confidence in previously taught areas of running, tackling, passing, defensive and offensive tactics and TAG rules. Children begin to officiate the games played.</p>

<p>-----</p> <p>Netball</p> <p>-----</p>				<p>-----</p> <p>Improve coordination when practicing footwork. Passing and receiving the ball.</p> <p>-----</p>	<p>-----</p> <p>Greater development of variety of passes and when to use. Awareness of space. Begin to understand offensive and defensive positions and tactics.</p> <p>-----</p>	<p>-----</p> <p>Greater understanding of the skills required to play netball within the rules. Greater strength and accuracy with passes and shots. Begin to referee games. Apply techniques in a competitive environment.</p> <p>-----</p>	<p>-----</p> <p>Compete against other schools when possible.</p> <p>-----</p> <p>Confident passing, movement and game play. Greater defensive and attacking awareness. Begin to independently manage games. Apply techniques in a competitive environment.</p> <p>-----</p>
<p>-----</p> <p>Football</p> <p>-----</p>	<p>Children introduced to a football. Move and change direction with a ball under control. Begin to strike the ball with increasing power.</p>	<p>Children develop movements and change of direction with ball under greater control. Develop striking ball aiming for targets set with greater accuracy. Begin mini games.</p>	<p>Children continue to develop touch control and manipulating the ball with increased speed. Continue to develop striking ball to targets. Develop match play understanding.</p>	<p>-----</p> <p>Use of marked areas, moving a ball, striking a ball, running, change of direction, ball mastery, passing, scoring, opposition awareness, tackling, defending and attacking tactics.</p> <p>-----</p>	<p>-----</p> <p>Teamwork traits, dribbling, control, passing and striking a ball developed. Understanding of positions. Greater awareness of defending and attacking tactics.</p> <p>-----</p>	<p>-----</p> <p>Continued build of knowledge and understanding of team work, dribbling, control, passing and striking a ball developed. Understanding of positions. Greater awareness of defending and attacking tactics.</p> <p>-----</p>	<p>-----</p> <p>Develop ball mastery and fundamental skills of football - control, passing, striking, moving in space, principles of defending and attacking. Rules of the game. Children to officiate mini matches.</p> <p>-----</p>
<p>-----</p> <p>Indoor Athletics</p> <p>-----</p>				<p>-----</p> <p>Knowledge of indoor athletics. To perform each activity with correct technique</p> <p>-----</p>	<p>-----</p> <p>Knowledge of indoor athletics. To perform each activity with correct technique</p> <p>-----</p>	<p>-----</p> <p>Knowledge of indoor athletics. To perform each activity with correct technique</p> <p>-----</p>	<p>-----</p> <p>Knowledge of indoor athletics. To perform each activity with correct technique</p> <p>-----</p>

<p>-----</p> <p>Dance</p>	<p>-----</p> <p>Movement in time to music, Creative responses to stimulus. Sequencing.</p>	<p>-----</p> <p>Movement in time to music, Creative responses to stimulus. Sequencing. Explore travelling.</p>	<p>-----</p> <p>Greater independence in creating movement in time to music, more confidence in creating responses to stimulus. Perform dance using simple movement patterns.</p>	<p>-----</p> <p>and within the rules of school games.</p> <p>Create sequences that include changes of level and focus on using different body shapes.</p>	<p>-----</p> <p>and within the rules of school games.</p> <p>Create sequences that experiment with dynamics and incorporate more complex choreographic devices. E.g. canon. Begin to perform dances using a range of movement patterns.</p>	<p>-----</p> <p>and within the rules of school games.</p> <p>Learn a recognised dance style and begin to sequence individual routines. Perform dances using a range of movement patterns.</p>	<p>-----</p> <p>and within the rules of school games.</p> <p>Learn a recognised dance style and use choreographic devices learnt previously to develop own performances. Confidently perform dances using a range of movement patterns.</p>
----------------------------------	--	--	--	---	---	---	---

SUMMER	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Cricket Athletics Swimming Basketball OAA	Cricket Athletics Swimming Basketball OAA	Cricket Athletics Swimming Basketball OAA	Cricket Athletics Swimming Rounders Tennis Basketball OAA	Cricket Athletics Swimming Rounders Tennis Basketball OAA	Cricket Athletics Swimming Rounders Tennis Basketball Stoolball OAA	Cricket Athletics Swimming Rounders Tennis Basketball Stoolball OAA
SKILL Cricket	Underarm and overarm throw. Aim One handed and two handed	Underarm and overarm throw. Aim One handed and two handed	Greater understanding of throw technique and requirements	Begin mastering throwing and catching from all areas of field	Develop team and fielding skills. Increase tactical awareness of	Continue to develop range and quality of skills taught previously.	Develop the range and quality of their skills through accuracy

	<p>catching. Introduced to cricket equipment. Strike ball from a stationary position.</p>	<p>catching. Increased knowledge of cricket equipment. Strike ball from a stationary position. Begin to strike ball moving towards.</p>	<p>to hit targets at different distances. Greater confidence in catching and working as a team to field. Developing striking a bouncing ball. Begin understanding of simplified match games.</p>	<p>position. Throwing to further distance and greater accuracy. Improved strike rate with bouncing ball. Improved independence for overall game play.</p>	<p>fielding and striking ball. Greater accuracy of striking ball to targeted areas. Increased awareness of Cricket as a sport. Begin to bowl within the cricket rules. Begin to show tactical awareness.</p>	<p>Bowl with greater technique and accuracy. Continue to develop power when batting and begin to find spaces on the field. Show tactical awareness to outwit opponents.</p>	<p>of bowling. Mastering catching skills when fielding and being wicket keeper. Greater accuracy and power when batting. Look for a space when batting. Think carefully to outwit their opponents.</p>
<p>Athletics</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently through races. Begin to run in lanes. Explore jumping and throwing events.</p>	<p>Continuing to build on previous learning. Working together, start positions and following basic movements. Building confidence and trust in themselves and their peers. Develop passing a baton and running in lanes. Explore jumping and throwing events.</p>	<p>Developing previous learning. Running with greater speed and desire. Working together, start routines. Building confidence and trust in themselves and supporting their peers.</p>	<p>Improve performance. Developing understanding of running, jumping and throwing techniques. Apply movements in competitive context. Introduction of Junior sports day.</p>	<p>Improve performance. Developing understanding of running, jumping and throwing techniques. Apply movements in competitive context.</p>	<p>Improve performance. Apply movements in competitive context. Apply techniques in a competitive environment.</p>	<p>Improve performance. Apply movements in competitive context. Apply techniques in a competitive environment.</p>
<p>Swimming</p>	<p>Knowledge of swimming pool and routine, encourage independent</p>	<p>Knowledge of swimming pool routines, encourage</p>	<p>Confident knowledge of swimming pool routines and</p>	<p>Swim confidently over a short distance.</p>	<p>Swim competently, confidently and proficiently. Use a</p>	<p>Swim competently, confidently and proficiently at</p>	<p>Swim competently, confidently and proficiently over a</p>

	changing, swimming pool safety, pool entry, water confidence.	independent changing, swimming pool safety, pool entry, water confidence, swimming with floating aid	independent changing. Water safety. Greater water confidence, swimming with/without floating aid. Introduce front crawl and backstroke.	Introduce breaststroke. Recap backstroke and front crawl.	range of strokes - front crawl, backstroke and breaststroke.	greater distance. Grow in confidence when using a range of strokes - front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	distance of at least 25 metres. Confidently use a range of strokes effectively - front crawl, backstroke and breaststroke. Confidently perform safe self-rescue in different water-based situations.
----- Rounders				Introduction the game of rounders. Recap of variety of throws and catches. Batting a moving ball. Begin mini matches. Begin to learn rules to play.	Develop throwing and catching techniques. Increased strike rate against moving ball. Developed fielding awareness. Greater confidence with match rules	Improved strength for further throws and bigger hits of the ball. Greater fielding as a team. Begin to identify tactical advantages. Begin to umpire games with adult support	Mastering catching and throwing techniques. Ability to play as part of a team independently. Confidently understand how to score rounders. Independently umpire games and keep score card.
----- Tennis				Continue to develop hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net with greater success percentage.	Continue to develop hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net to targeted areas with greater accuracy.	Continue to develop hand eye co-ordination. Hitting a receiving ball. Hitting the ball over a net to targeted areas and beginning to master a rally.	Continue to develop serving skills. Hand eye coordination to get a successful rally. Play matches with greater independence.

<p>-----</p> <p>Basketball</p> <p>-----</p>	<p>-----</p> <p>Introduce Basketball. Basketball control, basic moving with the ball. Finding space</p> <p>-----</p>	<p>-----</p> <p>Increased basketball control, basic moving with the ball. Finding space. Manipulating the ball with partners. Throwing and catching the ball independently and with partners</p> <p>-----</p>	<p>-----</p> <p>Greater control of the ball, moving with increased speeds and change of direction. Greater understanding of passes. Beginning to understand tactical awareness used in games</p> <p>-----</p>	<p>-----</p> <p>Greater control of the ball, moving with increased speeds and change of direction. Greater understanding of passes. Beginning to understand tactical awareness used in games</p> <p>-----</p>	<p>-----</p> <p>Greater basketball control, moving with the ball with increasing speeds. Use a variety of passes. To shoot with accuracy.</p> <p>-----</p>	<p>-----</p> <p>Greater basketball control, moving with the ball, finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping and mini matches.</p> <p>-----</p>	<p>-----</p> <p>Greater basketball control, moving with the ball, finding space, independently using a variety of passes, shooting with accuracy. Attacking a defensive understanding and tactics. Score keeping, mini matches and officiating.</p> <p>-----</p>
<p>-----</p> <p>Stoolball</p> <p>-----</p>						<p>-----</p> <p>Develop knowledge of the game and its Sussex roots. Use a variety of throws, develop catching and striking skills. Outwit opponents and scoring.</p> <p>-----</p>	<p>-----</p> <p>Develop knowledge of the game and its Sussex roots. Use a variety of throws, develop catching and striking skills. Outwit opponents and scoring.</p> <p>-----</p>
<p>-----</p> <p>OAA</p> <p>-----</p>	<p>-----</p> <p>Begin to work co-operative physical activity in a range of challenging situations.</p> <p>-----</p>	<p>-----</p> <p>Work co-operative physical activity in a range of challenging situations.</p> <p>-----</p>	<p>-----</p> <p>Confidently work co-operative physical activity in a range of challenging situations.</p> <p>-----</p>	<p>-----</p> <p>Work together and develop teamwork. Build resilience. Use a variety of equipment to solve challenges. Kayaking included</p> <p>-----</p>	<p>-----</p> <p>Work together and develop teamwork. Build resilience. Use a variety of equipment to solve challenges. Kayaking included</p> <p>-----</p>	<p>-----</p> <p>Work together and develop teamwork. Build resilience. Use a variety of equipment to solve challenges. Kayaking included</p> <p>-----</p>	<p>-----</p> <p>Work together and develop teamwork. Build resilience. Use a variety of equipment to solve challenges. Kayaking included</p> <p>-----</p>

				at local water sports centre. One night residential to local activity centre (every other year)	at local water sports centre. One night residential to local activity centre (every other year)	at local water sports centre. Four night residential to activity centre (every other year)	at local water sports centre. Four night residential to activity centre (every other year)
--	--	--	--	---	---	--	--

IMPACT (END POINTS)

EFYS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>In Reception, children can indecently get changed. Children can talk about the effect of exercise on their body. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p>	<p>A Year 1 child can confidently work with a partner. They should be able to balance on one foot and on a mat and hold a position. They should be able to combine basic positions/ movements to create a routine.</p>	<p>A Year 2 child will know the basic balances and rolls in gymnastics. They will understand how important exercise is and the impact on their body. They will know how to play a variety of small sided games. They can move in response to music planning a dance sequence. Most children can swim 5m.</p>	<p>A Year 3 child will have developed strength, balance and coordination through personal challenges. Have knowledge of ball skills, throwing, passing and catching. Will be able to successfully take part in team games with a clear understanding of the basic rules.</p>	<p>A Year 4 child can take part in invasion games starting to use skills to attack and defend when appropriate. Children will confidently work as a member of a team. Children have developed their balance, coordination and strength through yoga, dance, circuits and gymnastics.</p>	<p>A Year 5 child has developed even further their understanding of attacking and defending when playing invasion games. They clearly understand and follow the rules of all team games in victory and defeat. They are confident team players. They have worked independently and with others to develop their creativity and strength through dance and yoga. To</p>	<p>A Year 6 child has experienced a wide range of physical activities, with a deeper understanding of their enjoyment levels, strengths and development points. They understand the rules and apply them accurately when playing all sports. They are being to develop skills required to lead teams both in victory and defeat. They can swim 25m at least.</p>

					increase their strength and stamina through athletics and circuit training. Children can swim an increased distance.	
--	--	--	--	--	--	--