



## Progression of Skills in Physical Education at Northbourne CEP School



Purpose of Study:

*"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect."*

In **EYFS**, physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children should be supported to develop their core strength, stability, balance and spatial awareness, co-ordination and agility.

In **KS1**, children should develop fundamental movement skills, becoming 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.

In **KS2**, children 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.

National Curriculum Reference		
<p><b>Early Learning Goals:</b></p> <p><b><u>Personal, Social and Emotional Development</u></b>  <b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.</li> <li>• Explains the reason for rules (and makes an effort to follow these in the context of a game).</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Can work and play cooperatively and take turns with others.</li> </ul>	<p><b>KS1 Curriculum End Points:</b></p> <p>Has mastered basic movements including running, jumping, throwing and catching.</p> <p>Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities.</p> <p>Can participate in team games and is developing simple tactics for attacking and defending.</p> <p>Can perform dances using simple movement patterns</p>	<p><b>KS2 Curriculum End Points:</b></p> <p>Can use running, jumping throwing and catching in isolation and combination.</p> <p>Is able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Has developed flexibility, strength, technique, control and balance.</p> <p>Can perform dances using a range of movement patterns.</p> <p>Is able to take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Is able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



## Progression of Skills in Physical Education at Northbourne CEP School



<b>Physical Development</b> <b>ELG: Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Can negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrates strength, balance and coordination when playing.</li> <li>• Can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>							
<b>Expressive Arts and Design</b> <b>ELG: Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Can try to move in time with music</li> </ul>							
Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fitness	<p>Describe how the body feels when still and when exercising.</p> <p>Understand the importance of healthy food choices.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>That exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.</p> <p>Understand the importance of stretching and staying hydrated.</p> <p>Can exercise safely and responsibly.</p>	<p>Describe and compare how the body feels during and after different physical activities.</p> <p>Can explain what the body needs to stay healthy and fit.</p> <p>Can explain why it is important to warm up and cool down.</p>	<p>Describe the effects of exercise on the body and why it is important.</p> <p>Can explain some of the main principles when preparing to exercise.</p> <p>Can explain what the body needs to stay healthy and fit - specifically linking to food types and choices.</p>	<p>Describe how the body reacts at different times and how this effects performance.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Can explain how the body reacts to different kinds of exercise.</p>	<p>Can know and understand the reasons for warming up and cooling down.</p> <p>Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.</p>	<p>Can device and create appropriate warm up and cool down exercises.</p> <p>Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.</p>



## Progression of Skills in Physical Education at Northbourne CEP School



<b>Gymnastics</b>	<p><b>Knowledge:</b></p> <p>Know the basic gymnastic shapes.</p> <p>Know how to travel.</p> <p>Know how to jump and land safely.</p> <p>Know how to balance safely.</p> <p>Know how to use apparatus appropriately.</p>	<p><b>Knowledge:</b></p> <p>Know how to correctly prepare for a gymnastics session.</p> <p>Know basic gymnastics shapes.</p> <p>Know how to safely land and finish skills.</p> <p>How to hold a balance (5 seconds for a strong balance).</p> <p>Know how to safely enter and exit balances and what to do if the balance becomes unsafe.</p> <p>Have a basic understanding that conditioning improves strength, flexibility and endurance.</p>	<p><b>Knowledge:</b></p> <p>Know a variety of rolls, including forward, backward roll (using wedge), teddy bear rolls.</p> <p>Know some basic jump variations.</p> <p>Know how to create balance with a partner.</p> <p>Know how to safely enter and exist partner balances and what to do if the balance becomes unsafe.</p> <p>Know how to correctly stretch muscles in a warm up.</p>	<p><b>Knowledge:</b></p> <p>Know a variety of ways how to travel (cartwheels, tiptoe, hop and skip).</p> <p>Develop knowledge of different jumps (star and tuck).</p> <p>Know how to create matching and contrasting balances.</p> <p>Know how to safely move apparatus.</p> <p>Know the importance of warm ups.</p>	<p><b>Knowledge:</b></p> <p>Know counter balances and use in a sequence.</p> <p>Know how to change direction and speed with control.</p> <p>Know how to use symmetrical and asymmetrical body shapes.</p> <p>Know how to swing and hang from equipment safely.</p> <p>Know how to vault using equipment.</p> <p>Know a variety of stretches that will prepare their bodies for the activity.</p>	<p><b>Knowledge:</b></p> <p>Know the importance of conditioning exercises to increase strength and endurance.</p> <p>Know how to safely enter and exist group balances.</p> <p>Know how to incorporate a greater variety of apparatus safely in a sequence.</p> <p>Know how to link movements into a more complex sequence (balance/travel/rolls/jumps).</p> <p>Know how to use a variety of speeds and direction under control.</p>	<p><b>Knowledge:</b></p> <p>Know how to confidently use equipment for a range of movements e.g. Vault and flight.</p> <p>Know how to create their own complex sequences using the full range of actions and movements.</p> <p>Know how to apply skills and techniques consistently, showing precision and control.</p>
-------------------	---	---	--	--	--	--	--



## Progression of Skills in Physical Education at Northbourne CEP School



	<p><b>Skills:</b></p> <p>Demonstrate confidence and skill when travelling, negotiating space successfully.</p> <p>Demonstrate jumping and landing with confidence in a range of ways.</p> <p>Demonstrate balancing momentarily on one foot.</p>	<p><b>Skills:</b></p> <p>Demonstrate control and coordination when balancing and moving.</p> <p>Begin to demonstrate feelings and moods through movement.</p> <p>Perform varied and controlled balances.</p>	<p><b>Skills:</b></p> <p>React to stimuli including pictures, writing and music when performing dance and gymnastics sequences.</p> <p>Begin to move with spatial awareness, care and consideration.</p> <p>Apply a range of rolls, jumps and balances into simple sequences.</p>	<p><b>Skills:</b></p> <p>Begin to remember and perform increasingly complex sequences.</p> <p>Hold a variety of strong balances.</p>	<p><b>Skills:</b></p> <p>Travel freely, fluently and in a controlled manner when performing gymnastics sequences.</p> <p>Show confidence and correct technique in a performance.</p> <p>Reflect and evaluate own performance.</p>	<p><b>Skills:</b></p> <p>Move freely and with agility both on the floor and when using apparatus.</p> <p>Reflect and evaluate own and others' performances.</p>	<p><b>Skills:</b></p> <p>Compose gymnastic sequences combining balances, travelling, vaulting and use of apparatus.</p> <p>Record performances to improve and refine.</p>
--	---	--	---	--	---	---	---



## Progression of Skills in Physical Education at Northbourne CEP School



<b>Dance</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
	Understand focus when dancing.	Understand that focus and concentration is necessary when dancing.	Know you can use different parts of your body for dance sequences.	Knows how to improvise freely and translate ideas from a stimulus into movement.	Know how to perform a dance to an accompaniment, devising the sequence to take account of music, including repetition.	Know how to develop sequences in the style of a specific dance.	Know how to demonstrate strong and controlled movements through a dance sequence.
	Know how to change movements and speed in response to music.	Dance can be thought of as a narrative.	Know that changing rhythm and speed can enhance a dance performance and how the choreography looks.	Know how to vary tempo and energy within a sequence.	Know that dance should show consistency, fluency, accuracy and clarity of movements.	Know the impact of increased poise, balance and coordination can have on a dance.	Know how to perform dances with confidence over a range of stimuli.
	Know that different dance movements can be put together to form a sequence.	Understand how to vary movement (including pace) in response to music.	Know how to communicate mood and feeling based on stimuli.	Share and create phrases with a partner or small group.	Know that dance can communicate narratives.	Know that dance can communicate an idea, as well as feelings and narratives.	Know how to perform dances with confidence over a range of stimuli.
	Know that different actions take up different space, develop special awareness.	Know that movements can be sequenced to create a dance.	Know you can change levels and directions during dance sequences.	Understand that different parts of the body can be coordinated at the same time during performances.	Know what particular aspects of their performance were strong and what could be improved.	Know how to choreograph a dance either individually, with a partner or small group in a creative way.	Know how to create complex sequences demonstrating a full range of movements.
		Understand that there are different levels and directions within a space.	To use the correct terminology for body parts involved in dance routines.	Use different levels effectively.	Know how to identify the beat within a piece of music.	Know and can state what particular aspects of their performance were strong and what could be improved.	Know a range of technical dance vocabulary to support development of dance sequences.
		When dancing with a partner it is important to be aware of each other and keep time.	Know how to begin and end a dance routine.	Be aware of their role within their group (e.g. cannon and unison).	Know how to write down/record a sequence of movements to create a dance routine.	Know how to write down/record a sequence of movements to build on a previously learnt dance routine.	Know how to use props for a purpose.
				Know how to use feedback to improve the performance of themselves and others.			Know and can state what particularly aspects of their performance were strong and what could be improved.
							Know how to write down/record a sequence of movements to build on a previously learnt dance routine.
							Understand how to edit and improve when necessary.



## Progression of Skills in Physical Education at Northbourne CEP School



	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p>Experiment with different ways of moving.</p> <p>Move freely and with pleasure and confidence in a range of ways, in time to the music.</p> <p>Complete simple sequences in response to different stimulus.</p>	<p>Begin to demonstrate feelings and moods through movement.</p> <p>Improvise alone, linked to stimuli.</p> <p>Vary movements and pace of movement.</p> <p>Change of direction and level.</p> <p>Mirror the movements of another.</p> <p>Build a sequence of movements (min 3 actions).</p>	<p>React to stimuli including pictures, writing and music when performing dance and gymnastics sequences.</p> <p>Begin to move with spatial awareness, care and consideration.</p> <p>Learn movements (lunge, shoulder roll, squats, punches).</p> <p>Communicate mood and feeling based on stimuli.</p> <p>Begin to respond to the beat of the music.</p> <p>Call and response - adult led.</p> <p>Sequence movements with a clear start and finish.</p>	<p>Discuss relevant ideas when composing dance sequences.</p> <p>Begin to remember and perform increasingly complex sequences.</p> <p>Use different levels effectively.</p> <p>Can use everyday movements (running, jumping etc.) to create dance moves.</p> <p>Vary tempo and energy.</p> <p>Recognise and begin to respond to the beat of the music.</p> <p>Use unison and cannon within sequences.</p> <p>Incorporate all elements within performances.</p> <p>Remember and repeat a dance.</p> <p>Begin to feedback and respond to peers.</p>	<p>Begin to compose and perform sequences with a number of elements.</p> <p>Dance with expression, changes of speed and levels of the body to begin to respond to the music and the beat with some accuracy.</p> <p>Create patterns with groups - adult led.</p> <p>Repeat moves linked to the music (chorus and verses).</p> <p>Write down sequences/ record routine (adult led).</p> <p>Perform and feedback, responding to constructive criticism.</p>	<p>Compose and perform sequences with a number of elements including: call and response, unison, cannon, repetition.</p> <p>Recap all elements - poise, balance, co-ordination.</p> <p>Create sequences - write down sequences.</p> <p>Create a performance to convey a story or mood - linked to music and responding to the beat and timings with some accuracy.</p> <p>Give and receive feedback with groups and then edit appropriately.</p>	<p>Compose and perform sequences with a number of elements including: call and response, unison, cannon, repetition.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Respond to the music and beat with accuracy.</p> <p>Incorporate props into a dance routine.</p> <p>Perform with accuracy, confidence, good posture.</p> <p>Give, receive and respond to feedback.</p>



## Progression of Skills in Physical Education at Northbourne CEP School



<b>Games (Invasion and striking and fielding, including basic KS1 skills)</b>	<p><b>Knowledge:</b></p> <p>Know how to travel freely in a range of ways, such as walking, running, hopping, skipping, galloping and striding.</p> <p>Know how to use a ball, rolling and receiving individually and with a partner.</p> <p>Know how to pass a ball around different body parts.</p> <p>Know how to pat and bounce a ball downwards.</p> <p>Know how to balance, bounce and hit a ball on or with a bat.</p> <p>Know and follow simple rules for playing small sided games.</p>	<p><b>Knowledge:</b></p> <p>Know the difference between running, jumping, skipping, hopping and walking and demonstrate these.</p> <p>Know how to throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this.</p> <p>Know how to use hands or feet to pass a ball.</p> <p>Know that to throw/kick accurately, they need to look at the target and aim.</p> <p>Know that to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed.</p>	<p><b>Knowledge:</b></p> <p>Know how to use hitting, kicking or rolling in a game.</p> <p>Know and can decide the best space to be in during a game.</p> <p>Know how to use tactics in simple games.</p> <p>Know and can follow set out for simple games.</p> <p>Know how to throw different types of equipment in different ways, for accuracy and distance.</p> <p>Know skills for playing striking and fielding games.</p>	<p><b>Knowledge:</b></p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Know how to defend and shoot in a team game.</p> <p>Know how to dribble and pass in a team game.</p> <p>Know how to communicate tactics with teammates.</p> <p>Know how to score points in live game situations.</p> <p>Know how to strike a moving object with increasing accuracy.</p> <p>Know how to use equipment correctly in specified game situations.</p>	<p><b>Knowledge:</b></p> <p>Know how to vary tactics and adapt skills depending on what is happening in a game.</p> <p>Know how to score points within the constraints of specific games.</p> <p>Know how to regain possession in different games.</p> <p>Know how to pass a ball correctly in a variety of games.</p> <p>Know how to score points and how to prevent opponents from scoring points.</p> <p>Know how to bowl and ball and strike a bowled ball with increasing accuracy.</p>	<p><b>Knowledge:</b></p> <p>Know how to gain possession by working a team.</p> <p>Know when to choose a specific tactic for defending and attacking.</p> <p>Know a number of techniques to pass, dribble and shoot using equipment as needed.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Know how to pass and move to cause the opposition problems.</p> <p>Know their role within a team.</p> <p>Know how to strike a ball on the volley and the half-volley.</p> <p>Know how to use equipment to defend a specified area (e.g. wickets in cricket).</p> <p>Know how to use tactics to put an opponent under pressure or to alleviate pressure on one's own team.</p>	<p><b>Knowledge:</b></p> <p>Know which type of pass to choose depending on the distance.</p> <p>Know how to transition from an attacking phase of play to a defensive phase of play.</p> <p>Know their role within a team and how to adequately perform this role.</p> <p>Know how and when to: set, spike, smash or dig.</p> <p>Know how to strike a ball with precision in the intended direction.</p> <p>Know when to change equipment to meet the needs of the task.</p>
---	---	--	---	---	--	--	--



## Progression of Skills in Physical Education at Northbourne CEP School



	<p><b>Skills:</b></p> <p>Be able to control and coordinate movements when using different equipment.</p> <p>Be able to play and take part in games following simple rules.</p>	<p><b>Skills:</b></p> <p>Take part in games individually and as part of a team.</p> <p>Be able to send and receive an object.</p> <p>Independently make decisions for a team.</p>	<p><b>Skills:</b></p> <p>Begin to develop simple tactics within games.</p> <p>Be able to compete individually and as a team.</p> <p>Recognise an opponent and a team mate.</p> <p>Move freely in game situations including when using equipment.</p>	<p><b>Skills:</b></p> <p>Begin to retain possession when passing and moving in team games.</p> <p>Apply appropriate tactics to invasion game situations in order to defend/attack/regain possession.</p> <p>Move freely in game situations including when using equipment.</p> <p>Strike a moving object using appropriate equipment.</p> <p>Return a shot (and serve) in a game using forehand and backhand.</p> <p>Use tactics to get an opponent out.</p>	<p><b>Skills:</b></p> <p>Travel with ball in hand and dribbling, dodging opponents in a variety of ways.</p> <p>Be able to retain and regain possession when passing, dribbling and dodging in team games.</p> <p>Discuss and apply appropriate tactics in invasion games situations.</p> <p>Throw and catch in a range of games situations.</p> <p>Strike a moving object using appropriate equipment.</p> <p>Return a shot (and serve) in a game using forehand, backhand, and half volley shots.</p> <p>Use tactics to get an opponent out.</p>	<p><b>Skills:</b></p> <p>Be able to retain and regain possession when passing, dribbling and dodging in team games.</p> <p>With some guidance also recognising the similarities and differences across sports.</p> <p>Discuss, apply and adapt appropriate tactics in invasion games situations.</p> <p>Strike a bowled ball.</p> <p>Bowl and field in order to get an opponent out.</p> <p>Return a shot in a game using forehand, backhand, volley and half volley shots.</p>	<p><b>Skills:</b></p> <p>Be able to retain and regain possession when passing, dribbling and dodging in team games; recognising the similarities and differences across these sports.</p> <p>Discuss, apply and adapt appropriate tactics in invasion games situations.</p> <p>Strike a stationary ball in a variety of ways.</p> <p>Strike a stationary ball with equipment modified for the task.</p> <p>Return a shot in a game using a set, spike, dig and smash.</p>
--	--	---	--	--	--	---	---





## Progression of Skills in Physical Education at Northbourne CEP School



<b>Athletics</b>	<p><b>Knowledge:</b></p> <p>Know how to run with control, changing pace and direction showing good posture and balance.</p> <p>Have an awareness of the space and safety of others.</p> <p>Know how to roll and throw with increasing accuracy.</p> <p>Know how to jump, land and sink down safely.</p> <p>Know how to safely explore jumping high and jumping far.</p> <p>Understand competition and how to improve a personal best.</p>	<p><b>Knowledge:</b></p> <p>Know how to run with a different technique for different speeds and distances.</p> <p>Know how to use body positions and equipment when throwing in different situations.</p> <p>Know a variety of jumping techniques for distance and height and how to perform a simple sequence of jumps.</p> <p>Understand competition and how to improve a personal best.</p>	<p><b>Knowledge:</b></p> <p>Know how to develop running techniques for short distances and following a curved line.</p> <p>Know how to run over a series of hurdles without knowing them down.</p> <p>Know how to push throw (underarm) and pull throw (overarm).</p> <p>Understand how to use arms to affect jumping for height and jump with control.</p> <p>Understand competition and can compete against myself and others.</p>	<p><b>Knowledge:</b></p> <p>Know how to run at fast, medium and slow speeds; changing speed and direction.</p> <p>Can take part in a relay, remembering/knowing when to run and what to do.</p> <p>Know how to increase the distance that a thrown object travels through effective technique.</p>	<p><b>Knowledge:</b></p> <p>Know how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance.</p> <p>Know how to jump in different ways.</p> <p>Know how to throw in different ways and hit a target (at appropriate distance), when needed.</p> <p>Know the role of a team player in a relay situation.</p>	<p><b>Knowledge:</b></p> <p>Know how to show control when taking off and landing.</p> <p>Know how to throw with increasing accuracy.</p> <p>Know how to combine running and jumping in the context of a triple jump.</p>	<p><b>Knowledge:</b></p> <p>Know how to demonstrate stamina and increase strength.</p>
------------------	---	--	--	--	--	--	--



## Progression of Skills in Physical Education at Northbourne CEP School



	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Demonstrate running in different ways with confidence and control, for different purposes (e.g. fast and slow).</p> <p><b>Jumping</b></p> <p>Demonstrate jumping in a range of ways, landing safely, e.g. using different foot patterns.</p> <p><b>Throwing</b></p> <p>Demonstrate throwing underarm with some coordination and accuracy when aiming at a target.</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Demonstrate varying running pace and speed, showing good posture and balance.</p> <p>Begin to show the difference between sprinting and jogging.</p> <p><b>Jumping</b></p> <p>Perform different types of jumps, landing safely, with confidence and control.</p> <p><b>Throwing</b></p> <p>Begin to show a variety of throwing techniques, e.g. underarm and overarm.</p> <p>Demonstrate throwing towards a target with increasing accuracy.</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Begin to identify different techniques for running at pace and over a distance.</p> <p>Begin to maintain and control a run over different distances.</p> <p><b>Jumping</b></p> <p>Demonstrate combining different jumps together with some fluency and control.</p> <p><b>Throwing</b></p> <p>Develop an effective technique for jumping with accuracy and control and using arms to jump for height.</p> <p><b>Throwing</b></p> <p>Throw different types of equipment in different ways, for accuracy, distance and height.</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Identify and demonstrate how different techniques can affect performance.</p> <p>Begin to use an appropriate technique for sprinting (up to 60m) and over a longer distance (up to 1000m).</p> <p>Focus on arm and leg action to improve sprinting technique.</p> <p><b>Jumping</b></p> <p>Use 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 some control.</p> <p><b>Throwing</b></p> <p>Use a range of techniques performing an underarm or overarm throw.</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Begin to combine running with jumping over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Take part in a relay.</p> <p><b>Jumping</b></p> <p>Learn how to combine a hop, step and jump, including a run-up where necessary.</p> <p>Land safely and with control.</p> <p><b>Throwing</b></p> <p>Use a range of techniques performing an underarm or overarm throw with greater accuracy and over a longer distance.</p> <p>Perform a pull throw (javelin).</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Accelerate from a variety of starting positions and select preferred position.</p> <p>Continue to practise and refine technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p><b>Jumping</b></p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p>	<p><b>Skills:</b></p> <p><b>Running</b></p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors. Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p><b>Jumping</b></p> <p>Develop the technique for the standing vertical jump.</p>
--	--	---	---	---	--	--	---



## Progression of Skills in Physical Education at Northbourne CEP School



						<p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p><b>Throwing</b></p> <p>Perform a fling throw (discuss).</p> <p>Throw a variety of implements developing accuracy and using a range of throwing techniques.</p> <p>Measure and record the distance of throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve techniques for jumping for height and distance and support others in improving performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p><b>Throwing</b></p> <p>Perform a heave throw.</p> <p>Measure and record the support others in improving personal bests.</p> <p>Develop and refine techniques to throw for accuracy.</p>
--	--	--	--	--	--	--	---



## Progression of Skills in Physical Education at Northbourne CEP School



Outdoor and Adventurous Activities (OAA)				<p><b>Knowledge:</b></p> <p>Know how to read a map in a familiar context.</p> <p>Know how to use clues to follow a route.</p> <p>Know how to create a route and record it as a simple map.</p>	<p><b>Knowledge:</b></p> <p>Know how to follow a route safely.</p> <p>Know how to follow a route within a time limit.</p> <p>Recognise the body's limitations.</p> <p>Know how to solve problems within a given context.</p>	<p><b>Knowledge:</b></p> <p>Know how to design a map for others to follow in a more demanding familiar context (school site).</p> <p>Know the approximate amount of time that their own designed route should take and be able to follow a set route within an allocated time limit.</p>	<p><b>Knowledge:</b></p> <p>Know how to design a map for others to follow in a more demanding familiar context (school site).</p> <p>Know the approximate amount of time that their own designed route should take and is able to follow a set route within an allocated time limit.</p> <p>Follow a mixed terrain route along and through a range of environments.</p> <p>Follow a map to an unknown location.</p> <p>Plan a strategy with others and navigate a route competitively.</p>
				<p><b>Skills:</b></p> <p>Create maps and courses - communicating effectively.</p> <p>Work as a team to solve problems</p>	<p><b>Skills:</b></p> <p>Plot a course to find the most efficient route to a target.</p> <p>Navigating courses with constraints and limitations</p>	<p><b>Skills:</b></p> <p>Use maps and symbols to complete courses using orienteering skills and equipment.</p> <p>Map of the school site.</p> <p>Navigate through the school.</p>	<p><b>Skills:</b></p> <p>Use maps and symbols to complete courses using orienteering skills and equipment.</p> <p>Complete obstacle courses as part of a team and alone.</p>



## Progression of Skills in Physical Education at Northbourne CEP School



Swimming				<b>Knowledge:</b>  Know how to stay safe in and around water.  Know how to perform front crawl, breaststroke, butterfly and backstroke.  Know how to breath effectively when swimming.
				<b>Skills:</b>  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Uses a range of strokes effectively - e.g - front crawl, back crawl, backstroke and breaststroke.  Know how to stay safe in water and recall survival tactics  Performs safe self-secure in different water based situations