

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in PE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS FRAMEWORK Development Matters	Physical Development <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills, including kicking, catching, passing, batting and aiming. 					
CONTENT	Dancing Tunnels, Parachute Outdoor equipment including slide, push-a-long bikes, scooters	Large gross motor skills, scarf dancing, general movement Dancing, climbing, jumping, running, throwing & catching Ring games, parachute Outdoor equipment including slide, push-a-long bikes, scooters	Write dance, scarves, Chinese Dragon Dancing Rolling & spinning. Squatting, Balance on 1-foot bean bags, balance Using the P.E. equipment –ropes and climbing frame indoors and outdoors Outdoor equipment including slide, push-a-long bikes, scooters and bikes	Using the apparatus, climbing frame, benches, balancing, moving across Direction/speed, hopping, jumping, spatial awareness Outdoor equipment including slide push-a-long bikes, scooters and bikes	Moving in different way (animals) Using P.E. apparatus, climbing, balancing, swinging Outdoor equipment including slide push-a-long bikes, scooters and bikes	Moving to the story of Walking through the jungle Ball skills, team games, obstacle courses Outdoor equipment including slide, push-a-long bikes, scooters and bikes
SKILLS Development Matters	Physical Development <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills, including kicking, catching, passing, batting and aiming. 					
KEY KNOWLEDGE	Children will know: -I need to know which tool will help me do the job I	- I know that large movements with my arms will help	- know that putting actions together to music will create a dance.	- To hold a pose, they need to tense their muscles.	- Know to tense their muscles to hold a pose/balance.	Create actions and movements that travel.

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

	want it to do e.g. a knife will be the best tool to cut my fruit. - Being active will help my core for writing and for being healthy. - I know which hand I want to write with.	me with my writing. - I know how to hold scissors correctly and why it is important.	- know how to operate the parachute safely and effectively. - know how to hold chalk and paintbrush accurately. - move over, under, along the apparatus safely.	- which tools will help get the job done. E.g. scissors to cut out and glue spreader to spread the glue.	- Know that getting our muscles and fingers working will help us with our writing. (Dough Disco) - Know how to hold pencil with correct and comfortable grip.	I can describe how my body feels before, during and after an activity.
NEW VOCAB	Indoor, outdoor, healthy, exercise, parachute, crawl, throw, catch, roll	Push, pull, swing, climb, jump, run, throw, catch, slide.	Spin, roll, squat, balance, apparatus, move, over, under, on	Stop, freeze, change, forwards, backwards, fast, slow,	Fast, slow, open, close, high, low, tall, short, tiptoe, balance, climb, swing, apparatus	Throw, catch, aim, teamwork, taking turns, obstacles, hurdle, jump, hot, cold, tired, red
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	www.imoves.com Active Blasts Movement CD's Youtube – Active Kids		Purple Mash blogs Sticky Kidz Dough Disco Wake up shake up			

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in PE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Iexercise Health and Fitness	Imove Agility and Coordination	Ipractice Resilience and Persistence	Icommunicate Social Skills and Teamwork	Ithink Reasoning and Solving	Icreate Creativity and Adaption
EYFS FRAMEWORK	Physical Development: ELG Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
CONTENT	<ul style="list-style-type: none"> I know simple effects of exercise and the importance of healthy foods and I know the importance for good health of physical exercise and healthy eating. 	<ul style="list-style-type: none"> I move confidently in a variety of ways, with control and I am aware of my own space. 	<ul style="list-style-type: none"> I can follow instructions and engage with activities with some help I can be an independent learner, and say when I do or don't need help. I can try new activities safely. 	<ul style="list-style-type: none"> To develop skills of running, dodging and pivoting. To develop and refine a range of ball skills: throwing and rolling it to self and a partner. To develop core strength and balance when being still and whilst moving 	<ul style="list-style-type: none"> I can think about what I can do well. I can understand and follow simple rules. I can think of different ways to do something. 	<ul style="list-style-type: none"> I can create and explore moves based on what I have seen. I can copy movements and talk about what I like or dislike. I can offer my own ideas for movements.
SKILLS	<ul style="list-style-type: none"> To develop core strength to sit on the floor with control and ease for increased periods of time. To balance momentarily on a combination of body parts. 	<ul style="list-style-type: none"> To move in a variety of different ways. To develop spatial awareness by working in their own space bubble. 	<ul style="list-style-type: none"> To develop travelling movement skills such as running, jumping, hopping, skipping. To demonstrate strength, balance and coordination when travelling. 	<ul style="list-style-type: none"> To develop skills of running, dodging and pivoting. To develop and refine a range of ball skills: throwing and rolling it to self and a partner. To develop core strength and 	<ul style="list-style-type: none"> To develop hand-eye coordination with increased confidence when working with equipment. To develop and refine different ways to control and send a ball with 	<ul style="list-style-type: none"> To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

			<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others 	balance when being still and whilst moving.	their feet - dribbling skills.	
KEY KNOWLEDGE	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> balance on one foot walk with control run with control throw and catch with a partner 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> balance on one foot walk with control run with control throw and catch with a partner 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> travel by walking and running travel by hopping and skipping jump control a balance 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> balance control a beanbag and ball sprint and dodge throw under/overarm 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> balance objects control seated objects balance objects on a racket travel with equipment 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> control balance activities control traveling activities control object manipulation work with a partner
RETRIEVAL/ PRIOR LINKS (Nur) EYFS FRAMEWORK Development Matters	<p>Physical Development</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. <p>Further develop and refine a range of ball skills, including kicking, catching, passing, batting and aiming.</p>					
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	balance, core, strength, control, body parts, seated, static	move, sideways, forwards, backwards, wobbling, space, join, control, copy, mirror, safely	independent, safely, running, jumping, skipping, hoping, travel, strong, obstacle, balance, apparatus	still, running, dodging, pivoting, throwing, rolling, partner, core strength, balance,	understand, rules, hand-eye coordination, confidence, equipment, refine, practice, control, travel	explore, practice, copy, like/dislike, confidence, accurate, control, dribble
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	<p>www.imoves.com Youtube Doh Disco</p>					

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in PE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Iexercise Health and Fitness	Imove Agility and Coordination	Ipractice Resilience and Persistence	Icommunicate Social Skills and Teamwork	Icreate Creativity and Adaption	Ithink Reasoning and Solving
NC OBJECTIVES	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 -perform dances using simple movement patterns 					
CONTENT	<ul style="list-style-type: none"> • I understand WHY exercise is one important way to keep healthy. • I know some changes that happen to my body when I exercise. 	<ul style="list-style-type: none"> • I can move with control in a variety of ways. • I can show an awareness of their own space, and that of others. • I can link movements together, when moving in different ways. 	<ul style="list-style-type: none"> • I can be an independent learner, asking for help when needed. • I can try again to improve to be 'my best self'. • I know how to be safe when being active. • I can show perseverance and resilience to try to beat 'my best self' 	<ul style="list-style-type: none"> • I can offer ideas, take turns and work co-operatively. • I can use recently introduced vocabulary. • I can praise and motivate others. 	<ul style="list-style-type: none"> • I can explore and create movement activities based on what I have seen. • I can compare movements and talk about what I like or dislike. • I can adapt activities to match a theme or idea 	<ul style="list-style-type: none"> • I can say what I can do well and how to improve. • I can understand and follow basic rules. • I can make a change to an activity.
SKILLS	<ul style="list-style-type: none"> • To develop and extend balance. • To develop core strength to balance 	<ul style="list-style-type: none"> • To master basic movements including hopping, 	<ul style="list-style-type: none"> • To become increasingly confident and competent to run 	<ul style="list-style-type: none"> • To develop dodging skills (plant and go), combining 	<ul style="list-style-type: none"> • To develop fundamental movement skills of footwork aiming 	<ul style="list-style-type: none"> • To master basic movements in balancing, whilst

	<p>in a seated position and on other parts of the body with control and ease for increased periods of time.</p>	<p>skipping and hopscotch.</p> <ul style="list-style-type: none"> • To become increasingly confident and competent when developing and extending their agility skills. • To apply their agility skills in a range of situations 	<p>with spatial awareness, from different starting positions and at different speeds.</p> <ul style="list-style-type: none"> • To become increasingly confident and competent to jump for distance and height in varying ways and in different directions. • To begin to engage in competitive activities - compete against myself 	<p>spatial awareness and locomotion.</p> <ul style="list-style-type: none"> • Exploring passing, throwing, catching, rolling, dribbling and controlling the ball with their feet; trapping the ball with the feet; kicking a stationary ball; kicking at different levels and speed and flow. • To develop types of balance to include static balance and counterbalance. • To develop skills and technique for turning and rotation, thinking about their space and body awareness. 	<p>and striking, and aiming and striking with a racket.</p> <ul style="list-style-type: none"> • To apply their agility and co-ordination skills in a range of activities. 	<p>still and on the move.</p> <ul style="list-style-type: none"> • To become increasingly confident and competent when developing and extending agility skills in dodging, running and galloping, controlling a ball, throwing and aiming. • To apply these skills in competitive and co-operative team games.
KEY KNOWLEDGE	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • walk and run • hop and skip • control kneeling to standing 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • walk and run • hop and skip • control kneeling to standing 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • change pace when running 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • show teamwork and cooperation • follow simple rules 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • understand instructions • show hand-eye coordination 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • control balance activities • control travelling activities

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

	<ul style="list-style-type: none"> • one foot and seated balance 	<ul style="list-style-type: none"> • one foot and seated balance 	<ul style="list-style-type: none"> • take turns when working with a partner • use arms when running • jump 	<ul style="list-style-type: none"> • use body strength in tunnel position • improve running technique 	<ul style="list-style-type: none"> • show object manipulation while stationary • show object manipulation while travelling 	<ul style="list-style-type: none"> • control object manipulation • work with a partner
RETRIEVAL/ PRIOR LINKS (Rec)	<ul style="list-style-type: none"> • To develop core strength to sit on the floor with control and ease for increased periods of time. • To balance momentarily on a combination of body parts. 	<ul style="list-style-type: none"> • To move in a variety of different ways. • To develop spatial awareness by working in their own space bubble. 	<ul style="list-style-type: none"> • To develop travelling movement skills such as running, jumping, hopping, skipping. • To demonstrate strength, balance and coordination when travelling. • To negotiate space and obstacles safely, with consideration for themselves and others 	<ul style="list-style-type: none"> • To develop skills of running, dodging and pivoting. • To develop and refine a range of ball skills: throwing and rolling it to self and a partner. • To develop core strength and balance when being still and whilst moving. 	<ul style="list-style-type: none"> • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • To develop hand-eye coordination with increased confidence when working with equipment. • To develop and refine different ways to control and send a ball with their feet - dribbling skills.
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	important, healthy, changes, develop, extend , seated balance , control , motor skills, static and dynamic, combination	movement , spatial awareness, hopscotch, agility, coordination , extending,	improve, independent, 'best self', persistence, resilience, competitive, sprinting , safe landing , travelling , routine, distance, height	praise, motivate, take turns , stationary, levels, speed, teamwork , communicate , turning, rotation, dodging, counterbalance	compare, movement, like/dislike, adapt, aiming, striking , racket, footwork , agility, precision, accuracy	improve , basic rules, change, reason, master , multitasking, competitive, reaction , response , hand-eye coordination
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	www.imoves.com					

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in PE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Iexercise Health and Fitness	Imove Agility and Coordination	Ipractice Resilience and Persistence	Icommunicate Social Skills and Teamwork	Icreate Creativity and Adaption	Ithink Reasoning and Solving
NC OBJECTIVES	<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 -perform dances using simple movement patterns 					
CONTENT	<ul style="list-style-type: none"> • I understand WHY exercise is important for our bodies and our minds. • I know some changes that happen to my body when I exercise. 	<ul style="list-style-type: none"> • I can move with control in a variety of ways. Show spatial awareness when moving. • I can make sequences by combining movements and rehearse to improve. 	<ul style="list-style-type: none"> • I can begin to identify what my Personal Best looks like. • I can show perseverance and resilience and keep practising to improve to be 'my best self'. • I can be an independent learner, recognising when something is hard or easy and taking steps to move my learning on. 	<ul style="list-style-type: none"> • I can independently share ideas, take turns and work co-operatively. • I can listen to other's ideas, and respect different ideas to my own. • I can praise and motivate others to help them to improve. 	<ul style="list-style-type: none"> • I can explore and create movement activities. • I can compare and adapt activities to match a focus intention. 	<ul style="list-style-type: none"> • I can say what I can do well and how to improve. • I can follow basic rules and use tactics in team game situations.

<p>SKILLS</p>	<ul style="list-style-type: none"> • To develop and extend balance, individually and with others. • To develop core strength to maintain balance on body parts with control in a range of activities. 	<ul style="list-style-type: none"> • To master basic movements including marching, heel-toe walking, galloping, striding, cat leaps, hopping and hopscotch. • To become increasingly confident and competent when developing and extending these agility skills, and apply them in a range of situations. • To develop and extend their balance skills individually and with others. • To become increasingly competent at balancing when still and whilst on the move. 	<ul style="list-style-type: none"> • To become increasingly confident and competent in running and jumping and skipping, in varying ways and in different directions, and apply these skills in dynamic balance activities. • To engage in competitive activities - compete against myself and time. 	<ul style="list-style-type: none"> • To master basic movements in passing and receiving, throwing and catching, rolling, dribbling and stopping a ball, and develop striking skills. • To become increasingly confident and competent when developing and extending these object control skills. • To develop tactics for attacking and defending. 	<ul style="list-style-type: none"> • To apply Agility, Balance and Co-ordination in a range of activities, and in increasingly challenging situations. 	<ul style="list-style-type: none"> • To say what I can do well and how to improve. • To follow basic rules and use tactics in team game situations.
<p>KEY KNOWLEDGE</p>	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • balance on one foot 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • balance on one foot and on front 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • spatial awareness when running 	<p>Children will explain and demonstrate how to:</p>	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • understand instructions 	<p>Children will explain and demonstrate how to:</p> <ul style="list-style-type: none"> • control balance activities

	<ul style="list-style-type: none"> • walk and hop with control • show strong laying on front position • bounce and catch a ball 	<ul style="list-style-type: none"> • travel activities • walk along a bench • jump activities 	<ul style="list-style-type: none"> • throw activities • hurdle • jump 	<ul style="list-style-type: none"> • work with a partner and in a team • confidence with throwing and catching • accurate throwing • correct catching technique 	<ul style="list-style-type: none"> • show hand-eye coordination • manipulate objects while stationary • manipulate objects while travelling 	<ul style="list-style-type: none"> • control travel activities • control object manipulation • work with a partner
RETRIEVAL/ PRIOR LINKS (Year 1)	<ul style="list-style-type: none"> • To develop and extend balance. • To develop core strength to balance in a seated position and on other parts of the body with control and ease for increased periods of time. 	<ul style="list-style-type: none"> • To master basic movements including hopping, skipping and hopscotch. • To become increasingly confident and competent when developing and extending their agility skills. • To apply their agility skills in a range of situations. 	<ul style="list-style-type: none"> • To become increasingly confident and competent to run with spatial awareness, from different starting positions and at different speeds. • To become increasingly confident and competent to jump for distance and height in varying ways and in different directions. • To begin to engage in competitive activities - compete against myself. 	<ul style="list-style-type: none"> • To develop dodging skills (plant and go), combining spatial awareness and locomotion. • Exploring passing, throwing, catching, rolling, dribbling and controlling the ball with their feet; trapping the ball with the feet; kicking a stationary ball; kicking at different levels and speed and flow. • To develop types of balance to include static balance and counterbalance. • To develop skills and technique for 	<ul style="list-style-type: none"> • To develop fundamental movement skills of footwork aiming and striking, and aiming and striking with a racket. • To apply their agility and co-ordination skills in a range of activities. 	<ul style="list-style-type: none"> • To master basic movements in balancing, whilst still and on the move. • To become increasingly confident and competent when developing and extending agility skills in dodging, running and galloping, controlling a ball, throwing and aiming. • To apply these skills in competitive and co-operative team games.

PE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

				turning and rotation, thinking about their space and body awareness.		
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	muscles, health, fitness, partner , team , fundamental motor skills, exercise, patch balance , Pilates	spatial awareness , sequences, combine, rehearse, agility, fitness, marching , galloping , striding , apply, dynamic, balance, apply	personal best, champion, persistence , resistance, 'trying your best', personal best , hurdle, different directions , speed , engage	work cooperatively, passing , receiving , striking, attaching, defending, verbal and not verbal communication, tactics, exploring , flow, body awareness, technique , overarm throw ,	creativity, coordination , challenging , manipulation, tasks, positions, fundamental movements , planning	tactics, team games , I am good at I can improve by
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	www.imoves.com					

Teaching and learning in PE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.						
YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NC OBJECTIVES KS2	<p>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:</p> <ul style="list-style-type: none"> • 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 [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
CONTENT	<ul style="list-style-type: none"> • I can describe how and why the body changes during exercise and why it's important and to explain how we can look after and maintain a healthy body 	<ul style="list-style-type: none"> • I can describe how and why the body changes during exercise and why it's important. • I can explain how to look after and maintain a healthy body. 	<ul style="list-style-type: none"> • I can set a PB and try to beat it and I can show perseverance and resilience when trying something new 	<ul style="list-style-type: none"> • To support others by listening carefully and offering useful feedback and to demonstrate ideas, encourage others and organise roles. 	<ul style="list-style-type: none"> • I can create new rules and adapted versions of activities and to adapt my movements and tactics to a range of tasks. 	<ul style="list-style-type: none"> • I can order and prioritise instructions, movements and skills while being able to explain their choices, and to recognise similarities and differences in performance and identify areas for improvement.
SKILLS	<ul style="list-style-type: none"> • To understand and practice developing fluid and speedy transitions. 	<ul style="list-style-type: none"> • To develop awareness of speed and pace, as well as developing and practicing fluency 	<ul style="list-style-type: none"> • To develop how to move correctly holding or in control of equipment. 	<ul style="list-style-type: none"> • To develop the technique of Passing and Receiving. • To develop the correct technique 	<ul style="list-style-type: none"> • To identify space that can be moved into using a range of movements. • To develop different 	<ul style="list-style-type: none"> • To perform movements with equipment safely. • To dodge equipment by adjusting my

	<ul style="list-style-type: none"> • To maintain balance, posture and correct stance while sending and receiving. • To improve hand-eye coordination, timing and balance and improve starting and stopping quickly. • To show balance, coordination and control while moving at pace. 	<p>in running and walking skills.</p> <ul style="list-style-type: none"> • To develop and practice a range of jumping techniques developing power, control, consistency and how to control landing. • To develop and practice different combinations of jumps; developing fluency and control in putting together jumps. 	<ul style="list-style-type: none"> • To develop evading skills to move away from a defender. • To develop building reaction and response, and to introduce pupils to the concept of 'fee ding the ball'. • To develop moving into the correct position to return a shot in net/wall games. • To develop hand-eye coordination and introduce the forehand technique to return a ball. 	<p>for catching and to understand how we bowl/throw to ensure a catch is successful.</p> <ul style="list-style-type: none"> • To develop the correct technique for passing whilst evading opponents. • To develop combining travelling and turning and counter balance skills, with some complexity and confidence. • To develop expressing an idea in an original way 	<p>movements, adapting technique to make them successful whilst travelling forwards and sideways.</p> <ul style="list-style-type: none"> • To develop their ability to design an activity, evaluate their knowledge and understanding of what makes something challenging. 	<p>movements and tracking their flight.</p> <ul style="list-style-type: none"> • To develop fast movements including changing direction. • To be able to work my core by holding my body in a controlled seated balance. • To enhance balance and control while engaging my core. • To maintain control through the core while performing various shapes and movements.
--	--	--	--	---	---	---