

## Physical Education Progression Grid for KS2

	Year 3	Year 4	Year 5	Year 6
<b>Aut 1</b>	<p><b>Multi Skills</b></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games. Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p><b>Multi Skills</b></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Gaining confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p><b>Multi Skills</b></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p><b>Multi Skills</b></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Consistently shows confidence in using ball skills in various ways, and can link these together effectively, e.g. dribbling, bouncing, and kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending.</p>

		<p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>		<p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
	<p><b>Netball</b></p> <p>To be able to perform basic netball skills such as passing and catching using recognised throws</p> <p>To use space efficiently to build attacking play</p> <p>To implement the basic rules of High 5 Netball</p>	<p><b>Netball</b></p> <p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p> <p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>	<p><b>Netball</b></p> <p>To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</p> <p>To begin to play efficiently in different positions on the court in both attack and defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>	<p><b>Netball</b></p> <p>Work as a team to improve group tactics and gameplay</p> <p>Play within the rules using blocking skills for shots and passes</p> <p>Develop defensive skills</p> <p>To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</p> <p>To begin to play efficiently in different positions on the court in both attack and defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>

	<p><b>Tag Rugby</b></p> <p>Handle and control a rugby ball with confidence.</p> <p>Evade attackers using footwork and body control.</p> <p>Link skills to perform as a team in attack.</p> <p>Use basic game principles of tag rugby and play within simpler rules.</p>	<p><b>Tag Rugby</b></p> <p>To consistently perform basic tag rugby skills.</p> <p>Implement rules and develop tactics in competitive situations.</p> <p>To increase speed and build endurance during gameplay.</p> <p>Handle a rugby ball with confidence and control.</p> <p>Evade attackers using footwork and body control.</p> <p>Link skills to perform as a team in attack.</p> <p>Use basic game principles of tag rugby and play within simpler rules.</p>	<p><b>Tag Rugby</b></p> <p>To combine basic tag rugby skills such as catching and quickly passing in one movement.</p> <p>To be able to select and implement appropriate skills in a game situation.</p> <p>To begin to play effectively when attacking and defending.</p> <p>To increase the power of passes so the ball can be moved quickly over greater distance.</p> <p>Observe, analyse and recognise good individual and team performances.</p> <p>Suggest, plan and lead a warm-up as a small group.</p>	<p><b>Tag Rugby</b></p> <p>Choose and implement a range of strategies and tactics to attack and defend.</p> <p>Combine and perform more complex skills at speed.</p> <p>Observe, analyse and recognise good individual and team performances.</p> <p>Suggest, plan and lead a warm-up as a small group.</p> <p>To combine basic tag rugby skills such as catching and quickly passing in one movement.</p> <p>To be able to select and implement appropriate skills in a game situation.</p> <p>To increase the power of passes so the ball can be moved quickly over greater distance.</p> <p>Have confidence and the knowledge of the rules in Tag Rugby and be able to umpire in matches in lower Key Stage 2.</p>
	<p><b>Circuits</b></p> <p>To develop their knowledge and understanding of the different types of fitness.</p>	<p><b>Circuits</b></p> <p>To develop their knowledge and understanding of the different types of fitness.</p>	<p><b>Circuits</b></p> <p>To develop their knowledge and understanding of the different types of fitness.</p>	<p><b>Circuits</b></p> <p>To develop their knowledge and understanding of the different types of fitness.</p>

	<p>To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a circuit.</p> <p>To learn the muscles that are used at each station.</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility.</p> <p>Long term goal to be able to analyse, evaluate and improve personal achievements throughout upper key stage 2.</p> <p>To understand the importance of cooling down at the end of a session.</p>	<p>To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a circuit.</p> <p>To learn the muscles that are used at each station.</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility.</p> <p>Long term goal to be able to analyse, evaluate and improve personal achievements throughout upper key stage 2</p> <p>To understand the importance of cooling down at the end of a session.</p> <p>To be able to lead a cool down.</p>	<p>To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a circuit.</p> <p>To learn the muscles that are used at each station. Link to science How we grow &amp; how our bodies change.</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility.</p> <p>Long term goal to be able to analyse, evaluate and improve personal achievements throughout upper key stage 2</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility to enhance their performances</p> <p>To be able to lead a cool down and warm up.</p>	<p>To develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a circuit.</p> <p>To learn the muscles that are used at each station. Link to science How we grow &amp; how our bodies change.</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility.</p> <p>Long term goal to be able to analyse, evaluate and improve personal achievements throughout upper key stage 2.</p> <p>To know and understand the strengths and weaknesses of circuit training.</p> <p>To develop their physical strength, stamina, speed and flexibility to enhance their performances.</p> <p>To be able to lead a warm up and cool down.</p>
<p><b>Hockey</b></p> <p>To be able to consistently perform basic hockey skills such as dribbling and push pass.</p>	<p><b>Hockey</b></p> <p>To be able to consistently perform basic hockey skills such as dribbling and push pass.</p>	<p><b>Hockey</b></p> <p>Combine basic hockey skills such as dribbling and push pass.</p>	<p><b>Hockey</b></p> <p>Combine basic hockey skills such as dribbling and push pass.</p>	

	<p>To implement the basic rules of hockey.</p> <p>To develop tactics and apply them in competitive situations.</p> <p>To increase speed and endurance during gameplay.</p> <p>To play Quickstix in teams of four players.</p>	<p>To implement the basic rules of hockey.</p> <p>To develop tactics and apply them in competitive situations.</p> <p>To increase speed and endurance during gameplay.</p> <p>Combine basic hockey skills such as dribbling and push pass Select and apply skills in a game situation confidently.</p> <p>Play effectively in different positions on the pitch including in defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>To play Quickstix in mixed teams of four players.</p>	<p>Select and apply skills in a game situation confidently.</p> <p>Play effectively in different positions on the pitch including in defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>To choose and implement a range of strategies and tactics to attack and defend.</p> <p>To combine and perform more complex skills at great speed.</p> <p>To recognise and describe good individual and team performances.</p> <p>To suggest, plan and lead a warm-up as a small group.</p> <p>Compete in outdoor six a side festivals.</p> <p>Have confidence and the knowledge of the rules in mini hockey and be able to umpire in matches in lower Key Stage 2.</p>	<p>Select and apply skills in a game situation confidently.</p> <p>Play effectively in different positions on the pitch including in defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>To choose and implement a range of strategies and tactics to attack and defend.</p> <p>To combine and perform more complex skills at great speed.</p> <p>To recognise and describe good individual and team performances.</p> <p>To suggest, plan and lead a warm-up as a small group.</p> <p>Compete in both indoor and outdoor hockey festivals.</p> <p>Have confidence and the knowledge of the rules in mini hockey and be able to umpire in matches in both upper and lower Key Stage 2.</p>
	<p><b>Basketball</b></p> <p>To be able to perform basic basketball skills such as passing and catching using recognised throws.</p> <p>To use space efficiently to build attacking play.</p>	<p><b>Basketball</b></p> <p>Introduce basketball positions.</p> <p>Acquire and apply basic shooting techniques.</p>	<p><b>Basketball</b></p> <p>To be able to use specific basketball skills in games for example confidently, dribbling, dodging, bounce pass and previously learnt skills.</p>	<p><b>Basketball</b></p> <p>Work as a team to improve group tactics and game play.</p> <p>Play within the rules using blocking skills for shots and passes.</p>

	<p>To implement the basic rules of basketball.</p>	<p>Demonstrate and implement some basic rules of basketball e.g. travelling.</p> <p>Develop basketball skill such as marking and footwork, dribbling.</p>	<p>To begin to play efficiently in different positions on the court in both attack and defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>To learn and use basketball rules in game of play and be able to referee small sided games.</p>	<p>Develop defensive skills.</p> <p>To be able to use specific basketball skills in games for example confidently: dribbling, dodging, bounce pass and previously learnt skills.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>To learn and use basketball rules in game of play and be able to referee small sided games.</p>
<p><b>Aut 2</b></p>	<p><b>Gymnastics</b></p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p><b>Gymnastics</b></p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p><b>Gymnastics</b></p> <p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p><b>Gymnastics</b></p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>

	<p>Complete Key Step 2 Gymnastics Vault, Body Management &amp; Floor Exercise.</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Complete Key Step 2 Gymnastics Vault, Body Management &amp; Floor Exercise</p>	<p>Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Complete Key Step 3 Gymnastics Vault, Body Management &amp; Floor Exercise.</p>	<p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Complete Key Step 3 Gymnastics Vault, Body Management &amp; Floor Exercise.</p> <p>Competent within the rules of judging to mark Key Step 1 &amp; 2 routines.</p>
<p><b>Spr 1</b></p>	<p><b>Football</b></p> <p>Can send a ball using feet and can receive a ball using feet.</p> <p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>To select and apply a small range of simple tactics.</p> <p>Recognise good quality in self and others.</p>	<p><b>Football</b></p> <p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing.</p> <p>To select and apply a small range of simple tactics.</p> <p>Recognise good quality in self and others.</p> <p>To work with others to build basic attacking play.</p>	<p><b>Football</b></p> <p>Introduce some defensive skills.</p> <p>Dribbling in different directions using different parts of their feet.</p> <p>Passing for distance.</p> <p>Evaluating skills to aid improvement.</p> <p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Relate a greater number of attacking and defensive tactics to gameplay.</p>	<p><b>Football</b></p> <p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Relate a greater number of attacking and defensive tactics to gameplay.</p> <p>Become more skilful when performing movements at speed.</p> <p>Choose and implement a range of strategies to attack and defend.</p> <p>To perform a wider range of more complex skills.</p>

	<p>To work with others to build basic attacking play.</p> <p>Able to show basic control skills including sending and receiving the ball.</p>	<p>Able to show basic control skills including sending and receiving the ball.</p> <p>To send the ball with some accuracy to maintain possession and build attacking play.</p> <p>To implement the basic rules of football.</p> <p>Introduce some defensive skills.</p> <p>Dribbling in different directions using different parts of their feet.</p> <p>Passing for distance.</p>	<p>Become more skilful when performing movements at speed.</p> <p>Have the confidence and the knowledge of the rules of junior football and be able to referee small sided games I lower Key Stage 2.</p>	<p>Recognise and describe good individual and team performances.</p> <p>Suggest, plan and lead simple drills for given skills.</p> <p>Have the confidence and the knowledge of the rules of junior football and be able to referee small sided games in both upper and lower Key Stage 2.</p>
<p><b>Spr 2</b></p>	<p><b>Tennis &amp; Badminton</b></p> <p>Develop, practice and develop the ready position.</p> <p>To develop ball control using a tennis racket.</p> <p>Develop hitting the ball using a forehand along the ground &amp; in the air.</p> <p>Develop control and accuracy when returning the ball using a forehand.</p> <p>To introduce &amp; develop the backhand and understand when to use it.</p>	<p><b>Tennis &amp; Badminton</b></p> <p>Develop, practice and develop the ready position.</p> <p>To develop ball control using a tennis racket.</p> <p>Develop hitting the ball using a forehand along the ground &amp; in the air.</p> <p>Develop control and accuracy when returning the ball using a forehand.</p> <p>To introduce &amp; develop the backhand and understand when to use it.</p>	<p><b>Tennis &amp; Badminton</b></p> <p>To develop the backhand and understand when to use it.</p> <p>To work cooperatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p> <p>Have confidence and the knowledge of the rules in mini tennis and be able to umpire in matches in lower Key Stage 2.</p>	<p><b>Tennis &amp; Badminton</b></p> <p>To develop the backhand and understand when to use it.</p> <p>To work cooperatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p> <p>Have confidence and the knowledge of the rules in mini tennis and be able to umpire in matches in both upper and lower Key Stage 2.</p>

	<p><b>Cricket</b></p> <p>To developing hitting skills with a variety of bats.</p> <p>Practice feeding/bowling skills.</p> <p>Hit and run to score points in games.</p> <p>Work on a variety of ways to score runs in the different hit, catch, run games.</p> <p>Work in teams to field.</p> <p>Begin to play the role of wicketkeeper or backstop.</p> <p>To be able to adhere to some of the basic rules of cricket.</p> <p>To develop a range of skills to use in isolation and a competitive context.</p> <p>To use basic skills with more consistency including striking a bowled ball.</p>	<p><b>Cricket</b></p> <p>To be able to adhere to some of the basic rules of cricket.</p> <p>To develop a range of skills to use in isolation and a competitive context.</p> <p>To use basic skills with more consistency including striking a bowled ball.</p> <p>To develop the range of Cricket skills they can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>To use basic skills with more consistency including striking a bowled ball.</p> <p><b>Year 4 Brewery Dance Platform – linked to curriculum.</b></p>	<p><b>Cricket</b></p> <p>To develop the range of Cricket skills they can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Have confidence and the knowledge of the rules in Kwik Cricket and be able to umpire &amp; score in matches in both upper and lower Key Stage 2.</p>	<p><b>Cricket</b></p> <p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Have confidence and the knowledge of the rules in Kwik Cricket and be able to umpire &amp; score in matches in both upper and lower Key Stage 2.</p>
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<p><b>Sum 1</b></p>	<p><b>Athletics</b></p> <p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p><b>Athletics</b></p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p><b>Athletics</b></p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peer performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p><b>Athletics</b></p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peer performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
	<p><b>Dance</b></p> <p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p>	<p><b>Dance</b></p> <p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p>	<p><b>Dance</b></p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the</p>	<p><b>Dance</b></p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p>

	<p>Uses simple dance vocabulary to compare and improve work.</p> <p><b>Year group performance in school assembly, Christmas Service, Fantasia &amp; Celebration Evening.</b></p>	<p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p><b>Year group performance in school assembly, Easter Service, Fantasia &amp; Celebration Evening.</b></p>	<p>stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p><b>Year group performance in school assembly, Christmas &amp; Easter Service, Fantasia &amp; Celebration Evening.</b></p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p><b>Year group performance in school assembly, Leavers Service, Fantasia &amp; Celebration Evening.</b></p>
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	<p><b>Swimming &amp; Gala</b></p> <p>Pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Use recognised arm and leg actions, lying on their front and back.</p> <p>Use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling floating and surface diving].</p> <p>Representing their own house group each child swims as an individual and as part of a team in both relays and individual races</p>	<p><b>Swimming &amp; Gala</b></p> <p>Pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Use recognised arm and leg actions, lying on their front and back.</p> <p>Use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]</p> <p>Representing their own house group each child swims as an individual and as part of a team in both relays and individual races</p>	<p><b>Swimming &amp; Gala</b></p> <p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</p> <p>Use three different strokes, swimming on their front and back with controlled breathing</p> <p>Swim confidently and fluently on the surface and under water</p> <p>Work well in groups to solve specific problems and challenges, water safety practice</p> <p>Recognise how swimming affects their body, and pace their efforts to meet different challenges</p> <p>Representing their own house group each child swims as an individual and as part of a team in both relays and individual races</p>	<p><b>Swimming &amp; Gala</b></p> <p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</p> <p>Use three different strokes, swimming on their front and back with controlled breathing</p> <p>Swim confidently and fluently on the surface and under water</p> <p>Work well in groups to solve specific problems and challenges, water safety practice</p> <p>Recognise how swimming affects their body, and pace their efforts to meet different challenges</p> <p>Representing their own house group each child swims as an individual and as part of a team in both relays and individual races</p>
<p><b>Sum 2</b></p>	<p><b>Sports Day</b></p> <p>Junior Sports Leaders set up &amp; assist Lead Coach.</p> <p>8 Lanes – 2 Per House Group</p> <p>Obstacle Challenge Hurdles Sprint Relay Skipping Team Ball Challenge</p>	<p><b>Sports Day</b></p> <p>Junior Sports Leaders set up &amp; assist Lead Coach.</p> <p>8 Lanes – 2 Per House Group</p> <p>Obstacle Challenge Hurdles Sprint Relay Skipping Team Ball Challenge</p>	<p><b>Sports Day</b></p> <p>Junior Sports Leaders set up &amp; assist Lead Coach.</p> <p>8 Lanes – 2 Per House Group</p> <p>Obstacle Challenge Hurdles Sprint Relay Skipping Team Ball Challenge</p>	<p><b>Sports Day</b></p> <p>Junior Sports Leaders set up &amp; assist Lead Coach.</p> <p>8 Lanes – 2 Per House Group</p> <p>Obstacle Challenge Hurdles Sprint Relay Skipping Team Ball Challenge</p>

	<p>Round The School Tug of War</p> <p>The girls and boy races are run separately apart from Team Relay, Tug of War and Team Ball Challenge.</p> <p>Each child takes part in three races or more.</p>	<p>Round The School Tug of War</p> <p>The girls and boy races are run separately apart from Team Relay, Tug of War and Team Ball Challenge.</p> <p>Each child takes part in three races or more.</p>	<p>Round The School Tug of War</p> <p>The girls and boy races are run separately apart from Team Relay, Tug of War and Team Ball Challenge.</p> <p>Each child takes part in three races or more.</p>	<p>Round The School Tug of War</p> <p>The girls and boy races are run separately apart from Team Relay, Tug of War and Team Ball Challenge.</p> <p>Each child takes part in three races or more.</p>
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