

## Progression of learning objectives in Tag Rugby

### Year 4 will be learning:

- To consistently perform basic tag rugby skills
- To implement rules and develop tactics in competitive situations
- To increase speed and develop endurance during game play

### Year 5 will be learning:

- To combine basic tag rugby skills such as catching and quickly passing one movement
- To be able to select and implement appropriate skills in a game situation
- To begin to play effectively when attacking and defending
- To increase the power of passes so the ball can be moved quickly over greater distance

### Year 6 will be learning:

- To choose and implement a range of strategies and tactics to attack and defend.
- To combine and perform more complex skills at speed
- To observe, analyse and recognise good individual and team performances

## Progression of learning objectives in Hockey

### Year 4 will be learning:

- To be able to consistently perform basic hockey skills such as dribbling and push pass
- To implement basic rules of hockey
- To develop tactics and apply them to basic competitive situations
- To increase speed and endurance during game play

### Year 5 will be learning:

- To be able to combine basic hockey skills such as dribbling and push pass
- To be able to confidently select and apply skills in a game situation
- To begin to play effectively in different positions on the pitch including defence
- To increase power and strength of passes, moving the ball over longer distances

### Year 6 will be learning:

- To choose and implement a range of strategies and tactics to attack and defend
- To combine and perform more complex skills at great speed
- To recognise and describe good individual and team performances
- To suggest, plan and lead a warm up as a small group.

## Progression of learning objectives in Rounders

### Year 3 will be learning:

- To be able to play simple rounders games
- To apply some rules to the game
- To develop and use simple rounders skills

### Year 4 will be learning:

- To develop the range of rounders skills that can apply in a competitive context
- To choose and use a range of simple tactics in isolations and in a game context
- To identify different positions in rounders and the role of this positions

### Year 5 will be learning:

- To link together a range of skills and use in combination
- To collaborate as a team to choose, use and adapt rules in games
- To recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance

### Year 6 will be learning:

- To apply consistently rounders in conditioned games
- To play small sided games using standard rounders pitch layout
- To use a range of tactics for attacking and defending in role of bowler, batter and fielder

## Progression of learning objectives in Athletics

### Year 3 will be learning:

- To control movements and body actions in response to specific instructions.
- To demonstrate agility and speed
- To jump for height and distance with control and balance
- To throw with speed and power and apply force.

### Year 4 will be learning:

- To use running, jumping and throwing work stations children investigate in small groups different ways of performing these activities
- To use a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws

### Year 5 will be learning

- To sustain pace over short and longer distances such as running 100m and running for 2 minutes
- To be able to run as part of a relay team working at their maximum speed
- To perform a range of jumps and throws demonstrating increasing power and accuracy.

### Year 6 will be learning:

- To become confident and expert in a range of techniques and recognise their own success
- To apply strength and flexibility to a broad range of throwing, running and jumping activities
- To work in collaboration and demonstrate improvement when working with self and others
- To accurately and confidently judge across a range of activities

## Progression of learning objectives in Outdoor Adventurous Activities

### Year 3 will be learning:

- To work with other to solve problems
- To describe their work and use different strategies to solve problems
- To lead other and be led
- To differentiate between when a task is competitive and when it is collaborative

### Year 4 will be learning:

- To work well in a team group within defined and understood roles
- To plan and refine strategies to solve problems
- To identify the relevance of and use maps, compass and symbols
- To identify what they do well and suggest what they could do to improve

### Year 5 will be learning:

### Year 6 will be learning:

- To use information given by others to complete tasks and work collaboratively
- To undertake more complex tasks
- To take responsibility for a role in a task
- To use knowledge of PE and physical activities to suggest design ideas & amendments to games

## Progression of learning objectives in Football

### Year 3 will be learning:

- To be able to show basic control skills including sending and receiving the ball
- To send the ball with some accuracy to maintain possession and build attacking play
- To implement the basic rules of football

### Year 4 will be learning:

- To introduce some defensive skills
- To dribble in different directions using different parts of their feet
- To pass for distance
- To evaluate skills to aid improvement

### Year 5 will be learning:

- To play effectively in a variety of positions and formations on the pitch
- To relate a greater number of attacking and defensive tactics to game play
- To become more skilful when performing movements at speed

### Year 6 will be learning:

- To choose and implement a range of strategies to attack and defend
- To perform a wider range of more complex skills
- To recognise and describe good individual and team performances
- To suggest, plan and lead simple drills for given skills

## Progression of learning objectives in Netball

### Year 3 will be learning:

- To be able to perform basic netball skills such as passing and catching using recognised throws
- To use space effectively to build attacking play
- To implement the basic rules of netball

### Year 4 will be learning:

- To introduce high five netball positions
- To acquire and basic shooting techniques
- To demonstrate and implement some basic rules of high five
- To develop netball skill such as marking and footwork

### Year 5 will be learning:

- To be able to confidently use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills
- To begin to play effectively in different positions on the pitch in both attack and defence
- To increase power and strength of passes, moving the ball over longer distances

### Year 6 will be learning:

- To work as a team to improve group tactics and game play
- To play within the rules using block skills for shots and passes
- To develop defensive skills

## Progression of learning objectives in Cricket

### Year 3 will be learning:

- To be able to adhere to some basic rules of cricket
- To develop a range of skills to use in isolation and a competitive context
- To use basic skills with more consistency including striking a bowled ball.

### Year 4 will be learning:

- To develop the range of cricket skills they can apply in a competitive context
- To choose and use a range of simple tactics in isolation and in game context
- To consolidate existing skills and apply with consistency

### Year 5 will be learning:

- To link together a range of skills and use in combination
- To collaborate as a team to choose use and adapt rules in games
- To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance

### Year 6 will be learning:

- To apply with consistency standard cricket rules in a variety of different styles of games
- To attempt a small range of recognised shots in isolation and in competitive scenarios
- To use a range of tactics for attacking and defending in role of bowler, batter and fielder



## Progression of learning objectives in Tennis

### Year 3 will be learning:

- To identify and describe some rules of tennis
- To serve to begin a game
- To explore forehand hitting

### Year 4 will be learning:

- To explore different shots (forehand, backhand)
- To work to return serve
- To know positions in game play

### Year 5 will be learning:

- To introduce volley shots and overhead shots
- To apply new shots into game situations
- To play with others to score and defend points in competitive games
- To further explore tennis service rules

### Year 6 will be learning:

- To develop backhand shots
- To introduce the lob
- To begin to use full tennis scoring systems
- To continue developing doubles play and tactics to improve

## Progression of learning objectives in Hitting

### Year 1 will be learning:

- To be able to hit objects with hand or bat
- To track and retrieve a rolling ball
- To throw and catch a variety of balls and objects
- To develop sending and receiving skills to benefit fielding as a team
- To distinguish between the roles of batters and fielders
- To introduce the concept of simple tactics

### Year 2 will be learning:

- To develop hitting skills with a variety of bats
- To practise feeding/bowling skills
- To hit and run to score points in games
- To work on a variety of ways to score runs in different hit catch runs games
- To work in teams to field
- To begin to play the role of wicket keeper or backstop

## Progression of learning objectives in Attacking

### Year 1 will be learning:

- To practise basic movements including running, jumping, throwing and catching
- To begin to engage in competitive activities
- To experience opportunities to improve agility, balance and co-ordination
- To recognise rules and apply them in competitive and cooperative games
- To use and apply simple strategies for invasion games
- To prepare for and explain the reasons why we enjoy exercise

### Year 2 will be learning:

- To send a ball using feet and receive a ball using feet
- To refine ways to control bodies and a range of equipment
- To recall and link combination of skills e.g. dribbling and passing
- To select and apply a small range of simple tactics
- To recognise good quality in self and others
- To work with others to build basic attacking play

## Progression of learning objectives in Gymnastics

### Reception will be learning:

- To develop confidence in fundamental movements
- To experience jumping, sliding, rolling, moving over, under and on apparatus
- To develop coordination and gross motor skills
- To develop confidence in fundamental movements
- To learn and refine a variety of shapes, jumps, balances and rolls
- To link simple balance, jump and travel actions

### Year 1 will be learning:

- To identify and use simple gymnastics actions and shapes
- To apply basic strength to a range of gymnastics actions
- To begin to carry basic apparatus such as mats and benches
- To perform a variety of basic gymnastics actions showing control
- To introduce turn, twist, spin, rock and roll and link these into movement patterns
- To perform longer movement phases and link with confidence

### Year 2 will be learning:

- To describe and explain how performers can transition and link gymnastic elements
- To perform with control and consistency basic actions at different speeds and on different levels
- To challenge themselves to develop strength and flexibility
- To create and perform a simple sequence that is judged using simple gymnastic scoring
- To develop body management through a range of floor

*exercise*

- To use core strength to link recognised gymnastic elements e.g. back support and half twist
- To attempt to use rhythm whilst performing a sequence

*Year 3 will be learning*

- To modify actions independently using different pathways, directions and shapes
- To consolidate and improve quality of movements and gymnastics actions
- To relate strength and flexibility to the actions and movements they are performing
- To use basic compositional ideas to improve sequence work-unison
- To identify similarities and differences in sequences
- To develop body management over a range of floor exercises
- To attempt to bring explosive moved in to floor work through jumps and leaps
- To show increasing flexibility in shapes and balances

*Year 4 will be learning:*

- To become increasingly competent and confident to perform skills more consistently
- To be able to perform in time with a partner and group
- To use compositional ideas in sequences such as changed in height, speed and direction
- To develop an increased range of body action and shapes to include in a sequence
- To define muscles groups needed to support the core of their body

*Year 5 will be learning:*

- To create longer and more complex sequences and adapt performances
- To take the lead in a group when preparing a sequence
- To develop symmetry individually, as a pair and in a

small group

- To compare performances and judge strengths and areas for improvement
- To select a component for improvement. For example timing or flow
- To take responsibility in own warm up including remembering and repeating a variety of stretches
- To perform more complex actions, shapes and balances with consistency
- To use information given by others to improve performance
- To remember and repeat longer sequences with more difficult actions

Year 6 will be learning:

- To lead group warm up showing understanding of need for strength and flexibility
- To demonstrate accuracy, consistency and clarity of movement
- To work independently and in small groups to make up own sequences
- To arrange own apparatus to enhance work and vary compositional ideas
- To experience flight in and off high apparatus
- To perform increasingly complex sequences
- To combine own ideas with others to build sequences
- To compose and practise actions and relate to music
- To show a desire to improve competency across a broad range of gymnastics actions

## Progression of learning objectives in Physical Literacy

### Reception will be learning:

- To explore balance and managing own body including manipulating small objects
- To be able to stretch, reach, extend in a variety of ways and positions
- To be able to control body and perform specific movements on command
  
- To explore a variety of rolling, sliding and slithering
- To jump using a variety of take offs and landings, moving in and off low apparatus using hands and feet in a variety of combinations
- To participate in a variety of small group co-operative activities
  
- To travel with some control and co-ordination
- To change direction at speed through both choice and instructions
- To perform actions demonstrating changed in speed
- To stop, start, pause, prepare for and anticipate movement in a variety of situations
  
- To participate in a variety of agility moving and controlling objects
- To recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.
- To relate body movements to music and percussion beats
  
- To send and receive a variety of objects with different body parts
- To work with others to control objects in space
- To co-ordinate body parts such as hand eye, foot eye over a variety of activities and in different ways.

