



# LYON PARK PROGRESSION IN PHYSICAL EDUCATION



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>• Develop overall body-strength, balance, co-ordination and agility</p>	<p>• Can pupils copy actions? L1-L3 of most Game schemes of work involve observe and copy practices. Strongly evident within Football, Basketball, Netball and Tennis schemes of work where ball manipulation and hand eye coordination is rehearsed.</p> <p>• Can pupils repeat actions and skills? L1-L3 of all P.E National Curriculum schemes of work.</p> <p>• Can pupils move with control and care? L2-L4 of most Game schemes of work where pupils progress to performing fundamental skills on the move.</p>	<p>• Can pupils copy and remember actions? Coaches begin to concentrate on effective Q and A of skills covered in early weeks L1-L3 of all National Curriculum schemes of work.</p> <p>• Can pupils repeat and explore actions with control and coordination? L2-L4 of all Game schemes of work look at stretching pupils to challenge their non-dominant sides as well as their dominant sides to enhance control and coordination in combining skills.</p>	<p>• Can pupils select and use the most appropriate skills, actions or ideas? Game schemes of work begin to rehearse the necessary varied skills needed for when pupils are challenged in decision making drills and practices. E.g. Football L3 looks at different turns that pupils then try to execute at appropriate times to avoid losing possession of their ball in the game phase.</p> <p>• Can pupils move and use actions with co-ordination and control? A big focus within all National Curriculum schemes of work is timing. Drills break down timing in order to execute skills effectively with coordination and control. An example can be seen in the Netball L3 where pupils learn how to effectively jump stop and stride stop on the move to balls passed at different heights and speeds. Another example can be seen in Badminton L5 where pupils play 'Around the World' and have to draw upon learned hitting skills in previous weeks and execute such with control to ensure the shuttle stays in court and in rally with the coach.</p>	<p>• Can pupils select and use the most appropriate skills, actions or ideas? Game schemes of work begin to rehearse the necessary varied skills needed for when pupils are challenged in decision making drills and practices. E.g. Football L3 looks at different turns that pupils then try to execute at appropriate times to avoid losing possession of their ball in the game phase.</p> <p>• Can pupils move and use actions with co-ordination and control? A big focus within all National Curriculum schemes of work is timing. Drills break down timing in order to execute skills effectively with coordination and control. 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Game schemes of work begin to rehearse the necessary varied skills needed for when pupils are challenged in decision making drills and practices. E.g. Football L3 looks at different turns that pupils then try to execute at appropriate times to avoid losing possession of their ball in the game phase. Another example can be seen in Rugby L5 where pupils learn and rehearse passing in 3's. Pupils have to link the skill and technique learned in previous weeks to the ability to move effectively and release the ball within the rules of being in line or behind the ball and at the appropriate time.</p> <p>• Do pupils show good control in their movements? A big focus within all National Curriculum schemes of work is timing. Drills break down timing in order to execute skills effectively with coordination and control. An example can be seen in the Netball L3 where pupils learn how to effectively jump stop and stride stop on the move to balls passed at different heights and speeds. Another example can be seen in Badminton L5 where pupils play 'Around the World' and have to draw upon learned hitting skills in previous week and execute such with control to ensure the shuttle stays in court and in rally with the coach.</p>	<p>• Do pupils apply their skills, techniques and ideas consistently? Latter lessons 4-6 of All National Curriculum schemes of work begin to challenge pupils in their ability to effectively select the right skills and techniques for differing game situations. Rugby L6 4v3 small sided game is a good example of challenging pupils to know when to run as an individual or combine and conquer opponents through passing in 2's and 3's. These skills and broken down and rehearsed in previous weeks.</p> <p>• Do pupils show precision, control and fluency? All National Curriculum schemes of work go through a weekly progression to get pupils to a desired goal of success. Skills are isolated for technical rehearsal. Progressed to on the move. Combined with team mates. Executed under varied levels of pressure and finally, challenged in game situations to see if pupils show fluency, control and accuracy as individuals or in small combinations.</p>

					before scoring', 5 consecutive passes equals a goal'.		
Evaluating and improving	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<ul style="list-style-type: none"> <li>• Can pupils talk about what pupils have done? Throughout all schemes of work pupils are encouraged to give feedback on the skills practiced in the Q and A debrief part of SOFA sessions.</li> <li>• Can pupils describe what other people did? Observation and learning from peers is encouraged throughout. Pupils have several 'demo opportunities' within a session where observing pupils are encouraged to give feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils talk about what is different between what pupils did and what someone else did? All National Curriculum schemes of work have competitive elements where pupils get an opportunity to highlight skill selection that was successful as well as additions needed for further success. An example can be seen with Athletics where the jumping events progress to a semi-final and final stage. Pupils eliminated from the competitions don't just sit out. They are encouraged to watch and critique the pupils still competing and give feedback on why one pupil's jump may have been more successful than another.</li> <li>• Can pupils say how pupils could improve? Following on from the details above, pupils are encouraged to give technical corrections for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils explain how their work is similar and different from that of others? All National Curriculum schemes of work have coaching points which promote 'likeness' and 'differences' to desired technique and skill execution. Coaches are reminded that pupils learn from understanding faults and differences as well as success and likeness.</li> <li>• With help, do pupils recognise how performances could be improved? Following on from the details above, pupils are encouraged to give technical corrections for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils explain how their work is similar and different from that of others All National Curriculum schemes of work have coaching points which promote 'likeness' and 'differences' to desired technique and skill execution. Coaches are reminded that pupils learn from understanding faults and differences as well as success and likeness.</li> <li>• Can pupils use their comparison to improve their work? Several schemes of work purposely put pupils into small groups for skill rehearsal and then skill showcase. Pupils gain knowledge from such practices as the showcase allows pupils to compare and contrast performance. This is highly evident in the Dance scheme of work where pupils rehearse and showcase each week and debrief strengths and areas of improvement through the process of evaluating performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils compare and comment on skills, techniques and ideas that pupils and others have used? Several schemes of work purposely put pupils into small groups for skill rehearsal and then skill showcase. Pupils gain knowledge from such practices where the showcase allows pupils to compare and contrast performance. This is highly evident in the dance scheme of work where pupils rehearse and showcase each week and debrief strengths and areas of improvement with the ability of compare performances. An additional example can be seen in the Tennis scheme of work where stroke drills are purposely set up for pupils to view each other's technique while still being active within the drill.</li> <li>• Can pupils use their observations to improve their work? A key coaching point, in striking schemes of work for example, is for pupils to improve and verbalise necessary technique cues for success. These observations allow pupils to then rehearse with a better feel for the movement with the aid of developing self-verbal ques. Cricket Batting drills showcase this learning technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils analyse and explain why pupils have used specific skills or techniques? All National Curriculum schemes of work have session segments which encourage pupils to analyse and explain the components of a skill or technique, its use at speed or under pressure, and its relevance to game situations. An example can be seen in Netball when pupils are learning how to 'Jump Stop' and 'Stride Stop'. Pupils first learn static. They progress to on the move and then varied pressure is added. They progress further to 1v1 rehearsal of the skill/technique. Full success of the execution of the skill/technique is showcased with small sided 4v4 games. Throughout the whole learning process pupils are encouraged to observe and gain and understanding of when and why the Jump/Stride Stop skill is used and the benefits when executed successfully.</li> <li>• Can pupils modify use of skills or techniques to improve their work? Examples can be found with the Dance and Cricket scheme of work. Within Dance L4-L6 pupils are encouraged to draw upon a variety of skills previously learned to create and execute variations to a particular Dance phrase. Within Cricket, when learning how to bowl mechanically, pupils are encouraged focus on the feel of their natural bowl as long as it stays with the legal guidelines. Bowling in cricket can produce several variations from the conventional taught technique.</li> <li>• Can pupils create their own success criteria for evaluating? Evident across all National Curriculum schemes of work but highly visible with Games, pupils acquire the ability to piece together the fundamentals skills of a sport and how you achieve success with their application to small sided competitive</li> </ul>

							settings. Throughout this process pupils are encouraged to develop the ability to evaluate independently and strategize individually as well as in a group to map out a pathway of progression and success.
Health and fitness		<ul style="list-style-type: none"> <li>Can pupils describe how their body feels before, during and after an activity? Throughout all schemes of work pupils are encouraged to observe the changes in their body and verbalise such. These descriptions are then put in physiological context for pupils to comprehend the changes in their body through different elements of a session.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils show how to exercise safely? Health and safety instructions and rehearsal occurs throughout all schemes of work. E.g. Gymnastics takes an extensive focus on safe exercise. Especially with the use of apparatus.</li> <li>Can pupils describe how their body feels during different activities? Throughout all schemes of work pupils are encouraged to observe the changes in their body and verbalise such. These descriptions are then put in physiological context for pupils to comprehend the changes in their body through different elements of a session.</li> <li>Can pupils explain what their body needs to keep healthy? Athletics scheme of work addresses the necessary nutritional and hydration requirements needed for effective exercise and general wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils explain why it is important to warm-up and cool-down? All Game schemes of work contain subject specific warm ups for pupils to prepare for the main activity and knowledge of why it's important to warm down and debrief outcomes learned.</li> <li>Can pupils identify some muscle groups used in gymnastic activities? Elements throughout the Gymnastics scheme of work highlight activating different muscle groups for effective execution of tasks. L1-L6 has a variety of travelling, jumps, balances and rolls and coaches instruct pupils on the different muscles groups that come into play. A big focus is put on 'Core Strength and Stability' in order to execute shapes, body tension and extensions effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils explain why warming up is important? All Game schemes of work contain subject specific warm ups for pupils to prepare for the main activity. SOFA session plans involve repetitive 'Q and A' segments for pupils to show understanding on the 'why' of parts to a session. This is emphasised within the warm up.</li> <li>Can pupils explain why keeping fit is good for their health? Coaches instruct pupils of the benefits of taking up physical fitness outside of school in addition of P.E. Coaches highlight maximising the benefits of an adequate level of fitness and the benefits to pupil's health. This is extensively looked at in the Athletics scheme of work where pupils are encouraged to practice their ability to run long distances without walking. Pupils are informed the distance increases over the weeks and are encouraged to go to the park and practice. 'Swap the iPad for a park run' is the SOFA moto.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils explain some important safety principles when preparing for exercise? Examples contained within SOFA Game schemes of work: Uni-Hoc: safe stick height and handling. Athletics: an effective dynamic warm before sprint events. Basketball: ball familiarisation rehearsal before a high intensity passing drills. Football: an effective dynamic warm up before high impact striking of the ball.</li> <li>Can pupils explain what effect exercise has on their body? Throughout all schemes of work pupils are encouraged to observe the changes in their body and verbalise. These descriptions are then put in physiological context for pupils to comprehend the changes in their body through different elements of a session.</li> <li>Can pupils explain why exercise is important? Throughout all Game schemes of coaches use Q and A procedures to underpin a good understanding on the health and wellness benefits of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils explain how the body reacts to different kinds of exercise? Throughout all schemes of work pupils are encouraged to observe the changes in their body and verbalise with appropriate terminology. They are introduced to understanding the difference between aerobic dominant sports and anaerobic dominant sports.</li> <li>Can pupils choose appropriate warm ups and cool downs? All Game schemes of work contain subject specific warm up for pupils to prepare for the main activity, and knowledge of why it's important to warm down and debrief outcomes learned. As pupils go into the latter weeks of Game syllabuses, coaches check pupils learning through asking what warm should be used for particular drills.</li> <li>Can pupils explain why we need regular and safe exercise? Through effective Q and A pupils explore outcomes of lifestyles that involve regular physical activity and oppositely, a more sedentary lifestyle. E.g. the benefits of muscle growth from regular exercise and the disadvantage of increased fat mass from less active habits. Further links to possible health conditions are also explored.</li> </ul>
Dance	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Combine different movements with ease and fluency</p>	<ul style="list-style-type: none"> <li>Can pupils move to music? L1-6</li> <li>Can pupils copy dance moves? L1-L6 Learning new phrases of movement each lesson which challenge different skills.</li> <li>Can pupils perform some dance moves? L1-L6</li> </ul>	<p>Can pupils dance imaginatively? L2-6</p> <ul style="list-style-type: none"> <li>Can pupils change rhythm, speed, level and direction? L1-6 Each lesson is either looking at Direction, Balance, Elevation and Floor Movement.</li> <li>Can pupils dance with control and co-ordination? L1&amp;L5 control is specifically explored when focussing on traveling to the floor and up again with fluidity and control.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils improvise freely, translating ideas from a stimulus into movement? L1&amp;L6 Latter end of lessons challenge students to creatively improvise.</li> <li>Can pupils share and create phrases with a partner and in small groups? L2&amp;L3 Pupils need to create their own dynamic driven interpretation of the movement taught as well as create their balance based phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils take the lead when working with a partner or group? L2-L6 Pupils perform in small groups to the class and have opportunity to collaborate with peers.</li> <li>Can pupils use dance to communicate an idea? L5 Uses stimuli focussed movement phrases. Theme in this lesson will use animal inspired movement.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils compose their own dances in a creative and imaginative way? L2-L6 Each class builds up to a creative expression at the end.</li> <li>Can pupils perform to an accompaniment, expressively and sensitively?</li> <li>Are their movements controlled? L1-L6 Coaches insist on accuracy as opposed to letting pupils be unrefined</li> <li>Does their dance show clarity, fluency, accuracy and consistency?</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils develop imaginative dances in a specific style? L2-L6 Even though each lesson is skill focussed, this will be integrated with a range of dance styles. E.g. Contemporary, Street Dance, African Inspired.</li> <li>Can pupils choose their own music, style and dance? L1-L6 Lessons will provide options choices for pupils to decide what accompaniment they wish to dance to.</li> </ul>



		<ul style="list-style-type: none"> <li>• Can pupils make up a short dance? L4 Pupils create their elevated phrase of movement based on the skills learnt in lesson.</li> <li>• Can pupils move around the space safely? L1-L6 Designated areas of rehearsal in coaching space.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils make a sequence by linking sections together? L1-L6 <ul style="list-style-type: none"> <li>• Can pupils link some movements to show a mood or feeling? L2 predominantly looks at Dynamics, however links are explored across all lessons throughout.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils repeat, remember and perform these phrases in a dance? L1-L6 Every lesson pupils are repeating phrases of movement but in the last lesson these are all consolidated to perform as one dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils work on their movements and refine them? L1-L6 Coaches insist on accuracy as opposed to letting pupils be unrefined</li> <li>• Is their dance clear and fluent? L1-L6 Coaches insist on accuracy as opposed to letting pupils be unrefined</li> </ul>	<p>L1-L6 Isolating different phrases of dance allow for each element to be refined with the focus being striving for quality execution of the skill taught. Clarity, fluency, accuracy and consistency is needed to achieve this.</p>	
Games	Start taking part in some group activities which they make up for themselves, or in teams.	<ul style="list-style-type: none"> <li>• Can pupils throw underarm? Cricket and Tennis Scheme of work.</li> <li>• Can pupils roll a piece of equipment? Effective equipment manipulation rehearsed throughout the spectrum of Game schemes of work.</li> <li>• Can pupils hit a ball with a bat? Cricket scheme of work.</li> <li>• Can pupils move and stop safely? All Game schemes of work look at movement and stopping in a safe and effective manner. Whether the 'stride stop' in Netball, the 'retreat forehand clear' in badminton or the 'retreat cross over' in Basketball.</li> <li>• Can pupils catch with both hands? The Cricket scheme of work involves several both-hand focussed drills as well as elements of the Netball and Basketball schemes of work.</li> <li>• Can pupils throw in different ways? Under arm and over arm focussed drills in Cricket. E.g. close range 'pick and throw' to hit the wicket to run a batsman out. Alternatively, a long distance retrieval over arm through to stop runs after a boundary strike. Netball and Basketball schemes of work look at bounce pass,</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils use hitting, kicking and/or rolling in a game? Focus of all Games scheme of work is to isolate skill learning in the technical part of the session and transfer learning into game situations. This can be seen in the fun game elements as well as the 1v1, 2v2, 3v3 and sometimes overloaded 4v2 small sided game elements of SOFA session plans for Games.</li> <li>• Can pupils stay in a 'zone' during a game? Several elements of Games lesson objectives require pupils to execute skills and movements within a restricted area. E.g. Football ball manipulation dribbling focus leads to competitive 'King/Queen of the Ring' eliminator game where pupils have to use learned manipulation skills in a confined space and under pressure.</li> <li>• Can pupils decide where the best place to be is during a game? With acquired skills underpinned, pupils move to game-related movement drills and 1v1, 2v2, 3v3 and overload scenarios where positional decision making is rehearsed. E.g. movement drill: Rugby drill '3 Man Weave'. E.g. 1v1 movement and placement drill: Netball 1v1 attacking and defending involves and attacker having to lose the defender to receive a pass from a side-line pass in. Same drill can be</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils throw and catch with control when under limited pressure? Whether Rugby, Netball or Basketball, pupils rehearse throwing and catching with efficiency and control through the following phases: static – minimal movement – limited pressure on the move – game related pressure.</li> <li>• Are pupils aware of space and use it to support team-mates and cause problems for the opposition? Heavily focussed on with 1v1, 2v2, 3v3, and overload segments of team game schemes of work</li> <li>• Do pupils know and use rules fairly to keep games going? Skill based games involve pupils having to follow rules and guidelines for effective play. Often the flow of the drill is dependent on this factor. The incentive of accelerated progression into small sided games help these fair play principals to be implemented. This can be seen across all schemes of work.</li> <li>• Can pupils keep possession with some success when using equipment that is not used for throwing and catching skills? Examples are visible across all schemes of work, however, one can be highlighted within Rugby in which pupils learn 1v1 attacking skills and then 2v1 overload attacking skills. When these elements are progressed into 3v2</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils catch with one hand? Cricket, Tennis, Netball and Basketball schemes of work contain one handed catch practice.</li> <li>• Can pupils throw and catch accurately? Cricket, Tennis, Netball and Basketball schemes of work contain throwing and catching efficiency drills as well as a big focus on effective hand feeding in Badminton and Tennis schemes of work.</li> <li>• Can pupils hit a ball accurately and with control? There is extensive striking focus within Cricket and Tennis schemes of work. Often pupils learn to accurately strike into a space or target area before rehearsing winning strikes like a boundary in cricket or a winning passing shot in tennis.</li> <li>• Can pupils keep possession of the ball? Pupils are taught the key elements needed for ball retention. E.g. skill acquisition and performing such skills under pressure. Additionally, coaches focus on spatial awareness, efficient passing and movement.</li> <li>• Can pupils move to find a space when pupils are not in possession during game? E.g. movement drill: Rugby '2 man and 3 Man Weave' drills encourage pupils to move in a</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils gain possession by working as a team? Defensive principals across team game schemes of work within 1v1, 2v2, 3v3 look at ways to press and win possession. Coaches overload the defence 3v2 sometimes so a focus on defensive success can be achieved.</li> <li>• Can pupils pass in different ways? Efficient varied passing rehearsal occurs across the spectrum of team game schemes of work. E.g. Netball and Basketball schemes of work look at bounce pass, chest pass, javelin pass, discus pass, overhead pass and one handed bounce pass.</li> <li>• Can pupils use forehand and backhand with a racquet? Both Tennis and Badminton schemes of work look at pupils learning both forehand and backhand in the following order: static – minimal movement – full movement. With that achieved pupils can be stretched by executing strokes with a variety of feeding complexities. E.g. Simple Hand Feed - Varied Hand Feed – Simple Racquet Feed – Varied Racquet Feed – Full Game Rally</li> <li>• Can pupils field? The Cricket scheme of work contains several elements focussing on specific skills needed to field effectively. Starts with effective catching abilities and ways to run, retrieve, and return the ball efficiently.</li> <li>• Can pupils choose the best tactics for attacking and defending? Across team game schemes of work, extensive focus goes into attacking and defensive principals. Effective</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils explain complicated rules? Most Games schemes of work involve drills and small sided games which are executed under specific rules pupils grasp and practice under each week.</li> <li>• Can pupils make a team plan and communicate it to others? The progression from the skill acquisition involves pupils trying to combine their learning together into team phases of play. Coaches are encouraged to use 'Q and A' (question and answer) on effectiveness ways the achieve success within team strategy play.</li> <li>• Can pupils lead others in a game situation? Pupils get opportunities to captain and lead small team scenarios. Coaches are encouraged to assist pupils in drawing attention to individual strengths and combination strengths and for pupils to own the communication of these strengths within active play sequences and competitions to bring about success for their team.</li> </ul>

		<p>chest pass, javelin pass, discus pass, overhead pass and the one handed bounce pass.</p> <ul style="list-style-type: none"> <li>• Can pupils kick in different ways?</li> </ul> <p>The Football scheme of work looks at the use of both feet for striking as well as different distance striking / weight of pass. This is in addition to the different surface choices for passing and shooting.</p>	<p>replicated in the Football and Basketball syllabuses.</p> <ul style="list-style-type: none"> <li>• Can pupils use one tactic in a game?</li> </ul> <p>Examples are visible across all schemes of work however one can be highlighted within Rugby in which pupils learn 1v1 attacking skills and then 2v1 overload attacking skills. When entering a game related scenario pupils choose a tactic to achieve success.</p> <ul style="list-style-type: none"> <li>• Can pupils follow rules?</li> </ul> <p>Pupils learn and rehearse performing under a variety of rules within all Games schemes of work. Especially within fun game and small sided game elements of SOFA session plans.</p>	<p>set ups, they must decide when its correct to achieve success with the use of 1v1 skills or whether to connect and combine with a team mate to achieve the same success of scoring a try. Choosing the right tactic.</p>	<p>particular way to take up an effective space to receive the ball. Alternatively, within Football, the 1v1, 2v2, 3v3 small sided games give pupils an insight into 2<sup>nd</sup> and 3<sup>rd</sup> man runs off the ball into effective spaces to receive a pass. Without the runs, success in effective possession of the ball is decreased.</p> <ul style="list-style-type: none"> <li>• Can pupils vary tactics and adapt skills according to what is happening?</li> </ul> <p>Examples are visible across all schemes of work however one can be highlighted within Rugby in which pupils learn 1v1 attacking skills and then 2v1 overload attacking skills. When these elements are progressed into 3v2 set ups, they must decide when its correct to achieve success with the use of 1v1 skills or whether to connect and combine with a team mate to achieve the same success of scoring a try. Choosing the right tactic.</p>	<p>rehearsal of the necessary skills can then be transferred into 1v1, 2v2, 3v3, 3v2 and 4v2 overload attacking and defensive game scenarios.</p> <ul style="list-style-type: none"> <li>• Can pupils use a number of techniques to pass, dribble and shoot?</li> </ul> <p>Full spectrum of team game schemes of work focus on isolating these 3 necessary skills and then combining them within structured fun games and small sided games to bring about success.</p>	
Gymnastics		<ul style="list-style-type: none"> <li>• Can pupils make their body tense, relaxed, curled and stretched? Phase 4 L1/2/3</li> <li>• Can pupils control their body when travelling? Phase 2&amp;3 L1 e.g. Scorpions &amp; Crabs.</li> <li>• Can pupils control their body when balancing? Phase 2&amp;3 L2 e.g. Alphabet Sequence- L-Lean, F-Fold, T-Twist.</li> <li>• Can pupils copy sequences and repeat them?</li> <li>• Can pupils roll in different ways? Phase 3&amp;4 L3</li> <li>• Can pupils travel in different ways? Phase 2&amp;3 L1</li> <li>• Can pupils balance in different ways? Phase 2&amp;3 L2 E.g. 2 hands 1 foot, 2 knees 1 hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils plan and show a sequence of movements? Phase 2&amp;3 L1/2/3/4</li> <li>• Can pupils use contrast in their sequences? Phase 2&amp;3 L1/2/3/4</li> <li>• Are their movements controlled?</li> </ul> <p>Pupils received coaching points on how to achieve good control through sequences. Core stability, extension and balance.</p> <ul style="list-style-type: none"> <li>• Can pupils think of more than one way to create a sequence which follows a set of 'rules'? e.g. demonstrate body tension, clear shape and a stretch.</li> <li>• Can pupils work on their own and with a partner to create a sequence? Phase 3 L2/3 – performing their own movement</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils use a greater number of their own ideas for movement in response to a task? Phase 3 L1 e.g. use of travelling cards to get from one space to another.</li> <li>• Can pupils adapt sequences to suit different types of apparatus and their partner's ability? Phase 3 L1/4</li> <li>• Can pupils explain how strength and suppleness affect performances? Giving reference the basic shapes rehearsed through the syllabus.</li> <li>• Can pupils compare and contrast gymnastic sequences, commenting on similarities and differences? Where the above shapes/balances are put together, which ones require more strength and suppleness than others and how does that affect the selection for a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils work in a controlled way? Phase 2&amp;3&amp;4 L1/2/3/4</li> <li>• Can pupils include change of speed? Phase 2 L1/5 E.g. Scorpions and Crabs, Foxes and Rabbits, Trains and Tunnels games. Relate importance when sequence building</li> <li>• Can pupils include change of direction? Phase 3 L1 Challenge pupils to change direction with movements that don't include walking and running Phase 2&amp;3 L4 Include Running and slowing down and are then combined with movements practiced in previous weeks.</li> <li>• Can pupils include range of shapes? Phase 3&amp;4 L1 Phase 2&amp;3&amp;4 L3 Gymnastics shapes guide rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils make complex or extended sequences? Phase 4 L2 Phase 2&amp;3&amp;4 L3/4/5/6</li> <li>• Can pupils combine action, balance and shape? Phase 4 L2 Phase 2&amp;3&amp;4 L3/4/5/6</li> <li>• Can pupils perform consistently to different audiences? Phase 2&amp;3&amp;4 L5/6</li> <li>• Are their movements accurate, clear and consistent?</li> </ul> <p>Illustrating a variety of pace on the floor and apparatus. Elevation in jumps, clear body shape and good body tension.</p>	<ul style="list-style-type: none"> <li>• Do pupils combine their own work with that of others? Phase 3&amp;4 L2 Phase 2&amp;3&amp;4 L5 Phase 2&amp;3&amp;4 L6</li> <li>• Can pupils link their sequences to specific timings? Phase 1&amp;2&amp;3&amp;4 L5/6</li> </ul> <p>First pupils identify what makes a good sequence. They progress to demonstrating a sequence comprising of a jump, a roll, a balance, and different methods of travelling. Pupils develop the ability to use performance assessment to understand weaknesses in their own pieces and those of fellow pupils.</p>

		<ul style="list-style-type: none"> <li>• Can pupils climb safely? Phase 3 L1</li> <li>• Can pupils stretch in different ways? Phase 2 L2 e.g. Alphabet Sequence, K-Kick, M-Middle Split, S-Split, L-Lunge.</li> <li>• Can pupils curl in different ways? Pupils use mat work to explore varied ways the curl within trying to make different shapes, stretches and arches.</li> </ul>	as well as using mirroring to perform what partner does.		<ul style="list-style-type: none"> <li>• Can pupils follow a set of 'rules' to produce a sequence? e.g. demonstrate body tension, clear shape and a stretch.</li> <li>• Can pupils work with a partner to create, repeat and improve a sequence with at least three phases? E.g. Illustrate Travelling, Jumping and Rolling.</li> </ul>		
Swimming	<b>Swimming is taught in Year 4 only</b>						
				<p style="text-align: center;"><u>Lower attainers</u></p> <p>Can pupils swim between 25 and 50 metres unaided? Can pupils keep swimming for 30 to 45 seconds, using swimming aids and support? Can pupils use a variety of basic arm and leg actions when on their front and on their back? Can pupils swim on the surface and lower themselves under water? Can pupils take part in group problem-solving activities on personal survival? Do pupils recognise how their body reacts and feels when swimming? Can pupils recognise and concentrate on what pupils need to improve?</p>	<p style="text-align: center;"><u>Mid attainers</u></p> <p>Can pupils swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do pupils use 3 different strokes, swimming on their front and back? Can pupils control their breathing? Can pupils swim confidently and fluently on the surface and under water? Do pupils work well in groups to solve specific problems and challenges, sharing out the work fairly? Do pupils recognise how swimming affects their body, and pace their efforts to meet different challenges? Can pupils suggest activities and practices to help improve their own performance?</p>	<p style="text-align: center;"><u>Higher attainers</u></p> <p>Can pupils swim further than 100 metres? Can pupils swim fluently and confidently for over 90 seconds? Do pupils use all 3 strokes with control? Can pupils swim short distances using butterfly? Do pupils breathe so that the pattern of their swimming is not interrupted? Can pupils perform a wide range of personal survival techniques confidently? Do pupils know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can pupils describe good swimming technique and show and explain it to others?</p>	
Athletics				<ul style="list-style-type: none"> <li>• Can pupils run at fast, medium and slow speeds, changing speed and direction? Pupils go through a scheme of work that looks at multiple distance running as well as 'SAQ' elements which look at changes in direction at speed.</li> <li>• Can pupils link running and jumping activities with some fluency, control and consistency? SAQ element of the syllabus look at the ability to combine running and jumping, changes of direction with balance, agility and fluency.</li> <li>• Can pupils make up and repeat a short sequence of linked jumps? Pupils practice and discuss different sequences of movement</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils run over a long distance? Each lesson begins with a long distance run. Goals are set to complete the distance without walking as well as an increase in laps for fitter pupils.</li> <li>• Can pupils spring over a short distance? Pupils learn the sprint start/drive phase and speed maintenance phase. This is achieved through isolating sprint drill focus to 10m, 30m, 60m and 100m sprint distances.</li> <li>• Can pupils throw in different ways? Chest Push, Javelin Throw, Shot Put and Kneeling Shot Put, Tennis Ball Throw.</li> </ul>	<ul style="list-style-type: none"> <li>• Are pupils controlled when taking off and landing in a jump? Jumping events highlight start positions, mid-flight mechanics and landing mechanics with coaches reinforcing throughout.</li> <li>• Can pupils throw with accuracy? Several throwing events rehearsing technical accuracy</li> <li>• Can pupils combine running and jumping? SAQ mechanics give pupils an opportunity to combine these elements. Highlighted very well in SAQ circuit set ups.</li> <li>• Can pupils follow specific rules? The Athletics scheme of work extensively focuses on what constitutes a legal and illegal run/jump and throw.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils demonstrate stamina? Coaches put on a long distance event every lesson.</li> <li>• Can pupils use their skills in different situations? Wide variety of skill acquisition needed across the syllabus with plenty of opportunities to show case such within circuit set ups and competition phases of a lesson.</li> </ul>

				<p>through jumping. Double leg and single leg "Bounding" is a key focus area to achieve this.</p> <ul style="list-style-type: none"> <li>• Can pupils take part in a relay activity, remembering when to run and what to do?</li> </ul> <p>Once running mechanics have been practiced in the first few weeks, the conventional relay race is practiced as well as adapted fun game relay races.</p> <ul style="list-style-type: none"> <li>• Do pupils throw a variety of objects, changing their action for accuracy and distance?</li> </ul> <p>Basketball Balls (chest push), Foam Javelins, Mini Javelins, Mini Basketballs (Shot put), Tennis Balls (long distance throw)</p>	<ul style="list-style-type: none"> <li>• Can pupils hit a target? Mini Javelins through a hoop target.</li> <li>• Can pupils jump in different ways?</li> </ul> <p>Pupils learn how to long jump, triple jump, bound, hurdle, single leg hurdle, bunny hop hurdles and multi direction hurdle.</p>	<p>Competition events occur at the end of the practice phase of a lesson. It's a great way to get pupils to focus on performing tasks within the specific rules as all children like to win.</p>	
Outdoor / adventurous				<ul style="list-style-type: none"> <li>• Can pupils follow a map in a familiar context?</li> <li>• Can pupils move from one location to another following a map?</li> <li>• Can pupils use clues to follow a route?</li> <li>• Can pupils follow a route safely?</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils follow a map in a more demanding familiar context?</li> <li>• Can pupils move from one location to another following a map?</li> <li>• Can pupils use clues to follow a route?</li> <li>• Can pupils follow a route accurately, safely and within a time limit?</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils follow a map in an unknown location?</li> <li>• Can pupils use clues and compass directions to navigate a route?</li> <li>• Can pupils change their route if there is a problem?</li> <li>• Can pupils change their plan if pupils get new information?</li> </ul>	<ul style="list-style-type: none"> <li>• Can pupils plan a route and series of clues for someone else?</li> <li>• Can pupils plan with others taking account of safety and danger?</li> </ul>