



Kingsway Primary School

Curriculum Progression Map



Early Years Foundation Stage	Key Stage One
<p>Physical Development</p> <p>Moving and handling Early Learning Goal</p> <ul style="list-style-type: none"> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing <p>Health & Self Care Early Learning Goal</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 	<p>National Curriculum Programme of Study 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. <p>Key Stage Two</p> <p>National Curriculum Programme of Study 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 <ul style="list-style-type: none"> 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.
<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.</p>	

Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>

Ball Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and co-ordination.</p>	<p>Sending: demonstrate clear technique when sending a ball under pressure.</p> <p>Catching: demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Dribbling: dribble with some control under pressure.</p>	<p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>Tracking: demonstrate a wider range of techniques when tracking a ball under pressure</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p>

Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space, it will help to keep me and others safe.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>

Fitness	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Agility: explore changing direction safely.</p> <p>Balance: explore balancing whilst stationary and on the move.</p> <p>Co-ordination: explore moving different body parts together.</p> <p>Speed: explore moving and stopping with control.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Stamina: explore moving for extended periods of time.</p>	<p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time.</p>	<p>Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore increased speed when co-ordinating my body.</p> <p>Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p>	<p>Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p> <p>Co-ordination: demonstrate increased speed when co-ordinating my body.</p> <p>Speed: apply the best pace for a set distance or time.</p> <p>Strength: demonstrate application of explosive strength to other skills.</p> <p>Stamina: use a steady pace to be able to move for sustained periods of time.</p>	<p>Agility: change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Balance: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed: adapt running technique to meet the needs of the distance.</p> <p>Strength: complete body weight exercises for increased repetitions with control and fluency.</p> <p>Stamina: use my breath to increase my ability to move for sustained periods of time.</p>

Fundamentals	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p>	<p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.</p> <p>Skipping: show a range of skills when skipping in a rope.</p>	<p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Skipping: consistently show a range of skills when skipping in a rope.</p>

Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps, including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel bridge and shoulder Stand</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>

Invasion Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Sending & receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p>	<p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	<p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p>	<p>Skills Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception) in game situations.</p>

Net and Wall Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>	<p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p>	<p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p>	<p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p>	<p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas</p>	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>	<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>

Striking and Fielding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p> <p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique.</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations</p>	<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure.</p>

Swimming	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Strokes: can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: can submerge confidently in the water.</p> <p>Water safety: become aware of water safety and explore floating on my front and back</p>	<p>Strokes: begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p>	<p>Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p>Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: demonstrate improved breathing technique in front crawl.</p> <p>Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p>Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	<p>Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: perform a variety of survival techniques</p>

Target Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Skills</u> Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment.</p>	<p><u>Skills</u> Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>	<p><u>Skills</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency</p>	<p><u>Skills</u> Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance</p>	<p><u>Skills</u> Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency</p>	<p><u>Skills</u> Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	<p><u>Skills</u> Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p>