



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School PE Skills Progression

	EYFS	Year 1	Year 2
Pupil's journey of development of physical vocabulary	Explore, remember, repeat. Choose, use equipment safely. Copy, place, collect.	Explore, remember, repeat, be confident, recognise space. Link, create, choose and use equipment effectively. Describe, copy, observe, know how to carry and place, know activity is good for them.	Remember, repeat, work with confidence, explore. Link, choose, vary, create, compose and perform, choose and vary..., simple compositional ideas, simple tactics and simple skills. Lift and move..., recognise and describe what their body feels like, watch, copy describe, use information to improve.
Athletics	Be able to run and stop with some control. Can explore skipping as a travelling action. Can jump and hop with bent knees. Can throw larger balls and beanbags into space. Be able to balance whilst stationary and on the move. Can change direction at a slow pace. Can explore moving different body parts together. Running- to explore running and stopping safely. To know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping- to explore jumping and hopping safely. To know that bending my knees will help me to land safely. Throwing- to explore throwing to a target. To understand that bigger targets are easier to hit. Rules- to know that rules help us to stay safe.	Be able to attempt to run at different speeds showing an awareness of technique. To begin to link running and jumping movements with some control. To jump, leap and hop and choosing which style allows them to jump the furthest. To show some control and balance when travelling at different speeds. To begin to show balance and co-ordination when changing direction. To use co-ordination with and without equipment. Running- to explore running at different speeds. To understand that if I swing my arms it will help me to run faster. Jumping- to develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. To know that landing on the balls of their feet helps them to land with control. Understand that if I bend my knees it will help me to jump further. Rules- to know that rules help us to stay safe.	To show balance and co-ordination when running at different speeds. To link running and jumping movements with some control and balance. To show hopping and jumping movements with some balance and control. To show control and balance when travelling at different speeds. To demonstrate balance and co-ordination when changing direction. To perform actions with increased control when co-ordinating their body with and without equipment. Running- to develop the sprinting action. To know that running on the balls of their feet, taking big steps and having elbows bent will help to run faster. Jumping- to develop jumping, hopping and skipping actions. To explore safely jumping for distance and height. To know that swinging their arms forwards will help them to jump further. Throwing- to develop overarm throwing for distance. To know that they can throw in a straight line by pointing their throwing hand at their target as they let go of the object.

	<p>Vocabulary- balance, fast, jog, run, slow, target, bend, hop, land, safe, space, throw, direction, jump, rules, safely, stop</p>	<p>Vocabulary- walk, quickly, underarm, further, time, leap, overarm, control</p>	<p>Rules- to know how to follow simple rules when working with others.</p> <p>Vocabulary- sprint, landing, aim, distance, height, far, take off</p>
Gymnastics	<p>To create shapes showing a basic level of stillness using different parts of their bodies. To begin to take weight on different body parts. To show shapes and actions that stretch their bodies. To copy and link simple actions together.</p> <p>Shapes- to show contrast with their body including wide/ narrow, straight/ curved. To understand that they can make different shapes with their body. Balances- to explore shapes in stillness using different parts of their body. To know that they should be still when holding a balance. Rolls- to explore rocking and rolling. To know that they can change their body shape to help them to roll. Jumps- to explore jumping safely. To know that bending their knees will help them to land safely. Strategy- to know that if they hold a shape and count to five, then people will see it clearly.</p> <p>Vocabulary- around, copy, land, roll, star, through, balance, hold, over, shape, still, bend, jump, rock, squeeze, straight, travel</p>	<p>To perform balances making their body tense, stretched and curled. To take body weight on hands for short periods of time. To demonstrate poses and movements that challenge their flexibility. To remember, repeat and link simple actions together.</p> <p>Shapes- to explore basic shapes straight, tuck, straddle, pike. To understand that they can improve their shapes by extending parts of their body. Balances- to perform balances making their body tense, stretched and curled. To know that balances should be held for 5 seconds. Rolls- to explore barrel, straight and forwards roll progressions. To know that they can use different shapes to roll. Jumps- to explore shape jumps including jumping off low apparatus. To know that landing on the balls of their feet helps them to land with control. Strategy- to know that if they use a starting and finishing position, people will know when their sequence has begun and when it has ended.</p> <p>Vocabulary- action, control, direction, level, speed</p>	<p>To perform balances on different body parts with some control and balance. To take body weight on different body part with and without apparatus. To show increased awareness of extension and flexibility in actions. To copy, remember, repeat and plan linking simple actions with some control and technique.</p> <p>Shapes- to explore using shapes in different gymnastic balances. To know that some shapes link well together. Balances- to remember, repeat and link combinations of gymnastic balances. To understand that squeezing their muscles helps them to balance. Rolls- to explore barrel and straight roll and put into sequence work. to understand the safety considerations when performing more difficult rolls. Jumps- to explore shape jumps and take off combinations. To understand that they can change the take off and shape of their jumps to make them look interesting.</p> <p>Vocabulary- link, pathway, pike, sequence, straddle, tuck</p>

<p>Fundamentals</p>	<p>Be able to run and stop with some control. Can jump and hop with bent knees. Be able to balance whilst stationary and on the move. Can change direction at a slow pace. Can explore moving different body parts together.</p> <p>Running- to explore running and stopping. To explore changing direction safely. To know that they use big steps to run and small steps to stop. To know that moving into space away from others helps to keep me safe. Balancing- to explore balancing whilst stationary and on the move. To know that they can hold my arms out to help them balance. Jumping- to begin to explore take-off and landing safely. To know that bending their knees will help them to land safely. Hopping- to explore hopping on both feet. To understand that they use one foot to hop.</p>	<p>Be able to attempt to run at different speeds showing an awareness of technique. To begin to link running and jumping movements with some control. To jump, leap and hop and choosing which style allows them to jump the furthest. Be able to throw towards a target. To show some control and balance when travelling at different speeds. To begin to show balance and co-ordination when changing direction. To use co-ordination with and without equipment.</p> <p>Running- to explore changing direction and dodging. To discover how the body moves at different speeds. To understand that bending their knees will help them to change direction. To understand that if they swing their arms it will help them to run faster. Balancing- to move with some control and balance. To explore stability and landing safely. To know that looking ahead will help them to balance. To know that landing on their feet helps them to balance. Jumping- to demonstrate control in take off and landing when jumping. To know that landing on the balls of their feet helps them to land with control. Hopping- to begin to explore hopping in different directions. To know that they should hop with a soft bent knee. Skipping- to show co-ordination when turning a rope. To use rhythm to jump continuously in a French rope. To know that they should use the opposite arm to leg when they skip. To know</p>	<p>To show balance and co-ordination when running at different speeds. To link running and jumping movements with some control and balance. To show hopping and jumping movements with some balance and control. To change technique to throw for distance. To show control and balance when travelling at different speeds. To demonstrates balance and co-ordination when changing direction. To perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>Running- to demonstrate balance when changing direction. To clearly show different speeds when running. To know that putting weight into the front of their feet helps them to stop in a balanced position. To know that running on the balls of their feet, taking big steps and having elbows bent will help them to run faster. Balancing- to demonstrate balance when performing movements. To understand that squeezing their muscles helps them to balance. Jumping- to demonstrate jumping for distance, height and in different directions. To know that swinging their arms forwards will help them to jump further. Hopping- to demonstrate hopping for distance, height and in different directions. To know that if they look straight ahead it will stop them falling over when they land. Skipping- to explore single and double bounce when jumping in a rope. To know that they should swing opposite arm to leg to help them balance when skipping without a rope.</p>
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	Vocabulary- balance, direction, jump, run, travel, bend, hop, land, safely, space, stop	that jumping on the balls of their feet helps them to keep a consistent rhythm. Vocabulary- dodge, jog, skip, swing, ready position	Vocabulary- sprint, weight, take off, hurdle, speed
Dance	<p>To copy basic actions and rhythms. To choose and use travelling actions, shapes and balances. To travel in different pathways using the space around them. To begin to use dynamics and expression with guidance. To begin to count to music (count of 16).</p> <p>Actions- to explore how their body moves. To copy basic body actions and rhythms. To understand that they can move their body in different ways to create interesting actions. Dynamics- to explore actions in response to music and an idea. To understand that they can change their action to show an idea. Space- to begin to explore pathways and the space around them and in relation to others. To know that if they move into space it will help to keep them and others safe. Performance- to perform short phrases of movement in front of others. To know that when watching others they sit quietly and clap at the end.</p>	<p>To copy, remember and repeat actions. To choose actions for an idea. To use changes of direction and speed with guidance. To show some sense of dynamic and expressive qualities. To begin to use counts (count of 8).</p> <p>Actions- to copy, remember and repeat actions to represent a theme. To create their own actions in relation to a theme. To understand that actions can be sequenced to create a dance. Dynamics- to explore varying speeds to represent an idea. To understand that they can create fast and slow actions to show an idea. Space- to explore pathways within their performance. To understand that there are different directions and pathways within space. Relationships- to begin to explore actions and pathways with a partner. To understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance- to perform on their own and with others to an audience. To know that standing still at the start and at the end of the dance lets the audience know when they have started and finished.</p>	<p>To copy, remember and repeat a series of actions. To select from a wider range of actions in relation to a stimulus. To use pathways, levels, shapes, directions, speeds and timing with guidance. To use mirroring and unison when competing actions with a partner. To show a character through actions, dynamics and expression. To use counts with help to stay in time with the music.</p> <p>Actions- to accurately remember, repeat and link actions to express an idea. To know that sequencing actions in a particular order will help them to tell the story of their dance. Dynamics- to develop an understanding of dynamics. To understand that they can change the way they perform actions to show an idea. Space- to develop the use of pathways and travelling actions to include levels. To know that they can use different directions, pathways and levels in their dance. Relationships- to explore working with a partner using unison, matching and mirroring. To know that using counts of 8 will help them to stay in time with their partner and the music. Performance- to develop the use of facial expressions in their performance. To know that using facial expressions helps to show the mood of their dance.</p>

	<p>Vocabulary- action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position</p>	<p>Strategy- to know that if they use exaggerated actions it helps the audience to see them clearly.</p> <p>Vocabulary- action, balance, beat, copy, counts, direction, pathway, pose, quickly, slowly, timing</p>	<p>Strategy- to know that if they practice their dance that their performance will improve.</p> <p>Vocabulary- dynamics, matching, perform, unison, expression, mirroring, speed, create</p>
Fitness	<p>Be able to run and stop with some control. Can explore skipping as a travelling action. Can jump and hop with bent knees. Can throw larger balls and beanbags into space. Be able to balance whilst stationary and on the move. Can change direction at a slow pace. Can explore moving different body parts together.</p> <p>Agility- to explore changing direction safely. Balance- to explore balancing whilst stationary and on the move. Co-ordination- to explore moving different body parts together. Speed- to explore moving and stopping with control. Strength- to explore taking weight on different body parts. Stamina- to explore moving for extended periods of time.</p> <p>Vocabulary- balance, fast, jump, safely, still, stop, bend, hold, land, slow, space, copy, hop, run, squeeze, travel</p>	<p>Be able to attempt to run at different speeds showing an awareness of technique. To begin to link running and jumping movements with some control. To jump, leap and hop and choosing which style allows them to jump the furthest. Be able to throw towards a target. To show some control and balance when travelling at different speeds. To begin to show balance and co-ordination when changing direction. To use co-ordination with and without equipment.</p> <p>Agility- to change direction whilst running. Balance- to explore balancing in more challenging activities with some success. Co-ordination- to explore co-ordination when using equipment. Speed- to explore running at different speeds. Strength- to explore exercises using their own body weight. Stamina- to explore moving for longer periods of time and identify how it makes them feel.</p> <p>Vocabulary- active, calm, heart, muscles, strong, brain, exercise, memory, bones, breathing, healthy, mood, quick</p>	<p>To show balance and co-ordination when running at different speeds. To link running and jumping movements with some control and balance. To show hopping and jumping movements with some balance and control. To change technique to throw for distance. To show control and balance when travelling at different speeds. To demonstrate balance and co-ordination when changing direction. To perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>Agility- to demonstrate improved technique when changing direction on the move. Balance- to demonstrate increased balance whilst travelling along and over equipment. Co-ordination- to perform actions with increased control when co-ordinating their body with and without equipment. Speed- to demonstrate running at different speeds. Strength- to demonstrate increased control in body weight exercises. Stamina- to show an ability to work for longer periods of time.</p> <p>Vocabulary- sprint, speed, steady, time, tired</p>

<p>Invasion games</p>	<p>To be able to drop and catch with two hands. To move a ball with their feet. Be able to throw and roll a variety of beanbags and larger balls to space. Be able to kick larger balls to space. Be able to stop a beanbag or large ball sent to them using hands. Be able to attempt to stop a large ball sent to them using feet. To run and stop when instructed. To be able to move around showing limited awareness of others.</p> <p>Sending and receiving- to explore sending and receiving with hands and feet using a variety of equipment. To know to look at the target when sending a ball and watch the ball to receive it. Dribbling- to explore dropping and catching with two hands and moving a ball with their feet. To know that keeping the ball close will help with control. Space- to recognise their own space. To know that being in a space gives them room to play. Attacking and defending- to explore changing direction and tagging games. To know that there are different roles in games. Tactics- to make simple decisions in response to a task. Rules- to know that rules help us to stay safe.</p>	<p>To be able to throw and roll towards a target with some varying techniques. To be able to catch a beanbag and a medium-sized ball. To attempt to track balls and other equipment sent to them. To be able to strike a stationary ball using a racket. To run, stop and change direction with some balance and control. To be able to recognise space in relation to others. To begin to use simple tactics with guidance.</p> <p>Sending and receiving- to explore sending and receiving with hands and feet to a partner. To know to look at their partner before sending the ball. Dribbling- to explore dribbling with hands and feet. To know that moving with a ball is called dribbling. Space- to recognise good space when playing games. To understand that being in a good space helps us to pass the ball. Attacking- to explore changing direction to move away from a partner. To know that being able to move away from a partner helps their team to pass them the ball. Defending- to explore tracking and moving to stay with a partner. To know that staying with a partner makes it more difficult for them to receive the ball. Tactics- to know that tactics can help us when playing games. Rules- to know that rules help us to play fairly.</p>	<p>To throw and roll towards a target using varying technique with some success. To catch an object that has been passed to them, with and without a bounce. To be able to move to track a ball and stop it using feet with limited success. To be able to strike a ball using a racket. To run, stop and change direction with balance and control. To move to a space to help score goals or limit others scoring. To use simple tactics.</p> <p>Sending and receiving- to developing sending and receiving with increased control. To know to control the ball before sending it. Dribbling- to explore dribbling with hands and feet with increasing control on the move. To know that keeping their head up will help them to know where defenders are. Space- to explore moving into space away from others. To know that moving into space away from defenders helps them to pass and receive a ball. Attacking- to develop moving into space away from defenders. To know that when their team is in possession of the ball, they are an attacker and they can score. Defending- to explore staying close to other players to try and stop them getting the ball. To know that when their team is not in possession of the ball, they are a defender and they need to try to get the ball. To know that standing between the ball and the attacker will help them to stop them from getting the ball. Tactics- to understand and apply simple tactics for attack and defence.</p>
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	Vocabulary- pass, space, catch, direction, dribble, partner, rules, team, kick, run, path, score, jump, aim, safely, throw, stop, bounce, points, land, lose, win	Vocabulary- attacker, defender, goal, track, mark, dodge	Rules- to know how to score points and follow simple rules. Vocabulary- goalkeeper, opponent, defend, attack, possession, send, shoot, teammate, tactic, receive
Ball skills	<p>To be able to drop and catch with two hands. To move a ball with their feet. Be able to throw and roll a variety of beanbags and larger balls to space. Be able to kick larger balls to space. Be able to stop a beanbag or large ball sent to them using hands. Be able to attempt to stop a large ball sent to them using feet. To run and stop when instructed. To be able to move around showing limited awareness of others.</p> <p>Sending- to explore sending an object with hands and feet. To know to look at the target when sending a ball. Catching- to explore catching to self and with a partner. To know to have hands out ready to catch. Tracking- to explore stopping a ball with hands and feet. To know to watch the ball as it comes towards them and scoop it with two hands. Dribbling- to explore dropping and catching with two hands and moving a ball with feet. To know that keeping the ball close will help with control.</p> <p>Vocabulary- dribbling, catch, hit, partner, ready, run, target, bounce, ball, kick, points, roll, score, throw</p>	<p>To be able to drop and catch a ball after one bounce on the move. To be able to move a ball using different parts of the foot. To be able to throw and roll towards a target. To be able to kick towards a stationary target. To be able to catch a beanbag and a medium-sized ball. To attempt to track balls and other equipment sent to them. To be able to recognise space in relation to others. To begin to use simple tactics with guidance.</p> <p>Sending- to roll and throw with some accuracy towards a target. To know to face their body towards their target when rolling and throwing underarm to help them to balance. Catching- to begin to catch with two hands. To catch after a bounce. To know to watch the ball as it comes towards them. Tracking- to track a ball being sent directly. To know to move their feet to get in the line with the ball. Dribbling- to explore dribbling with hands and feet. To know that moving with a ball is called dribbling.</p> <p>Vocabulary- ready position, soft, swing, track, underarm, control</p>	<p>To be able to dribble a ball with two hands on the move. To be able to dribble a ball with some success, stopping it when required. To throw and roll towards a target using varying technique with some success. To show balance when kicking towards a target. To be able to move to track a ball and stop it using feet with limited success.</p> <p>Sending- to roll, throw and kick a ball to hit a target. To know that stepping with opposite foot to throwing arm will help them to balance. Catching- to develop catching a range of objects with two hands. To catch with and without a bounce. To know to use wide fingers and pull the ball in to their chest to help to securely catch. Tracking- to consistently track and collect a ball being sent directly. To know that it is easier to move towards a ball to track it than chase it. Dribbling- to explore dribbling with hands and feet with increasing control on the move. To know to keep their head up when dribbling to see space/ opponents.</p> <p>Vocabulary- collect, release, receive, prepare, touch</p>

<p>Net and wall games</p>	<p>To be able to drop and catch with two hands. To move a ball with their feet. Be able to throw and roll a variety of beanbags and larger balls to space. Be able to kick larger balls to space. Be able to stop a beanbag or large ball sent to them using hands. Be able to attempt to stop a large ball sent to them using feet. To run and stop when instructed. To be able to move around showing limited awareness of others.</p> <p>Hitting- to explore hitting a ball with hands and pushing with a racket. To know to point their hand/ object at their target when hitting a ball. Feeding and rallying- to explore sending and tracking a ball with a partner. To know to look at the target when sending a ball and watch the ball to receive it. Footwork- to explore changing direction, running and stopping. To know to use big steps to run and small steps to stop. Tactics- to make simple decisions in response to a task. Rules- to know that rules help us to stay safe.</p> <p>Vocabulary- safely, catch, points, aim, lose, hit, space, stop, direction, rules, win, throw, run, score, partner, target</p>	<p>To be able to drop and catch a ball after one bounce on the move. To be able to move a ball using different parts of the foot. To be able to throw and roll towards a target with some varying techniques. To be able to catch a beanbag and a medium-sized ball. To run, stop and change direction with some balance and control. To be able to recognise space in relation to others. To begin to use simple tactics with guidance.</p> <p>Hitting- to explore hitting a dropped ball with a racket. To know to use the centre of the racket for control. Feeding- to throw a ball over a net to land into the court area. To know to use an underarm throw to feed to a partner. Rallying- to explore sending a ball with hands and a racket. To know that throwing/ hitting to my partner with not too much power will help them to return the ball. Footwork- to use the ready position to move towards a ball. To know that using a ready position will help them to move in any direction. Tactics- to know that tactics can help us to be successful when playing games. Rules- to know that rules help us to play fairly.</p> <p>Vocabulary- net, ready position, track, racket, underarm</p>	<p>To throw and roll towards a target using varying technique with some success. To catch an object that has been passed to them, with and without a bounce. To be able to move to track a ball and stop it with limited success. To be able to strike a ball using a racket. To run, stop and change direction with balance and control. To move to a space to help score goals or limit others scoring. To use simple tactics.</p> <p>Hitting- to develop hitting a dropped ball over a net. To know to watch the ball as it comes towards them to help them to prepare to hit it. Feeding- to accurately underarm throw over a net to a partner. To know to place enough power on a ball to let it bounce once but not too much so that their partner can't return it. Rallying- to explore underarm rallying with a partner catching after one bounce. To know that sending the ball towards their partner will help them to keep a rally going. Footwork- to consistently use the ready position to move towards a ball. To know that using a ready position helps them to react quickly and return/ catch a ball. Tactics- to understand that applying simple tactics makes it difficult for their opponent. Rules- to know how to score points and follow simple rules.</p> <p>Vocabulary- against, defend, quickly, trap, receive, return</p>
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<p>Striking and fielding games</p>	<p>To be able to drop and catch with two hands. To move a ball with their feet. Be able to throw and roll a variety of beanbags and larger balls to space. Be able to kick larger balls to space. Be able to stop a beanbag or large ball sent to them using hands. Be able to attempt to stop a large ball sent to them using feet. To run and stop when instructed. To be able to move around showing limited awareness of others.</p> <p>Striking- to explore sending a ball to a partner. To know to point their hand at their target when striking a ball. Fielding- to explore tracking and stopping a rolling ball. To know to scoop a ball with two hands. Throwing and catching- to explore rolling, throwing and catching using a variety of equipment. To know to point their hand at their target when throwing. To know to have hands out ready to catch. Tactics- to make simple decisions in response to a task. Rules- to know that rules help us to stay safe.</p>	<p>To be able to drop and catch a ball after one bounce on the move. To be able to move a ball using different parts of the foot. To be able to throw and roll towards a target with some varying techniques. To be able to kick towards a stationary target. To be able to catch a beanbag and a medium-sized ball. To attempt to track balls and other equipment sent to them. To be able to strike a stationary ball using a racket. To run, stop and change direction with some balance and control. To be able to recognise space in relation to others. To begin to use simple tactics with guidance.</p> <p>Striking- to explore striking a ball with their hand and equipment. To understand that the harder they strike, the further the ball will travel. Fielding- to develop tracking and retrieving a ball. To know that throwing the ball back is quicker than running with it. Throwing- to explore technique when throwing over and underarm. To know which type of throw to use to throw over longer distances. Catching- to develop co-ordination and technique when catching. To know to watch the ball as it comes towards them. Tactics- to know that tactics can help them when playing games. Rules- to know that rules help them to play fairly.</p>	<p>To throw and roll towards a target using varying technique with some success. To catch an object that has been passed to them, with and without a bounce. To be able to strike a ball using a racket. To run, stop and change direction with balance and control. To use simple tactics.</p> <p>Striking- to develop striking a ball with their hand and equipment with some consistency. To understand the role of a batter. To know that striking quickly will increase the power. Fielding- to develop tracking a ball and decision making with the ball. To understand that there are different roles within a fielding team. To know to move towards the ball to collect it to limit a batter's points. Throwing- to develop co-ordination and technique when throwing over and underarm. To know that stepping with opposite foot to throwing arm will help them to balance. Catching- to catch with two hands with some co-ordination and technique. To know to use wide fingers and pull the ball into their chest to help them to securely catch. Tactics- to understand and apply simple tactics for attack (batting) and defence (fielding).</p>
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	Vocabulary- pass, space, catch, score, jump, aim, team, throw, run, points, land, lose, safely, stop direction, partner, rules, win	Vocabulary- batter, bowler, hit, ready position, batting, fielder, overarm, track, bowl, fielding, out, underarm	Rules- to know how to score points and follow simple rules. Vocabulary- backstop, runs, stump, collect, teammate, tactics
Target games	<p>To be able to drop and catch with two hands. To move a ball with their feet. Be able to throw and roll a variety of beanbags and larger balls to space. Be able to kick larger balls to space. Be able to stop a beanbag or large ball sent to them using hands. Be able to attempt to stop a large ball sent to them using feet. To run and stop when instructed. To be able to move around showing limited awareness of others.</p> <p>Throwing overarm- to explore throwing using a variety of equipment. To know to point their hand at their target when throwing. Catching- to explore catching using a variety of equipment. To know to have hands out ready to catch. Tactics- to make simple decisions in response to a task. Rules- to know that rules help them to stay safe.</p>	<p>To be able to throw towards a target with some varying techniques. To begin to use simple tactics with guidance.</p> <p>Throwing overarm- to explore technique when throwing overarm towards a target. Throwing underarm- to explore technique when throwing underarm towards a target. Throwing- to know which type of throw to use for distance and accuracy. To know that their body position will affect accuracy of their throw. Tactics- to know that tactics can help them when playing games. Rules- to know that rules help them to play fairly.</p>	<p>To throw and roll towards a target using varying technique with some success. To be able to strike a ball using a racket. To run, stop and change direction with balance and control. To use simple tactics.</p> <p>Throwing overarm- to develop co-ordination and technique when throwing overarm towards a target. Throwing underarm- to develop co-ordination and technique when throwing underarm towards a target. Throwing- to know that stepping with opposite foot to throwing arm will help them to balance. To know that moving their arm quicker will give them more power. Striking- to develop striking a ball with equipment with some consistency. To know to finish with their object/ hand pointing at their target. Tactics- to understand and apply simple tactics. Rules- to know how to score points and follow simple rules.</p>

	Vocabulary- aim, catch, hit, lose, ready, safely, stop, throw, ball, caught, jog, partner, rules, score, target, win, bounce, dribble, jump, points, run, space, team	Vocabulary- aim, distance, overarm, underarm, swing, balance, further, point, score, throw	Vocabulary- accurate, opponent, release, strike, teammate, ahead
Team building	<p>Follow simple instructions. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success.</p> <p>Problem solving- explore activities where they have to make their own decisions. To make simple decisions in response to a task. Navigational skills- explore moving in space and following a path. To know that moving into space away from others will help them to stay safe. To know to leave a gap when following a path as this will help them to stay safe. Communication- develop confidence in expressing their self. To know that talking with a partner will help them to solve challenges. Reflection- to begin to identify when they are successful. Rules- to know that rules help them to stay safe.</p> <p>Vocabulary- backwards, forwards, path, safely, sideways, stop, direction, partner, rules, score, space, team</p>	<p>Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/ map. Identify own and others' success.</p> <p>Problem solving- to suggest ideas in response to a task. To know that working collaboratively with other's ideas might give them an idea they hadn't thought of. Navigational skills- to follow a path and lead others. To know that deciding which way to go before starting will help them. Communication- to communicate simple instructions and listen to others. To know that using short instructions will help their partner e.g. start/stop. Reflection- to identify when they are successful and make basic observations about how to improve. Rules- to know that rules help them to play fairly.</p> <p>Vocabulary- co-operate, instructions, listen, challenge, share, lead, plan, talk</p>	<p>Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/ map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p> <p>Problem solving- to begin to plan and apply strategies to overcome a challenge. To know that listening to each other's ideas might give them an idea they hadn't thought of. Navigational skills- to follow and create a simple diagram/ map. To understand that the map tells them what to do. Communication- to work co-operatively with a partner and a small group. To know to use encourage words when speaking to a partner or group to help them to trust the child. Reflection- to verbalise when they are successful and areas that they could improve. Rules- to know how to follow and apply simple rules.</p> <p>Vocabulary- successful, support, communicate, map, solve, include</p>

<p>Social, emotional and thinking skills</p>	<p>Social- to take turns. To learn to share equipment with others. To share their ideas with others.</p> <p>Emotional- to try again if they do not succeed. To practise skills independently. To be confident to try new tasks and challenges.</p> <p>Thinking- to begin to identify personal success. To choose their own movements and actions in response to simple tasks e.g. choosing to travel by skipping. To begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Social- to encourage others to keep trying. To talk to a partner about their ideas and take turns to listen to each other. To work with a partner and small group to play games and solve challenges.</p> <p>Emotional- to show determination to continue working over a longer period of time. To be determined to complete the challenges and tasks set. To explore skills independently before asking for help. To be more confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Thinking- to make decisions when presented with a simple challenge e.g. move to an open space towards goal. To begin to select and apply skills to use in a variety of differing situations e.g. choose to use a balance on their bottom on a wider piece of apparatus. To provide feedback beginning to use key words from the lesson.</p>
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