

Old Park Primary School PE Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Games (Invasion): Locomotion, ball skills (hands and feet), Games for Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locomotion: Walking:</p> <ul style="list-style-type: none"> *Explore walking *Develop walking *Explore walking in different pathways *Sustain walking over periods of time *Explore marching *Apply walking into a game <p>Locomotion: Jumping:</p> <ul style="list-style-type: none"> *Explore jumping *Develop jumping *Apply jumping in a game. *Jumping for distance Explore jumping high *Explore hopping <p>Ball Skills: Hands 1:</p> <ul style="list-style-type: none"> *Explore pushing *Explore rolling *Explore bouncing *Explore bouncing into a space *Combine pushing and rolling. *Combine pushing, rolling and bouncing. 	<p>Locomotion: Running:</p> <ul style="list-style-type: none"> *Explore running *Apply running in a game *Explore running at different speeds *Running for speed - acceleration *Explore running in a team *Consolidate running: applying running into competitive games <p>Locomotion: Jumping:</p> <ul style="list-style-type: none"> *Recap types of jumping *Develop jumping - height, distance, type *Jumping circuits: how jumping affects our bodies *Explore skipping *Apply skipping and jumping to a game. <p>Ball Skills: Hands 1:</p> <ul style="list-style-type: none"> *Develop bouncing - introduce sending with control. *Introduce aiming with accuracy *Introduce power and speed when sending a ball *Introduce stopping a ball *Develop stopping, combining sending skills 	<p>Locomotion: Dodging:</p> <ul style="list-style-type: none"> *Explore dodging *Develop dodging *Apply dodging *Explore attacking and defending *Apply dodging in teams *Consolidate dodging - how, where, why <p>Locomotion Jumping:</p> <ul style="list-style-type: none"> *Consolidate jumping *Apply jumping into a game *Linking jumping combinations *Exploring jumping combinations *Develop jumping combinations <p>Ball Skills: Hands 1:</p> <ul style="list-style-type: none"> *Develop dribbling - keeping possession *Develop passing and receiving - keeping possession *Combine dribbling, passing and receiving - keeping possession 	<p>Invasion: TAG Rugby:</p> <ul style="list-style-type: none"> *Introduce moving with the ball, passing and receiving *Introduce tagging *Create space when attacking *Develop passing and moving *Combine passing and moving to create attacking opportunities <p>Invasion: Basketball:</p> <ul style="list-style-type: none"> *Introduce dribbling - keeping control *Introduce passing and receiving *Combine dribbling and passing to create space *Develop passing, receiving and dribbling *Introduce shooting 	<p>Invasion: TAG Rugby:</p> <ul style="list-style-type: none"> *Develop passing, moving and creating a space. *Apply learning to 3 v 3 mini games *Develop defending *Developing defending in game situations *Combine passing and moving to create an attack and score. <p>Invasion: Basketball:</p> <ul style="list-style-type: none"> *Refine dribbling *Refine passing and receiving *Refine passing and dribbling creating space *Refine passing and dribbling, creating shooting opportunities *Introduce marking 	<p>Invasion: TAG Rugby:</p> <ul style="list-style-type: none"> *Refine passing and moving to create attacking opportunities *Explore different passes that can be used to outwit defenders *Refine defending as a team *Create and apply defending opportunities as a team *Create and apply defending as a team *Develop officiating <p>Invasion: Basketball:</p> <ul style="list-style-type: none"> *Recap and refine dribbling and passing to create attacking opportunities *Develop marking *Refine shooting *Refine attacking skills, passing, dribbling and shooting *Introduce officiating 	<p>Invasion: TAG Rugby:</p> <ul style="list-style-type: none"> *Consolidate passing and moving *Consolidate defending *Create, understand and apply attacking tactics in game situations *Create, understand, apply defending tactics in game situations *Consolidate attacking and defending tactics in game situations *Continue to learn officiating skills and be able to apply rules to games. <p>Invasion: Basketball:</p> <ul style="list-style-type: none"> *Consolidate keeping possession *Consolidation of possessional skills *Develop officiating *Consolidate defending *Create, understand and apply attacking techniques in game situations *Create, understand and apply defending techniques in game situations <p>Invasion: Hockey</p>

<p>Ball Skills: Feet 1: *Explore moving a ball with feet *Develop moving a ball with feet *Develop dribbling skill *Understand why/how/when we dribble *Explore dribbling against an opponent *Dribbling competitions</p> <p>Ball Skills: Hands 2: *Explore throwing *Explore underarm throwing *Explore overarm throwing *Explore rolling *Explore stopping a small ball *Explore catching (large equipment)</p> <p>Games For Understanding: *Explore and practice taking turns</p>	<p>*Combine sending and receiving skills through simple games and team games.</p> <p>Ball Skills: Feet 1: *Recap moving with a ball using our feet *Develop moving the ball with our feet Apply dribbling skill into games *Consolidate dribbling skills *Explore kicking and passing *Applying kicking (passing) to score a point</p> <p>Ball Skills: Hands 2: *Introduce throwing with accuracy (beanbags) *Apply throwing with accuracy in a team (beanbags) *Extend throwing with accuracy *Introduce stopping a small ball *Develop sending(rolling) skills to score a point *Consolidation of sending (rolling) and stopping skills to win a game.</p> <p>Games for Understanding: *Understanding the principles of attack.</p>	<p>*Develop dribbling to score a point *Develop passing and receiving to score a point *Combine dribbling, passing and receiving to score a point</p> <p>Ball Skills: Feet 1: *Develop dribbling - keeping possession *Develop passing and receiving - keeping possession. *Combine dribbling, passing and receiving - keeping possession *Develop dribbling to score a point *Combine dribbling, passing and receiving to score a point. *Apply dribbling, passing and receiving as a team to score a point.</p> <p>Ball Skills: Hands 2: *Develop application and understanding of underarm throwing *Consolidate application and understanding of underarm throwing *Applying the underarm throw to win a game *Applying the underarm throw to beat an opponent. *Introduce overarm throwing *Applying overarm throwing to win a game</p> <p>Games for Understanding:</p>	<p>Invasion: Hockey *Introduce dribbling, keeping control *Introduce passing and receiving *Combine dribbling and passing to create space *Develop passing, receiving and dribbling *Introduce shooting</p> <p>Invasion: Handball *Introduce passing and receiving *Introduce passing and creating space *Develop passing and moving *Combine passing and moving *Introduce shooting *Develop passing and shooting</p> <p>Invasion: Netball *Introduce passing and receiving *Introduce passing and creating a space *Develop passing and moving *Combine passing and moving *Combine passing and shooting *Develop passing and shooting</p> <p>Invasion: Football</p>	<p>Invasion: Hockey *Refine dribbling *Refine passing *Develop shooting *Combine passing and dribbling to create shooting opportunities *Develop passing and dribbling creating space for attacking opportunities *Introduce defending, blocking and tackling.</p> <p>Invasion: Handball *Refine passing and receiving *Develop passing and creating space *Develop passing, moving and shooting *Combine passing and shooting *Introduce defending</p> <p>Invasion: Netball *Refine passing and receiving *Develop passing and dribbling and creating a space *Develop passing, moving and shooting *Refine passing and shooting *Develop footwork</p> <p>Invasion: Football</p>	<p>Invasion: Hockey *Recap and refine dribbling and passing to create attacking opportunities *Develop defending, blocking and tackling *Refine shooting *Refine attacking skills, passing, dribbling and shooting *Refine defending skills, developing transition from defence to attack</p> <p>Invasion: Handball *Consolidate passing and receiving *Explore the function of other passes *Develop defending *Develop passing and creating spaces *Introduce officiating *refine shooting</p> <p>Invasion: Netball *Refine passing and receiving Apply passing footwork and shooting into mini games *Introduce officiating *Introduce "High 5" netball, consolidating learning *Explore the function of other passing styles</p> <p>Invasion: Football</p>	<p>*Consolidate keeping possession *Consolidation of possessional skills *Develop officiating *Consolidate defending *Create, understand and apply attacking techniques in game situations *Create, understand and apply defending techniques in game situations</p> <p>Invasion: Handball *Consolidate keeping possession and possession scenarios *Consolidation of possessional skills *Develop officiating *Consolidate defending - understand and apply defending tactics in game situations *Consolidate defensive tactics - understand and apply defensive tactics in game scenarios</p> <p>Invasion: Netball *Consolidate keeping possession *Consolidation of possessional skills *Develop officiating *Create, understand and apply attacking techniques in game situations *Create, understand and apply defending tactics in game situations</p> <p>Invasion: Football *Consolidate keeping possession</p>
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<ul style="list-style-type: none"> *Keep the score *Understand the need for rules and play using rules. *Avoiding a defender *Preventing an attacker from scoring *Apply some attacking and defending in a game 	<ul style="list-style-type: none"> *Applying attacking principles into a game *Understand the principles of defence *Applying defending principles into a game. *Consolidate attacking and defending. 	<ul style="list-style-type: none"> *Attacking as a team Defending as a team *Understanding the transition between defence and attack *Create and apply attacking techniques *Create and apply defence tactics 	<ul style="list-style-type: none"> *Introduce dribbling and keeping control *Develop dribbling with increased control *Introduce passing and receiving *Combine dribbling and passing to create space *Develop passing, receiving and dribbling 	<ul style="list-style-type: none"> *Refine dribbling *Explore and introduce turning *Refine passing and receiving *Develop passing and dribbling creating a space *Introduce shooting 	<ul style="list-style-type: none"> *Recap and refine dribbling and passing to maintain possession *Introduce defending *Develop defending *Develop shooting *Refine attacking skills, passing, dribbling and shooting *Introduce officiating 	<ul style="list-style-type: none"> *Consolidation of possession skills *Develop officiating *Consolidate defending *Organise formations and manage teams *Organise formations, manage teams and officiate games.
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Games (Striking and Fielding) Games for understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Cricket:</p> <ul style="list-style-type: none"> *Understand the concept of batting and fielding *Introduce throwing overarm *Introduce throwing underarm *Introduce catching purposefully *Introduce striking with intent and purpose <p>Rounders:</p> <ul style="list-style-type: none"> *Introduction to game of rounders *Introduce overarm throwing *Apply overarm throwing *Introduce stopping the ball *Application of stopping the ball in a game 	<p>Cricket:</p> <ul style="list-style-type: none"> *Develop and understanding of batting and fielding *Introduce bowling underarm *Develop stopping and returning the ball Develop retrieving and returning the ball *Practise striking the ball at different angles and speeds <p>Rounders:</p> <ul style="list-style-type: none"> *Develop fielding, bowling and role of backstop *Introduce batting - how we hold, move and strike the ball *Develop batting - where bat and why we bat where we do *Introduce and apply basic fielding tactics 	<p>Cricket:</p> <ul style="list-style-type: none"> *Refine batting - understanding batting tactics *Refine bowling - understand and develop bowling tactics *Refine fielding, stopping, catching and throwing *Combine bowling and fielding creating and applying tactics *Introduce umpiring and scoring <p>Rounders:</p> <ul style="list-style-type: none"> *Develop fielding tactics maximising players *Understand what happens if the batter misses the ball *Refine fielding tactics, what players are needed where and why? *applying tactics in mini games 	<p>Cricket:</p> <ul style="list-style-type: none"> *Consolidate batting *Consolidate fielding *Consolidate bowling *Create, understand and apply attacking tactics in game situations *Create, understand and apply defensive tactics in game situations <p>Rounders:</p> <ul style="list-style-type: none"> *Introduction to full rounders game *Consolidate fielding tactics *Refine our understanding of what happens when the batter misses the ball or hits the ball backwards *Explore batting tactics and considerations

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Games (Net/Wall)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Covered in the previous units</p> <p>Please note how these skills will be used again and applied through all of the KS1 fundamental moving, ball skills, hands and feet units</p> <p><i>In EYFS and KS1 - the focus is on the fundamental movement skills ABC (Agility, Balance and Control). Once these are solid, it will allow them to begin to explore the more specific games and sport focus in KS2</i></p>	<p>Tennis:</p> <ul style="list-style-type: none"> *Tennis introduction - what is the game? *Outwitting an opponent *Creating space to win a point *Consolidate how to win a game - introduce rackets *Introduce the forehand strike 	<p>Tennis:</p> <ul style="list-style-type: none"> *Developing the forehand *Creating space to win a point using a racket *Introduce backhand strike *applying the forehand and backhand in a game situation *Applying the forehand and backhand creating space to win a point 	<p>Tennis:</p> <ul style="list-style-type: none"> *Introduce the volley *Develop the volley *Explore controlling the game from the serve *Doubles - how is the game the same/different *understanding and applying tactics to win a point <p>Badminton:</p> <ul style="list-style-type: none"> *Introduction to Badminton - how does it compare/differ to tennis? *Explore outwitting an opponent *Introduce the forehand *Introduce the backhand *Applying the forehand and backhand *Creating a space to win a point *Controlling the game 	<p>Tennis:</p> <ul style="list-style-type: none"> *Game application - Cone Tennis *Game application - Round Robin Games *Game Application - mixed ability, doubles and round robin games *Game application - tag team tennis <p>Badminton:</p> <ul style="list-style-type: none"> *Exploring different forehand and backhand shots *Applying different forehand and backhand shots during a game to win a point *Consolidate outwitting an opponent *Doubles Play - understanding and applying tactics to win a point *Play mixed ability doubles games to apply,

					from the serve	change and create a variety of techniques and tactics
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Athletics (Running, Jumping, Throwing skills and applying techniques to competitions)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Moving:</p> <ul style="list-style-type: none"> *Exploring moving and making shapes, using different body parts *Explore moving in different directions (up/down/forwards/backwards/sideways etc) *Explore big and small ways of moving and making shapes *Explore moving in pairs *Jumping for distance - create different shapes in pairs *Zonal Work <p>High, Low, Over, Under:</p> <ul style="list-style-type: none"> *Introduction to what is high *Introduction to what is low *Introduction to the apparatus *Moving high and low on apparatus *Moving high, low, over and under on a variety of apparatus *Develop and extend high, low, over, under on more/different/challenging apparatus 	<p>Body Parts:</p> <ul style="list-style-type: none"> *Introduction to big body parts *Introduction to small body parts *Combining big and small with wide, narrow and curled *Transition between wide, narrow and curled using big and small body parts *Adding/linking movements together *Creative ways of adding (linking) movements together <p>Wide, Narrow, Curled:</p> <ul style="list-style-type: none"> *Introduction to "wide" *Introduction to "narrow" *Introduction to "curled" *Exploring the difference between wide, narrow and curled *Transitioning between wide, narrow and curled movements *Linking two movements together 	<p>Pathways:</p> <ul style="list-style-type: none"> *Exploring zig-zag pathways *Developing zig-zag pathways on apparatus *Exploring curved pathways *Exploring curved pathways on apparatus *Creation of pathway sequences *Completion of pathway sequences and performances <p>Linking:</p> <ul style="list-style-type: none"> *Develop "linking" *Linking on apparatus *Explore and practice jump, roll and balance sequences *Explore and practice jump, roll and balance sequences on apparatus *Creation of sequences on/off apparatus *Completion of sequences and performances 	<p>Symmetry & Asymmetry:</p> <ul style="list-style-type: none"> *Introduction to symmetry *Introduction to asymmetry *Application of learning onto apparatus *Sequence formation *Sequence completion <p><i>Please recap or bridge the gap with any previous skills (from KS 1) that may be needed to complete this unit as effectively as possible</i></p>	<p>Bridges:</p> <ul style="list-style-type: none"> *Introduction to bridges *Application of bridge learning onto apparatus *Develop sequences with bridges *Sequence formation *Sequence completion <p><i>Please recap or bridge the gap with any previous skills (from KS 1) that may be needed to complete this unit as effectively as possible</i></p>	<p>Counter Balance and Counter Tension:</p> <ul style="list-style-type: none"> *Introduction to counterbalance *Application of counter balance learning onto apparatus *Sequence formation *Explore counter tension and how it is similar/different to counter balance *Combine counter balance and counter tension *Sequence formation and completion *Performance <p><i>Please recap or bridge the gap with any previous skills (from KS 1) that may be needed to complete this unit as effectively as possible</i></p>	<p>Matching and Mirroring:</p> <ul style="list-style-type: none"> *Introduction to matching *Application of matching learning onto apparatus *Introduce mirroring *Application of mirroring learning onto apparatus *Sequence development using both techniques *Sequence completion *Performance and evaluation <p><i>Please recap or bridge the gap with any previous skills (from KS 1) that may be needed to complete this unit as effectively as possible</i></p>

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Dance - the theme/stimuli/type of dance can be changed, but please stick to the skill progression for the actual dance skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Ourselves:</u> *Ourselves - Moving in sequence *Ourselves - responding in movement to words and music *Ourselves - Moving with props and exploring changing and contrasting tempos *Ourselves - Creating their own movements *Ourselves - Exploring opposites *Ourselves - Creating simple movement sequences with and without opposites *Ourselves - Working with a partner to explore character movements</p> <p><u>Nursery Rhymes:</u> *Humpty Dumpty - moving in sequence *Jack and Jill -creating our own movements *Hickory Dickory Dock - Creating simple movement sequences *Three Little Pigs - Responding in movement to words and music *The Big Bad Wolf - Exploring contrasting</p>	<p><u>Growing:</u> *Growing - responding to rhythm *Developing the growing plant dance *Introduce what motifs are *Create different motifs *Creating movement sequences *Relationships and performance</p> <p><u>The Zoo:</u> *Creating movements as "big " animals *Exploring expression *Responding to a rhythm *Introducing partner work *Creating an animal sequence using motifs *Big Cats and the Zoo Keeper - exploring relationships within our motifs *Develop relationship, motifs in sequence *Performance</p>	<p><u>Water:</u> *Responding to stimuli *Developing whole group movements *Improvisation and physical descriptions *Creating sequences *Creating contrasting movement sequences *Sequences - relationships and performance skills</p> <p><u>Expedition:</u> *Preparing for an expedition - how, what, why, where? *Responding to stimuli *Developing our motif with expression and emotion *Create different motifs *Applying choreography in our motifs *Extending our motifs Develop relationship, motifs in sequence *Performance</p>	<p><u>Wild Animals:</u> *Responding to stimuli *Developing character dance into a motif *Extending sequences with a partner in character *Developing sequences with a partner in character, that show relationships *Extending dance skills in choreography</p> <p><u>Weather:</u> *Responding to "Weather" stimuli *Explore "extreme weather" stimuli *Developing thematic dance into a motif *Extending dance to create sequences with a partner *Developing dance sequences with a partner *Relationships and performance - beginning to be evident in their performance</p>	<p><u>Cats:</u> *Responding to stimuli whilst working together *Extending sequences with a partner in character *Exploring two contrasting relationships and linking dance moves *The Jellicle Ball Performance *Relationships and performance - skills and performance level increase</p> <p><u>Space:</u> *Responding to stimuli working together *Extending sequences with a partner in character *Developing character dance *Developing sequences with a partner in character that show relationships and interlinking dance moves *Sequences showing relationships, choreography and increased performance skills</p>	<p><u>Vikings:</u> *Exploring Vikings using compositional principles *Extending sequences with a partner using compositional principles *Creating movement using improvisation, where movement in reactive *Developing sequences showing interlinking dance moves *Plan and perform Opening Ceremony Performance</p> <p><u>The Circus:</u> *Exploring society in the 19th century *Developing character movements linked to the 19th century *Explore prejudices *Create movements to represent different characters in a 19th century circus *Extending performance to incorporate props an apparatus linked to the variety of the performers</p>	<p><u>Carnival:</u> *Performing with technical control and rhythm in a group *Create rhythmic patterns using the body *Experience dance and dance styles from different cultures, places and times in history *Create different motifs *Include choreographic elements, including still imagery</p> <p><u>Titanic:</u> *Exploring movements that represent the Titanic *Developing character movements linked to different social classes in 1912 *Creating rhythmic patterns using our body *Extend choreography through controlled movements, character, emotion and expression *Explore the relationship between characters, applying character, emotion and expression *Performance skills, reflection and evaluation</p>

tempos *Little Miss Muffet - working with a partner exploring character movements						
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Throughout all of these areas children should be given the opportunity to discuss and review their own and others' work. They should develop the ability to express thoughts and feelings about sport, dance, experts in their field and explore a range of sportsmen and women, both able bodied and para-sports (current and historical).

There should always be a constant focus and link to their (and others') personal health and well-being, making links to science and PSHE as they explore what does/doesn't happen to their body in relation to keeping healthy, staying fit, eating the right diet and developing an appropriate sporting attitude and their ability to work as a team.