PHYSICAL EDUCATION

at

FOURFIELDS

WHO DELIVERS SPORTS AT FOURFIELDS?

ALL PE is delivered by our teachers and supported and challenged through intervention ran by YDP (Youth Dreams Project)

OUR SYLLABUS IS FOR US!

Drawing on our extensive experience, knowledge, and expertise, we have developed a bespoke PE curriculum rooted in Fundamental Movement Skills and wider skills. This ensures every child gains a strong technical foundation and a competitive edge.

We are committed to providing an Elite learning environment to help all children to reach their maximum potential.

Our Philosophy

"At our school, Physical Education is about more than physical skill — it's a platform to build resilient, emotionally intelligent learners who lead through effort and character.

We believe you can only control two things: how hard you work and how you respond. Everything else is a variable.

Through challenge and competition, we nurture students who don’t give up when they’re not picked — they work harder. When they lose, they respond. We’re here to create leaders, mistake-learners, and young people with the will to improve, every single day."

PHYSICAL ME

Has mastered the fundamental movement patterns that serve as the foundation for more advanced physical activities and sports, building confidence through consistent application of these skills.

FUNDAMENTAL SKILLS

[D.N.A]

OF A FOURFIELDS ATHLETE

COGNITIVE ME

Demonstrates an understanding of healthy lifestyle habits, knows game rules, positions, and tactics, and is able to give and receive constructive feedback.

"In any sport, the only things you can truly control are your effort and your emotions."

AFFECTIVE ME

Effectively manages their emotions, maintains a consistently positive attitude, and demonstrates strong self-motivation and drive. Plays by the rules, showing fairness and respect toward referees and opponents at all times.

SOCIAL ME

Communicates effectively and works well with others, demonstrating leadership qualities while showing respect for peers and staff.

Cognitive

Year Group	Understanding Healthy Lifestyles	Knowledge of Rules, Positions & Tactics	Giving & Receiving Feedback
EYFS	Identifies basic ways to stay healthy (e.g., eating fruit, moving daily).	Follows simple instructions in games and starts to recognize turn-taking.	Listens to simple instructions and begins to talk about what they enjoyed.
Year 1	Recognizes healthy foods and importance of physical activity.	Understands basic rules in familiar games (e.g., tag, relay).	Responds to simple praise and can describe what they did.
Year 2	Can explain simple benefits of exercise (e.g., stronger muscles, feeling happy).	Can follow rules and explain roles in a team game.	Begins to say what a friend did well. Can listen to others' feedback.
Year 3	Understands the impact of activity on the body (e.g., heart rate).	Knows more structured rules and positioning (e.g., in football or netball).	Gives simple constructive comments (e.g., "next time, try passing quicker").
Year 4	Begins to link fitness to wellbeing and sports performance.	Recognizes strategies and tactics in small-sided games.	Offers suggestions for improvement sensitively and receives feedback maturely.
Year 5	Understands short- and long-term benefits of a healthy lifestyle.	Applies knowledge of rules and tactics in different sports confidently.	Reflects on own and others' performance to give specific feedback.
Year 6	Can evaluate personal lifestyle choices and their long-term effects.	Uses tactical awareness to adapt play; can explain strategies used.	Actively seeks and uses feedback for improvement; gives clear, helpful suggestions.

Affective

Year Group	Emotional Regulation & Attitude	Self-Motivation & Drive	Fairness & Respect
EYFS	Begins to recognize basic emotions and reacts calmly to wins/losses with support.	Joins in activities with encouragement and tries new challenges.	Learns to take turns and play cooperatively.
Year 1	Understands simple feelings like frustration or excitement and can express them verbally.	Shows willingness to try again after setbacks.	Starts to accept basic rules and play fairly in games.
Year 2	Can calm themselves with prompts and responds positively to encouragement.	Begins to show persistence during activities.	Recognizes when someone is not playing fairly and reacts appropriately.
Year 3	Can identify emotions during competition and manages them without prompting.	Sets personal goals and works towards them.	Respects opponents and understands the role of referees.
Year 4	Manages disappointment or frustration and stays focused during competition.	Shows initiative and seeks opportunities to improve.	Accepts decisions respectfully, even when disagreeing.
Year 5	Demonstrates resilience, encouraging others and staying composed under pressure.	Regularly self-motivates and shows leadership in tasks.	Consistently plays by the rules and promotes fair play in peers.
Year 6	Reflects on emotional responses and uses strategies to stay positive.	Takes full ownership of learning and improvement in PE.	Leads by example in showing fairness, sportsmanship, and respect.

Social

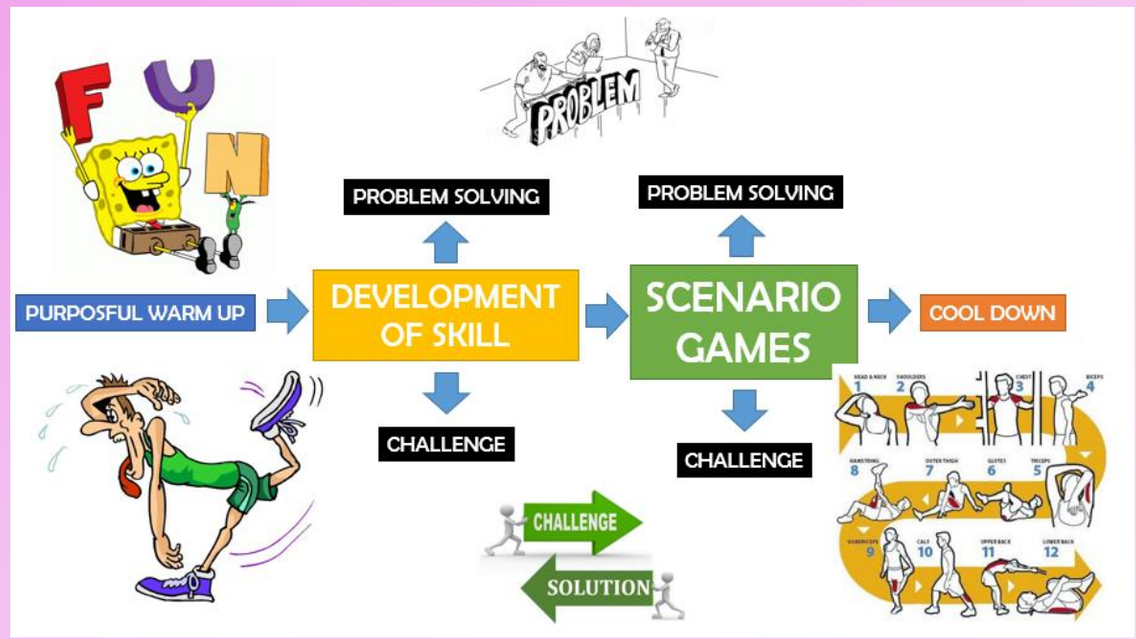
Year Group	Communication	Teamwork	Leadership & Respect
EYFS	Begins to use words and gestures to share ideas and respond to peers.	Joins in group activities and takes turns with support.	Listens to adults and begins to follow guidance.
Year 1	Expresses simple ideas clearly and listens to others.	Works with a partner and can follow simple group instructions.	Shows politeness and fairness during group tasks.
Year 2	Communicates feelings and ideas more confidently in group settings.	Begins to cooperate in small groups and share responsibility.	Shows respect for adults and begins to value peer contributions.
Year 3	Explains decisions and listens to teammates' ideas.	Participates actively in team games and collaborates toward shared goals.	Follows adult direction respectfully and begins to lead by example.
Year 4	Uses verbal and non-verbal communication effectively in team settings.	Supports and encourages peers during group tasks.	Demonstrates empathy and fairness; takes on minor leadership roles.
Year 5	Communicates clearly under pressure and gives helpful suggestions.	Resolves simple conflicts and helps keep group work on track.	Acts as a role model for peers, respecting all roles within a team.
Year 6	Leads communication in team situations and adapts style for audience.	Builds strong relationships, motivates peers, and helps organize group efforts.	Demonstrates consistent leadership and respect in all interactions.

What do we think about when we are teaching PE?

KEY PRICIPLES

- Children should remain active, not standing still.
- Teachers should speak less than the time children spend moving.
- Skills should be practiced individually or in pairs—never in lines, waiting for a turn.
- Everything should connect back to the fundamental skills—make meaningful links!
- Was there clear structure, appropriate challenge, consistent support, and real application?

STRUCTURE



CHALLENGE AND SUPPORT

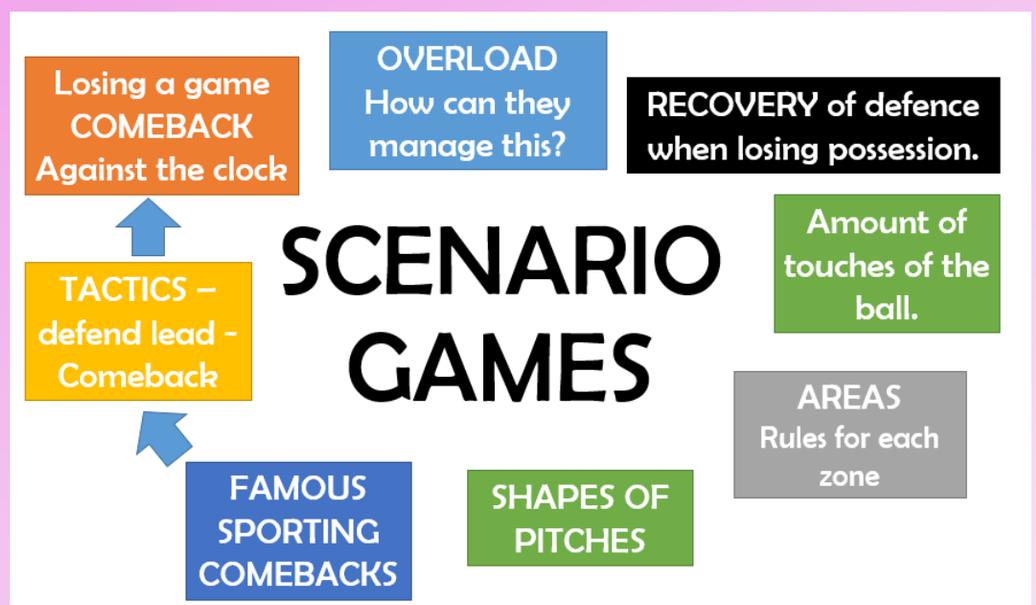
S SPACE

T TASK

E EQUIPMENT

P PEOPLE

APPLICATION



FMS

Locomotor Skills

- Walk
- Running
- Jumping
- Hopping
- Leaping
- Swinging
- Side stepping
- Skipping
- Dodging
- Galloping
- Climbing
- Lunge

Manipulative Skills

- Catching
- Underhand throwing
- Overhand throwing
- Kicking
- Strike with the Hand
- Striking with Implement
- Two handed strike
- Pivoting
- Foot dribbling
- Hand dribble
- Shaking

Stability Skills

- Stretching
- Bending
- Stopping
- Balance
- Land
- Twist/Rotate
- Turning
- Rolling
- Climbing

STABILTITY Skills

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Rolling	• Children roll sideways on mats or grass (pencil roll). • May attempt forward rolls with support. • Often roll for fun (e.g., down a gentle slope). • Movements are uncoordinated but joyful. • Egg Tuck Roll to be introduced.	• Rolls smoothly in a forward or sideways direction • More controlled with hands placed to protect the head. • Starts experimenting with forward rolls (much support). without too • Uses rolling in games (e.g., rolling a ball to a partner or rolling on mats). • Straddle Teddy Bear Roll and Dish Arched Back Roll	• Wonder Woman Roll • Perform forward rolls with tucked head and controlled momentum; combine with other actions (e.g. jump & roll sequence). • Begin to explore backwards roll.
Stopping	• Stop and Go when performing another movement. • Responds to verbal cues like “freeze!” in games. • Stops with a pause, often unbalanced or with extra steps. • May take time to understand body control. • Used in games like musical statues or traffic light games.	• Stops more deliberately with feet firmly planted. • More controlled, though still might stumble when stopping quickly. • Uses stopping in structured games (e.g., "stop and go" or obstacle courses). • Starts to develop the ability to stop immediately when prompted.	• Can stop based on a signal or movement. E.g when the teacher drops a knee. (Awareness) • Use stopping as a tactical skill (e.g. to evade or mark in games); show quick, controlled stops in varying directions.
Bending	• Bends down to pick up objects or reach for something. • Limited flexibility, often bends from the waist with legs stiff. • Used in stretching games or when mimicking animals (e.g., picking up pretend food). • Bend forward, right and left.	• Bends down to pick up objects with more control and balance. • Bends knees and hips, keeping balance (e.g., bending down to touch toes or squat). • More flexible than in EYFS but still improving in fluidity. • Used in simple exercises or during games (e.g., bending to "scoop" or pick up things). • Beginning to show control when bending backwards.	• Sit down bend Can your chin touch the floor? • How many body parts can you bend below the waist? Above the waist? • Bend with purpose in sequences (e.g. to prepare for a roll or balance); keep heels down and back straight where possible.
Twisting	• Rotate a part of the body at the joint. • Understand why this is limited. • Arms on hips and twist body while keeping feet still. • Jump and twist 90 degrees • Twists upper body left and right, often during songs or copying movements. • Can twist to look behind or reach across the body. • Used in dance, warm-ups, or storytelling movement.	• Twists the torso smoothly from side to side. • Can twist the body to look behind or reach across the body. • Incorporates twisting in games or movement sequences (e.g., "twist like a tree"). • Uses twisting during activities like dance or sports skills (e.g., twisting to kick a ball). • Jump and land 180 degrees.	• Jump and Twist 360 degrees. • Twist during dynamic movement (e.g. twist and pass); integrate twists into routines (dance/gymnastics) with fluency.
Landing	• Used in basic jump-and-land tasks (e.g., jumping off a low box or stationary) • Lands from low jumps with bent knees and arms out for balance. • Often lands heavily or stumbles; still developing control. • Begins to learn two-footed landings.	• Jump and Land (Two feet) at a near object or spot. • Lands from jumps with bent knees and more control. • Able to land on two feet with feet slightly apart for balance. • Jumping off low boxes or hopping over small obstacles. • Works on using arms to help control landings.	• Jump and Land from elevation with control. Stick landing from a metre. • Land from varied heights (e.g. benches, boxes) with controlled posture; apply to games (e.g. jumping to catch a ball).

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Stretching	• Stretching from sitting to push a cone forwards. • Stretches arms high, legs wide — may overreach and lose balance. • Mimics stretching animals (e.g., star shapes, tall giraffes). • Often part of warm-up or cool-down routines. • Not always symmetrical or coordinated.	• Jumping and stretching to reach or mark an object. • Stretches arms above head, side to side, and stretches legs (e.g., touching toes or reaching to the sides). • More controlled stretching with better flexibility and balance. • Often part of warm-up or cool-down routines. • Incorporates stretching in games or as part of an exercise sequence (e.g., "reach to the sky" or "stretch like a cat").	• Stretching to intercept a ball in games like piggy in the middle. • Create extended body shapes with tension (e.g. in balances/dance); stretch deliberately to express an idea or pose.
Climbing	• Able to climb up and climb down a gym agility table without support. • Climbs on low apparatus, playground equipment, or indoor soft blocks. • Uses hands and feet; may need guidance. • Develops confidence in navigating steps, ladders, and small walls. • Focus is on exploration, not speed or technique.	• Ability to climb and move on the fixed apparatus. • Climbs on low apparatus, playground equipment, or climbing walls with more control. • Starts climbing with confidence, using hands and feet in coordination. • Can navigate up, down, and across structures (e.g., climbing ladders or stepping over obstacles). • Increases comfort with height, though may still need some guidance.	• Ability to miss steps, ladders to climb quicker. • Climb with planned, precise movements; apply climbing routes on varied equipment (focus on efficiency and body control).
Balancing	• Balance on one leg with bean bag on head. • Balance on one leg move hands up to make a point above head. • Balances on one foot for a few seconds (wobbly).Uses arms to help stabilize. • Stands still on a spot or balances on a low beam or line. • Often incorporated into games or action songs (e.g., “Stand like a flamingo!”).	• Balances on one foot for longer periods (5-10 seconds). • Holds static poses with arms out for balance (e.g., balancing like a flamingo or tree). • Improved ability to balance without wobbling. • Can maintain balance on low beams or during simple tasks (e.g., balancing while holding an object). • Walks along lines, beams, or uneven surfaces with greater stability. • Can balance while walking or moving (e.g., walking on tiptoe or heel-to-toe).Starts to incorporate balancing into games (e.g., running, stopping, and balancing). • May begin to balance while changing direction (e.g., on a zig-zag course).	• Perform a handstand with support from a wall or another child. • STATIC - Hold balances for extended time with poise (e.g. in shapes or partner work); show stillness and use arms for control. • DYNAMIC - Move along narrow pathways with consistent control; combine balancing with travel or direction changes.
Turning	• Turning in place (on the spot) slowly. • Copying simple turns in dance or movement games. • Exploring turning while walking or running in different directions.	• Turns with more control and precision (e.g., sharp turns during running or walking). • Begins to turn while moving (e.g., turning to face a different direction while jogging) • Performs half or full turns as part of games (e.g., "turn and throw" or "turn and skip"). • Turns more smoothly during dance or physical activities.	• Smooth turns in dance routines or gymnastic sequences. • Quick changes of direction during chasing games. • Combining turning with other skills (e.g., turn and throw). • Apply controlled turns during sequences (e.g. quarter/half/full turns in dance/gym); adjust turn speed for purpose.

1. Children working outside of the year group expectations in EYFS/Y1 should go to YDP for intervention.
2. Any children leaving Y2 working without achieving the Fundamental skills must be made clear to Y3.
3. Children working above should apply skills into small sided games where possible. Test the wider skills!

LOCOMOTOR Skills

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Crawling	• Crawls on hands and knees or hands and feet (bear crawl). • Movement is often exploratory (e.g., through tunnels, under obstacles). • May move in different directions or at different speeds. • Used in imaginative play (e.g., pretending to be animals).	• Crawls with more strength and coordination (hands and knees or bear crawl). • Uses crawling in obstacle courses and imaginative play. • Maintains better body alignment and can move faster or slower on command. • Able to crawl under, through, and around equipment with confidence.	• Crawling is efficient and strong, used in obstacle courses and challenges. • Children show coordination between arms and legs (e.g., bear crawl, crab walk). • Able to change speed, direction, or levels while crawling. • Less focus on learning the movement—more on applying it in physical tasks or games.
Running	• Runs with enthusiasm but often lacks coordination or consistent pace. • Arms may flail or not coordinate well with legs. • Short bursts of speed, often stops suddenly or veers off course. • Enjoys chasing and running games, even if form is inefficient.	• Runs with improved coordination and arm-leg rhythm. • Can run in a straight line, adjust speed, and stop with more control. • Begins to understand pacing for short vs. longer runs. • Uses running effectively in games, relay races, or chases.	• Runs with mature gait, good posture, and coordinated arm swing. • Can vary speed with control (e.g., sprint, jog, decelerate smoothly). • Starts to show tactics (e.g., when to run fast or slow in a game). • Demonstrates spatial awareness to avoid collisions.
Galloping	• Attempts galloping with one foot leading. • Often confused with skipping or running at first. • May switch lead legs frequently. • Movement is bouncy but inconsistent; still learning rhythm and timing.	• Gallops with one foot consistently leading and smoother rhythm. • Movement becomes more fluid, though may still lack arm coordination. • Can gallop in different directions or around objects. • Uses galloping in dance, movement patterns, or creative play.	• Gallops smoothly on a consistent lead leg; can switch lead when prompted. • Better rhythm and timing, often used in dance, sequences, or creative movement. • Able to gallop in different directions and incorporate arm movement. • Confidently gallops in team activities or warm-up games.
Walking	• Walks with increasing control and purpose. • May walk on tiptoes, flat feet, or wide stance. • Enjoys walking in lines, patterns, or along ropes/marked paths. • Incorporates walking into imaginative scenarios (e.g., “walking like a dinosaur”).	• Walks with steady pace, posture, and control. • Able to walk along a line, beam, or pathway with focus. • Understands fast vs. slow walking, and can adjust speed as needed. • Uses walking purposefully in games or as part of sequences (e.g., walk then jump).	• Walks with purpose and coordination, even in complex paths (zigzag, circular). • Can walk on balance beams, ropes, or narrow surfaces with body control. • Uses walking in relay-style games or fitness circuits. • Adjusts walking pace to suit activity or instruction (e.g., walk fast/slow, tiptoe).

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Hopping	• Attempts hopping on one foot but may struggle with balance. • Usually able to hop 1–2 times before switching feet or losing balance. • Uses hopping in playful movement games or songs. • Hops with more bounce than control, but gains confidence with practice.	• Can hop several times on one foot with reasonable balance. • Uses arms for balance and lift. • Able to hop in different directions (e.g., forward or side-to-side). • Incorporates hopping into movement sequences or obstacle courses.	• Hops fluently on each foot for multiple repetitions (5+ hops). • Can hop in patterns or along a set path. • Combines hopping with jumping, turning, or landing tasks. • Uses arms and core for better control and lift.
Skipping	• Early attempts are often a mix of galloping and jumping. • May skip with one leg leading, but struggles with rhythm. • Begins to show alternating foot patterns with teacher modelling. • Enjoys rhythmic movement, especially when paired with music.	• Starts to skip with alternating steps and rhythm. • Can skip over short distances, but rhythm may be inconsistent. • Responds well to skipping to music or chants. • Developing the ability to skip in circles or follow a lead.	• Skipping rhythm is now well developed and sustained over distance. • Can skip while changing direction or following a path. • Combines skipping with other movements (e.g., skip then jump). • Confident skipping during warm-ups, dances, or game transitions.
Dodging	• Can change direction quickly but lacks control or awareness of space. • Movement is reactive (e.g., dodging another child or object). • Starts to understand moving around cones or obstacles in games. • Often used in chasing or tag games, even if not fully developed.	• Dodges with more control and intent, using side steps and quick turns. • Keeps eyes up and adjusts movement to avoid objects or people. • Dodging becomes more strategic in games (e.g., avoiding a tagger). • Begins to combine dodging with other skills (e.g., dodge then run).	• Dodges quickly and accurately with sharp changes in direction. • Keeps balance and spatial awareness while dodging others or obstacles. • Applies dodging strategically in tag or invasion games (e.g., avoiding a defender). • Can combine dodging with stopping, pivoting, or sprinting.

1. Children working outside of the year group expectations in EYFS/Y1 should go to YDP for intervention.
2. Any children leaving Y2 working without achieving the Fundamental skills must be made clear to Y3.
3. Children working above should apply skills into small sided games where possible. Test the wider skills!

MANIPULATIVE Skills

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Catching	• Attempts to catch large, soft balls with two hands. • Often catches by trapping the ball against the body. • Eyes may close or hands may be mistimed. • Enjoys catching balloons, scarves, or beach balls for slower motion.	• Catches medium-sized balls with two hands more consistently. • Eyes stay on the ball; may still trap against chest when unsure. • Begins to anticipate the ball's movement and adjust position. • Can catch softer throws from a short distance with growing success.	• Catches small to medium balls reliably using two hands. • Begins to catch with one hand in simple drills. • Tracks the ball well and adjusts body position. • Uses catching confidently in simple partner games and team activities.
Underhand throwing	• Throws with both hands or one hand from below shoulder level. • Steps forward occasionally, though footwork may be inconsistent. • Begins learning to aim at large targets (e.g., a bin or hoop). • Often uses underhand throw in beanbag games or tossing into buckets.	• Uses a more refined underhand throw with a swinging arm motion. • Steps forward with opposite foot more often. • Begins to aim at targets with better accuracy (e.g., into hoops or to a partner). • Used in target games and relay activities.	• Shows improved accuracy when aiming at targets. • Uses opposite foot to step forward consistently. • Throws smoothly with follow-through. • Applies underhand throwing in games (e.g., beanbag toss, relay throw).
Overhand Throwing	• Throws over shoulder with large, exaggerated motion. • Arm and body movement not yet coordinated (e.g., no stepping or trunk rotation). • Throws for fun rather than aim or distance. • Often used in outdoor play or throwing soft balls in open spaces.	• Develops basic overhand throw technique: arm swings back and forward, trunk rotates. • Beginning to understand stepping with opposite foot, though not always consistent. • Focus is on distance and height more than aim. • Common in games like "throw and run" or target toss.	• Demonstrates better technique: arm back, step forward, body rotation. • Aims more accurately at a target over a distance. • Throws with intent (distance or accuracy) depending on the task. • Begins to adapt force and angle based on goal (e.g., throw over/under an obstacle).
Kicking	• Kicks a stationary ball with either foot. • Balance is inconsistent—may fall or stumble after kicking. • Often toe-pokes rather than uses the top of the foot. • Enjoys kicking balloons, beach balls, or foam balls.	• Kicks a stationary ball with greater accuracy and power. • Begins to use the top of the foot rather than toe-poking. • Can kick toward a target or partner and sometimes control the ball after. • Starts to control direction and approach angle.	• Kicks a stationary or gently rolling ball with improved power and aim. • Uses top of the foot, follows through in direction of the target. • Begins to control direction, speed, and height of the ball. • Introduced to basic kicking games or small-sided team activities (e.g., mini football).
Striking with the hand	• Slaps or hits large balloons, beach balls, or soft balls. • Often uses two hands together for better control. • Inconsistent contact and accuracy. • Common in games like balloon volleyball or hitting balls off cones.	• Strikes balloons or large balls with open palm more accurately. • Begins striking with one hand rather than two. • Shows some ability to aim and direct the ball (e.g., toward a partner or wall). • Used in activities like pat-ball, balloon tennis, or volley games. • Striking with an Implement	• Strikes with one hand with better timing and control. • Can aim to direct the ball toward a specific target or partner. • Combines striking with movement (e.g., hitting a ball then moving to catch). • Used in balloon volley, handball-type games, or wall rebound drills.

SKILL (Key Vocabulary)	EYFS Movements Introduction & Exploration	Y1 Movements Control & Direction	Y2 Movements Precision & Application
Striking with an implement	• Begins exploring short-handled bats, rackets and paddles. • Contact is often missed or inconsistent. • May use two hands on the implement for stability. • Often in play with large balls and simplified equipment (e.g., foam bats, balloons).	• Uses short-handled equipment (bats, paddles) with developing control. • Contact is more frequent, but direction is still inconsistent. • Can strike a ball off a tee or from a bounce. • Introduced to games like paddle tap-ups or foam bat striking.	• Uses a bat, paddle, or racket with growing accuracy and confidence. • Can strike a stationary ball or a ball dropped by self. • Begins to maintain grip, stance, and swing control. • Introduced to rally-type activities (e.g., bouncing on racket, hitting over low net).
Two-handed strike	• Uses both hands to push or hit objects (e.g., foam bats or large balls). • Movement is large and effortful, not yet coordinated. • Begins to explore two-handed striking in tee-ball style games. • Often used in creative or imaginative play.	• Uses both hands on bat or stick to strike larger, slower-moving balls. • Can complete a basic swinging motion (e.g., tee-ball style hit). • Focus is on making contact rather than direction or strength. • Often seen in simplified games using beach balls or foam bats.	• Performs controlled swings with both hands on a bat or stick. • Can hit a ball off a tee or a dropped ball with accuracy. • Starts applying swing in mini team games (e.g., simplified rounders or tee-ball). • Demonstrates follow-through and body rotation.
Pivoting	• Turns body in different directions while keeping feet mostly in place. • May turn slowly with poor balance. • Beginning to learn to twist or change direction while holding an object. • Pivoting is not yet a distinct skill but develops through dance or movement games.	• Begins to pivot on one foot while throwing or turning. • Can turn body while keeping one foot stable in dance or movement games. • Pivoting becomes more functional in combination with catching, throwing, or passing. • Still developing awareness of balance and spatial control.	• Pivots smoothly on one foot to change direction or face a new target. • Combines pivoting with passing, throwing, or striking. • Begins to understand pivoting as a tactic in games (e.g., turning away from a defender). • Shows control when pivoting quickly in space.
Foot Dribble	• Taps ball gently forward with foot but cannot maintain consistent control. • May chase after ball or accidentally kick it too far. • Often stops the ball with foot, then kicks again. • Appears in simple ball play or movement games.	• Can tap ball forward with moderate control using alternating feet. • May push the ball gently while moving slowly. • Stops and restarts the ball with increasing accuracy. • Used in basic football-type activities or obstacle dribble courses.	• Dribbles a ball with better control over short distances. • Can alternate feet or use inside/outside of foot to manoeuvre. • Begins to change direction while maintaining control. • Applies foot dribbling in obstacle routes or team-based games.
Hand dribble	• Attempts to bounce ball with one or both hands. • Bounce is often uncontrolled or inconsistent. • May slap the ball downward rather than push. • Can keep ball close with lots of focus, often in stationary positions.	• Can bounce a ball with one hand, though rhythm may be uneven. • Begins to dribble on the spot with control. • Hand stays over the ball, pushing it down instead of slapping. • May attempt slow movement while dribbling.	• Dribbles a ball with one hand repeatedly with rhythm and control. • Can begin to move while dribbling (slow walking pace). • Demonstrates understanding of keeping hand on top of ball for control. • Used in lead-up activities to basketball or general ball handling drills.

1. Children working outside of the year group expectations in EYFS/Y1 should go to YDP for intervention.
2. Any children leaving Y2 working without achieving the Fundamental skills must be made clear to Y3.
3. Children working above should apply skills into small sided games where possible. Test the wider skills!

Manipulative Skills – Progression of Games & Challenges (EYFS–Y2)

Catching

Stage	Game / Challenge	Focus
EYFS	*Balloon Catch*	Catch with two hands, soft & slow movement.
Y1	*Beanbag Partner Catch*	Catching from short distances, tracking object.
Y2	*Throw & Catch Relay*	Catch from different partners while moving.

Underhand Throwing

Stage	Game / Challenge	Focus
EYFS	*Toss into Bucket*	Basic underhand throw, large target.
Y1	*Target Toss*	Aim at colour zones, different distances.
Y2	*Treasure Toss Challenge*	Underhand throw to specific targets under time pressure.

Overhand throwing

Stage	**Game / Challenge**	**Focus**
EYFS	*Wall Throw*	Overhead throw at a wall for rebound.
Y1	*Target Wall Throw*	Hit marked spots or shapes on a wall.
Y2	*Distance & Accuracy Throw*	Combine distance with target-hitting.

Kicking

Stage	Game / Challenge	Focus
EYFS	*Kick the Cone*	Kick stationary ball at simple target.
Y1	*Pass Through the Gate*	Controlled kicks through narrow spaces.
Y2	*Mini Football Match*	Combine dribbling, passing, and scoring in team play.

Striking with hand

Stage	Game / Challenge	Focus
EYFS	*Balloon Tap*	Strike balloon upward repeatedly.
Y1	*Hand Tennis (low net)*	Hit balloon or light ball to partner.
Y2	*Wall Tap Rally*	Strike ball against wall for continuous rally.

Striking with Implement

Stage	Game / Challenge	Focus
EYFS	*Balloon Paddle Tap*	Hit balloon with paddle or bat.
Y1	*Hit off a Cone/Tee*	Strike ball from a stationary position.
Y2	*Bat & Field Game*	Strike ball then run bases or score.

Two-Handed Strike

Stage	Game / Challenge	Focus
EYFS	*Push Strike*	Push foam ball off cone using two hands.
Y1	*Tee-Ball Basics*	Two-hand strike from tee to a target zone.
Y2	*Partner Pitch Strike*	Hit a soft pitch using a bat (softball or foam).

Pivoting

Stage	Game / Challenge	Focus
EYFS	*Turn & Throw*	Stand and turn before throwing to a target.
Y1	*Catch, Pivot, Pass*	Catch ball, pivot to pass to teammate.
Y2	*Tag Escape Game*	Pivot quickly away from “tagger” while holding ball.

Foot dribbling

Stage	Game / Challenge	Focus
EYFS	*Ball Push Maze*	Gently tap ball through a cone maze.
Y1	*Cone Dribble Race*	Dribble ball around cones with control.
Y2	*Obstacle Course Dribble*	Navigate changing routes while dribbling.

Hand Dribbling

Stage	Game / Challenge	Focus
EYFS	*Bounce & Catch*	Bounce once and catch, repeat.
Y1	*Stationary Dribble Drill*	Dribble in place with rhythm.
Y2	*Dribble & Move Challenge*	Dribble while walking a set path or avoiding obstacles.

KS2

Physical	Cognitive	Social	Effective

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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
- 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

Our Units of Work

What do we cover?	Invasion	Striking and Fielding	Net and Wall	Athletics	Gymnastics	Movement and Dance	Orienteering	Swimming
	• Ultimate Frisbee • Tag Rugby • Tchoukball • Football • Hockey • Netball	• Cricket • Rounder's	• Tennis • Spikeball					
Through our Curriculum we will cover								
Y3	Tchoukball	Cricket	Tennis	Athletics	Gymnastics	Movement and Dance	Orienteering	
Y4	Tchoukball	Cricket	Tennis	Athletics	Gymnastics	Movement and Dance	Orienteering	
Y5	Netball	Cricket	Spikeball	Athletics	Gymnastics - Meridian	Movement and Dance	Orienteering	
Y6	Netball	Cricket	Spikeball	Athletics	Gymnastics - Meridian	Movement and Dance	Orienteering	Swimming

	Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
Y3	Dance	Tchoukball	Dance	Tchoukball	Gymnastics	Tennis	Gymnastics	Tennis	Orienteering	Athletics	Orienteering	Cr
Y4	Dance	Tchoukball	Dance	Tchoukball	Gymnastics	Tennis	Gymnastics	Tennis	Orienteering	Athletics	Orienteering	
Y5	Dance	Netball	Dance	Netball	Spike ball	Athletics	Spike ball	Athletics	Orienteering	Cricket	Orienteering	Ultimate Frisbee
Y6	Dance	Netball	Dance	Netball	Spike ball	Athletics	Spike ball	Athletics	Orienteering	Cricket	Orienteering	Ultimate Frisbee
		Swimming										

Through after school clubs we offer

SCHOOL	YDP
Football Cross Country Tag Rugby Netball	Dodgeball Football Multi-Skills Boxersise Archery

Netball

Key Principles

- Build on fundamental movement and ball-handling skills.
- Develop understanding of rules, positions, and teamwork.
- Encourage decision-making and spatial awareness.

Passing & Receiving

Skill Area	Year 5 Focus	Year 6 Progression
Chest Pass	Accurate passing under pressure, correct technique	Use in combination with movement and tactical awareness
Bounce Pass	Select appropriately based on defender position	Use strategically in games with varied defenders
Overhead Pass	Introduce in open play and during game-like situations	Use for long-distance transitions and switching play
Receiving	Move to create space, catch consistently with two hands	Receive while moving, under pressure and on the run

Footwork and Movement

Skill Area	Year 5 Focus	Year 6 Progression
Footwork Rule	Understand landing foot and pivoting; avoid footwork errors	Apply correctly in high-paced game situations
Dodging	Simple dodges to evade defenders	Double dodges, timing to lose defender and create passing lanes
Positioning	Move into space to receive	Time movements for creating optimal space under pressure

Attacking Skills

Skill Area	Year 5 Focus	Year 6 Progression
Finding Space	Move away from defenders, call for the ball	Create space for teammates, feint and draw defenders
Decision Making	Choose when to pass/shoot, identify unmarked players	Make quicker decisions in tighter spaces
Shooting	Develop accuracy from static positions	Shoot under light pressure, adjust based on positioning

Defending Skills

Skill Area	Year 5 Focus	Year 6 Progression
Marking Players	Stay close to attacker, arms up	Deny space and anticipate movement
Interceptions	Attempt intercepts from poor passes	Time runs to intercept during play without fouling
Recovery	Regain defensive position after missed attempt	Recover and communicate defensive transitions quickly

Tcoukball

https://www.tchoukball.org.uk/teaching-resources/

Key Principles

•Non-contact, inclusive team sport that encourages respectful play.
•No interception of passes, so emphasis is on movement, communication, and precision.
•A great foundation for developing invasion game understanding.

Passing and Catching

Skill Area	Year 3 Focus	Year 4 Progression
Basic Passing	Chest passes with both hands; aim for accuracy	Add bounce passes, vary height and speed based on game needs
Catching	Two-handed catching from short distances	Catch while moving, from a rebound or off-centre passes
Lead Passing	Begin to pass to space, not just to player	Use movement of teammates to time passes into space

Movement and Footwork

Skill Area	Year 3 Focus	Year 4 Progression
Stopping & Pivoting	Catch and stop without travelling; introduce pivot foot	Pivot to find space and pass under time pressure
Finding Space	Move into open areas to receive a pass	Time runs to support ball carrier and evade defenders
Supporting Play	Stay involved; support nearby teammates	Understand spacing, provide passing options

Shooting (Rebounding)

Skill Area	Year 3 Focus	Year 4 Progression
Shooting Mechanics	Aim at rebound net from safe zone; use both hands	Use one-handed throws with improved power and accuracy
Target Zones	Learn to hit corners or angles to challenge opponents	Deliberately place shots to make rebound harder to catch
Scoring Understanding	Learn scoring zones and rules (ball must rebound and land)	Adjust shots based on defensive setup or teammate positions

Defending (Positioning, Not Contact)

Skill Area	Year 3 Focus	Year 4 Progression
Zone Awareness	Stay between rebounder and target area	Read shooter's body position to anticipate rebounded ball
Rebound Catching	Catch rebounded shots safely without contact	React quickly to unexpected angles or bounces
Tracking Players	Watch movements to anticipate passes (not intercept)	Mark space effectively and cover passing options

Teamwork and Game Understanding

Skill Area	Year 3 Focus	Year 4 Progression
Communication	Call for ball, warn of nearby players	Use tactical talk: "space", "move", "rebound"
Positioning	Understand zones and support play	Rotate positions and begin to understand game structure
Game Rules	Play simplified rules (e.g., 3-step, 3-second, 3-pass rule)	Use full rules with teacher support during games

Spike ball

(Round net)

Key Principles

•Played 2v2 using three touches to return the ball onto the net.
•Encourages constant movement, quick decision-making, and collaboration.
•Builds attacking and defensive awareness in a 360° playing environment.

Passing and Setting

Skill Area	Year 5 Focus	Year 6 Progression
Forearm Pass	Basic bump pass to teammate with control	Accurate, upward bump to allow teammate time and choice
Overhead Set	Introduce soft, upward set using fingertips	Set directionally to move defenders and create spiking angles
Three-Touch Awareness	Learn the rule of up to 3 touches between players	Plan and execute strategic 3-touch sequences

Serving and Receiving

Skill Area	Year 5 Focus	Year 6 Progression
Underhand Serve	Serve with consistency onto net	Add control and direction to target weak zones
Receiving	Track serve, control first touch to set up next play	Use body positioning to receive difficult serves under pressure
Serve Variation	Introduce different serve types (e.g., high, short, angled)	Use feints or spins for tactical advantage

Attacking and Spiking

Skill Area	Year 5 Focus	Year 6 Progression
Basic Spike	Downward slap using palm onto net	Control direction and pace to avoid defender
Placement	Aim for gaps in defence rather than power	Target weak zones, use deceptive body language
Timing the Attack	Hit after strategic third touch	Delay spike to draw defender before redirecting shot

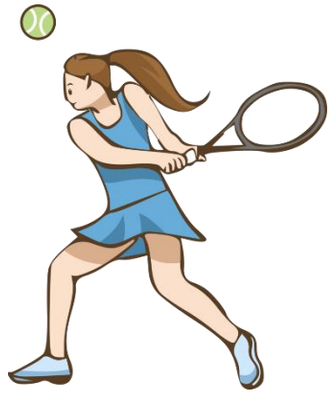
Defensive Movement and Recovery

Skill Area	Year 5 Focus	Year 6 Progression
Ready Position	Knees bent, alert stance, hands ready	Transition quickly between touches and phases
Reaction Time	React to rebounds and mis-hits	Anticipate spiking direction through observation
Recovery Movement	Reset after defending or hitting	Maintain balance and communicate recovery with partner

Teamwork and Game Understanding

Skill Area	Year 5 Focus	Year 6 Progression
Communication	Call for ball, signal plays	Use strategic terms (“mine”, “set”, “switch”) in real time
Rotation & Support	Stay involved and alert when not hitting	Anticipate partner's play and pre-position for support
Game Rules	Learn service, scoring, rotation rules	Apply full rules independently and officiate simple matches

Tennis



Key Principles
Consistency – Keep the ball in play with repeated, accurate shots.
Control – Use the right power and direction to place the ball effectively.
Footwork – Move quickly to the ball and return to the ready position.
Shot Selection – Choose the best shot for the situation (e.g., forehand, volley).
Tactics – Aim for space and think about where to hit based on your opponent.
Scoring & Rules – Understand how to serve, rally, and score points.
Fair Play – Show respect, take turns, and stay positive.

Skill Area	Year 3 Focus	Year 4 Progression
Racket Grip & Control	Learn and apply a basic forehand grip (Eastern grip). Hold racket correctly.	Demonstrate consistent grip; begin to switch grip slightly for forehand/backhand use.
Ball Familiarity	Bounce and catch with racket and hand; control ball with short taps.	Bounce and catch with racket and hand; control ball with short taps.
Forehand Groundstroke	Hit stationary ball with forehand, focusing on contact and follow-through.	Hit moving ball with forehand; aim for direction and height with consistency.
Backhand Groundstroke	Introduce backhand (with two hands if helpful); hit stationary ball.	Develop single- or double-handed backhand with timing and correct stance.
Volleying	Use a gentle volley to push ball over net from short distance.	Use forehand/backhand volleys in mini-rallies close to the net with control.
Underarm Serve	Use underarm serve to start a rally from a static position.	Serve from behind baseline with consistent height, aiming for service box.
Movement & Footwork	Move into position with small steps; recover to ready position.	Anticipate ball path, move laterally and forward/backward with balance and readiness.
Rallying	Partner rally with drop-hit ball; count consecutive hits with control.	Sustain rally over mini net with both forehand and backhand; focus on consistency.
Tactical Awareness	Recognise court zones (baseline, net area); understand aim is to return ball.	Aim shots into space; make simple decisions based on opponent's position.
Scoring and Rules	Understand basic point scoring (e.g., "rally score" or simple game format).	Apply scoring system (e.g., 15–30–40) in small-sided games or round-robins.

Athletics

Skill Area	EYFS	Year 1 & Year 2
Running	• Running with basic coordination (arms and legs working together) • Moving in different directions: forward, backward, and around obstacles. • Learning to control speed and stop safely.	• Running at different speeds (fast and slow) with more control. • Developing sprinting technique over short distances (e.g., 10-30 meters). • Running in straight lines and curves while maintaining balance.
Jumping	• Jumping off two feet (e.g., jumping in place, hopping) • Learning basic balance in the air (e.g., jumping over low objects) • Landing softly with bent knees for safety.	• Developing the standing long jump (two-footed jump, aiming for distance). • Simple vertical jumps (e.g., jump up and down from low heights). • Introduction to the concept of “take-off” (when to push off the ground) and “landing” (bending knees to absorb impact).
Throwing	• Basic underarm throwing (light balls, bean bags, or soft objects) • Learning to aim and throw objects toward targets • Developing hand-eye coordination.	• Underarm and overarm throwing of light objects (bean bags, soft balls). • Learning to aim and throw for distance (e.g., using soft balls for basic throwing events). • Practicing throwing for accuracy towards a target.
Balancing	• Walking along lines, balance beams, or low obstacles. • Practicing single-leg balance and transitions between different positions (e.g., kneeling to standing).	• Balancing on one leg for a short period. • Walking across beams or lines with controlled movements. • Attempting basic balance poses (e.g., star balance, sitting balance).
Coordination & Agility	• Moving in and out of cones or around objects. • Exploring basic agility movements like running, dodging, and weaving.	• Simple obstacle courses to develop coordination and agility. • Running, dodging, and weaving between cones, with an emphasis on direction changes. • Practicing basic changes in speed and direction.

Skill Area	Year 3 and Year 4	Year 5 and Year 6
Running	• Improved sprinting technique with a focus on acceleration. • Developing the concept of stride length and frequency (e.g., longer strides for longer races). • Introduction to running over distances (e.g., 50-100 meters) with focus on endurance.	• Sprinting with refined technique (focus on posture, arm movement, and stride). • Introduction to relay race technique (baton exchange, team coordination). • Introduction to middle-distance running (e.g., 400m, 800m), focusing on pacing.
Jumping	• Developing the standing long jump with a focus on technique and distance. • Introduction to the basic hop, step, and jump sequence (for Triple Jump). • Developing controlled jumping for height (e.g., standing vertical jump, attempting small hurdles).	• Refining the standing long jump for maximum distance (focusing on take-off and landing technique). • Basic training for the Triple Jump, working on hop, step, and jump sequence. • Improving vertical jump (height) with an emphasis on explosive power.
Throwing	• Introduction to overarm throwing with basic techniques (focus on grip and arm motion). • Throwing for both distance and accuracy (e.g., using soft balls, bean bags, or vortexes). • Understanding the concept of follow-through for both accuracy and power.	• Improving overarm throwing technique (e.g., for shot put or discus using soft alternatives). • Learning the basics of throwing with proper form for distance (using the correct grip, body posture). • Refining accuracy in target throwing (e.g., aiming for a circle or set target).
Balancing	• Balancing while moving (e.g., walking heel-to-toe). • Performing simple balance routines (e.g., balancing while hopping, turning). • Controlled landings with focus on softening the knees.	• Maintaining balance in dynamic movements (e.g., jumping and landing). • Balancing while performing different movements (e.g., skipping, hopping) in sequence. • Improving stability and control during rapid movements or changes in direction.
Coordination & Agility	• Advanced obstacle courses with more complex movements (e.g., hopping, skipping, crawling). • Weaving through cones or other markers with improved speed and control. • Learning direction changes and turning on the spot, focusing on fluid transitions.	• Advanced agility drills (e.g., ladder drills, short sprints with changes in direction). • Practicing agility in team relay races and tag games. • Improving reaction time and speed in group games and athletic drills.

Dance

Stage	Year Group	Focus	Objectives	Example Activities	Assessment Criteria
EYFS	Reception	Exploring basic movement and expression	- Move freely with confidence- - Respond to music- Repeat simple patterns	- Action songs (e.g., “Heads, Shoulders…”) - Mirror dancing- - Freeze dance	- Can perform basic movement sequences - Shows awareness of rhythm and music
Key Stage 1	Year 1–2	Performing simple movement patterns	- Copy and repeat short dance phrases- - Coordinate movement with music- Develop control in movements	- Create short movement sequences (3–4 steps) - Themed dances (e.g., animals)- - Use props (scarves, ribbons)	- Performs short sequences from memory- - Moves in time with music - Demonstrates basic control
Lower Key Stage 2	Year 3–4	Creating and performing structured sequences	- Improvise and structure movement- - Work in pairs or small groups- - Evaluate performances using simple criteria	- Explore actions/dynamics (jump, turn, level)- - Group choreography based on a theme- - Use canon and unison	- Creates and performs clear sequences- - Applies a range of movement patterns- - Gives and receives simple feedback
Upper Key Stage 2	Year 5–6	Performing and refining complex patterns	- Compose varied movement sequences- - Use dance terms to evaluate- - Show progress over time	- Choreograph routines with structure- - Use formations, transitions- - Peer assessment & video review	- Performs with expression and technique - Identifies strengths/areas for improvement - Demonstrates improvement/perseverance

Dance – Recommended Themes and activities

Stage	Dance to learn		Skills to cover	Activities
EYFS	**Repetative Dance** • **"Baby Shark Dance"** – Pinkfong *Easy gestures with a narrative-based structure.* • **"Hokey Pokey"** – Traditional *Good for learning body parts and directions.* • **"Head, Shoulders, Knees and Toes"** – Traditional *Promotes body awareness and coordination*		• Move at different speeds • Start to show control and thought of which body parts they move. • Repeat movements to a song.	• Move like different animals to music • Create movement for weather types (float for snow, swirl for wind) • Dance with scarves to represent rainbows or bubbles • Use freeze dance to encourage control and response
KS1	**YEAR ONE – Repetitive Dance** • The Maccarrena • Just Dance • *"I Like to Move It" (Madagascar version)*	**YEAR TWO - Repetitive Dance** • The Cha Cha Slide • Just Dance • *Waka Waka" – Shakira (Kids version*	• Create simple sequences: e.g. roll → jump → spin → pose • Clap along with the beat. • Use simple "step-tap" exercises (e.g., tapping foot to the beat). • Dance in in formations like circles or lines • Respond to music changes with different speed/levels • Begin with basic side-to-side movements before adding the directional changes. • Use floor markers (like a dot on the ground) to help children learn when to turn and change direction.	• Group dancing • Learn repeated rhythm patterns using claps and steps-
LKS2	**YEAR 3 – Pacific Islands dances** • Hula Kahiko (Hawai'i) • Ma'ulu'ulu (Tonga) • Haka (Māori, New Zealand) • Sasa (Samoan Dance) • Polynesian Warrior Dances	**YEAR 4 – African Dance** • Gumboot Dance (South Africa) • Jerusalema Line Dance (South Africa) • Kpanlogo (Ghana) • Gwara Gwara (South Africa) • Zanku (Nigeria)	• Moving in sync with drums, chants, or songs. • Understanding formations (lines, rows, circles) and moving together as a group. • Controlled body movement, strong stances, and fluid transitions. • Clapping and stepping to the rhythm • Practice walking or stepping in time with the music, gradually introducing more complex rhythms. • Encourage students to move one body part at a time (e.g., isolating the hips in a circular motion or lifting the arms). • Practice movements like hip swings or shoulder shimmies in time with the beat. • Break down the basic steps: **shuffling feet**, **side-to-side steps**, and **small jumps**. • Introduce basic movements such as the **"Gwara Gwara"** or **"Shaku Shaku"** which are fun and simple to learn.	• Choreograph short routines in groups- • Use canon and unison to show contrast- • Perform themed dances (e.g., volcano erupting, pyramid building)- • Explore music from different cultures and create responses
UKS2	**YEAR 5 –Line Dancing** • Cotton Eye Joe • The Git Up • Cupid Shuffle	**YEAR 6 – Dance Shorts** • Renegade (Simplified Version) • Say So – Doja Cat • Blinding Lights – The Weeknd • Supalonely – BENEE • Out West – JACKBOYS & Travis Scott • Laxed (Siren Beat) – Jawsh 685 • APT	Design and dance to a short piece of choreography to Y5 • **"Shiver"** – Ed Sheeran • **"Uptown Funk"** – Bruno Mars • **"levitating"** - Dua lipa Y6 • **"Happy"** – Pharrell Williams • **"Can't Stop the Feeling"** – Justin Timberlake • **"Shake It Off"** – Taylor Swift • **"Best Day of My Life"** – American Authors	• Create dances with beginning, middle, end structure • Use transitions and levels to connect movements • Record performances, then refine through feedback • Compare group routines using peer criteria (e.g., synchronization, expression, creativity)

Gymnastics

Skill Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rolling	Basic floor rolls (with help)	Forward/backward rolls (basic)	Controlled rolls (on own)	Rolls with clean transitions	Rolls to/from different positions	Advanced rolls into sequences	Mastered rolls from apparatus
Jumping & Landing	Two-footed jumps, soft landings	Tuck/star jumps, basic control	Controlled landings, shapes	Varied jumps with form	Higher jumps, apparatus landings	Technique-focused jumps	Jumps with precision and style
Balancing	Static (on one/two feet)	Basic shapes (tuck/star)	Held shapes, partner work	Advanced shapes & transitions	Long-held balances, apparatus use	Complex/dynamic balances	Integrated balances in routines
Travelling/Locomotor	Crawling, walking, hopping	Skipping, hopping, walking	Patterns on floor/apparatus	Floor routines with steps	Smooth travel transitions	Travel integrated into routines	Creative & directional pathways
Handstands/Cartwheels	N/A	Prep shapes, animal walks	Basic kick-ups	Handstand attempts	Controlled kick-ups	Handstands & cartwheel drills	Handstand to cartwheel/roll
Vaulting	Climbing over low objects	Low bench vaulting	Vault with springboard intro	Vault to and from box/table	Confident vault with shapes	Height/difficulty increases	Complex vault & land sequences
Strength	Basic core shapes (curl/tuck)	Crab/plank holds	Push-ups, bridge holds	Controlled core movements	Core/arm strength routines	Full-body strength challenges	L-sit, dips, advanced holds
Flexibility	Stretching arms/legs	Basic reach/stretch moves	Simple stretching routines	Focused stretch positions	Increased flexibility work	Splits, bridges	Integrated into routines
Sequences/Routines	2-move sequences	3-move combos (e.g., roll, jump)	4+ movement sequences	5+ with transitions	6+ complex linked movements	7–8 movement routine	8+ linked routine (performance)

Early Years Foundation Stage (EYFS)

Focus: Exploring movement, building confidence, and body awareness

•Move freely in a variety of ways (crawl, roll, jump, run)
•Explore basic shapes: tuck, star, straight, wide
•Experiment with balance (on different body parts)
•Copy simple sequences of 2–3 actions
•Show control in movement and transitions
•Use space safely and with awareness of others

Key Stage 1 (Year 1–2)

Focus: Developing control, coordination, and simple sequences

Year 1
•Perform basic shapes and balances with control
•Explore simple rolls: pencil roll, egg roll
•Travel in different ways (e.g., on hands and feet, low and high)
•Begin jumping and landing safely from low apparatus
•Copy and link 2–3 movements to form a short sequence

Year 2
•Improve balance and control in shapes and movements
•Perform rolls with increasing accuracy: log roll, teddy bear roll
•Develop jumping (two feet to two feet, one to two, etc.)
•Begin to adapt sequences with different levels or directions
•Use low apparatus confidently (e.g., benches, mats)

Lower Key Stage 2 (Year 3–4)

Focus: Refining technique and combining movements

Year 3
•Perform shapes with greater tension and extension
•Introduce more rolls: forward roll from knees or squat
•Develop traveling with fluency, including on apparatus
•Start to show contrast in sequences (speed, level, direction)
•Begin partner work (mirroring, matching)
Year 4
•Control body in a range of balances (including partner balances)
•Perform forward roll from standing with control
•Experiment with different take-off and landing techniques
•Create and perform sequences with a clear beginning, middle, end
•Use apparatus to enhance performance (vaults, jumps, travels)

Upper Key Stage 2 (Year 5–6)

Focus: Mastery, creativity, and performance

Year 5
•Refine and combine rolls (forward, straddle, potentially backward)
•Hold balances with control and extension (including paired/group)
•Perform a variety of jumps (half/full turn, straddle, tuck)
•Incorporate transitions between movements fluently
•Evaluate and improve sequences with feedback
Year 6
•Perform complex sequences including rolls, balances, and jumps
•Demonstrate fluency, control, and expression throughout the performance
•Explore more advanced balances and partner/group formations
•Adapt sequences to include apparatus and respond to a stimulus
•Confidently lead warm-ups and evaluate others' work constructively