

Curriculum Progression Map -



	NURSARY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Games (Unit specifically taught in EYFS. Skills in Key stage 1 and 2 learnt in ball skills, sending and receiving, invasion and sending and receiving units)	<ul style="list-style-type: none"> -Throw and roll a variety of beanbags and larger balls into a space. -Move a ball with feet. -Run and stop when instructed. -Move around showing some awareness of others. 	<ul style="list-style-type: none"> -Drop and catch with two hands. -Kick larger balls into a space. -Stop a beanbag or larger ball sent to them using their hands. -Attempt to stop a large ball sent to them using their feet. -Hit a ball with their hands. -Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> -Drop and catch a ball after one bounce. -Move a ball using different parts of the foot. -Throw and roll towards a target. -Kick towards a stationary target. -Catch a beanbag and a medium sized ball. -Attempt to track balls and other equipment. -Strike a stationary ball using a racket. -Recognise space in relation to others. -Begin to use basic tactics with adult support. 	<ul style="list-style-type: none"> -Dribble a ball with two hands on the move. -Dribble a ball with some success and stop when required. -Throw and roll towards a target using different techniques. -Show balance when kicking towards a target. -Catch an object passed to them, with and without a bounce. -Move to track a ball and stop it using their feet with some success. -Strike a ball using a racket. -Run, stop and change direction with balance and control. -Move to space and score goals or stop others from scoring. -Use simple tactics. 	<ul style="list-style-type: none"> -Dribble the ball with one hand with some control in game situations. -Dribble a ball with feet using some control in game situations. -Use a variety of throwing techniques in game situations. -Kick towards a partner in game situations. -Catch a ball passed to them using one and two hands with some success. -Receive a ball sent to them using different parts of their body. -Strike a ball with varying techniques. -Change direction with increasing speed in game situations. -Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> -Link dribbling the ball with other actions with increasing control. -Change direction when dribbling with their feet with some control in game situations. -Use a variety of throwing techniques with increasing success in game situations. -Kick with increasing success in game situations. -Catch a ball passed to them using one and two hands with increasing success. -Receive a ball using different parts of the foot under pressure. -Strike a ball using a wider range of skills. Apply these with some success under pressure. -Strike a ball using varying techniques with increasing accuracy. -Create and use space with some success in game situations. -Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> -Use dribbling to change the direction of play with some control under pressure. -Dribble with feet with some control under increasing pressure. -Use a variety of throwing techniques with some control under increasing pressure. -Use a variety of kicking techniques with some control under increasing pressure. -catch and intercept a ball using one and two hands with some success in game situations. -Receive a ball using different parts of the foot under pressure with increasing control. -Strike a ball using a wider range of skills. Apply these with some success under pressure. -Use a variety of techniques to change direction to lose an opponent. -Create and use space for self and others with some success. -Understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> -Use dribbling to change the direction of play with control under pressure. -Use a variety of techniques to maintain possession under pressure. -Use a variety of throwing techniques including fake passes to outwit opponents. -Select and apply the appropriate kicking technique with control. -Catch and intercept a ball using one and two hands with increasing success in game situations. -Receive a ball with consideration to the next move. -Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. -Confidently change direction to successfully outwit an opponent. -Effectively create and use space for self and others to outwit an opponent. -Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

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	NURSARY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Gymnastics	<ul style="list-style-type: none"> -Explore making shapes with my body. -Explore moving my body along the floor. -Begin to jump around the space. -Explore how I can change my body to create shapes and move in different ways. 	<ul style="list-style-type: none"> -Show contrast with my body including wide/narrow, straight/curved. -Understand that I can make different shapes with my body. -Explore shapes in stillness using different parts of my body. -Know that I should be still when holding a balance. -Explore rocking and rolling. -Know that I can change my body shape to help me to roll. -Explore jumping safely. -Know that bending my knees will help me to land safely. 	<ul style="list-style-type: none"> -Explore basic shapes straight, tuck, straddle, pike. -Understand that I can improve my shapes by extending parts of my body. -Perform balances making my body tense, stretched and curled. -Know that balances should be held for 5 seconds. -Explore barrel, straight and forward roll progressions. -Know that I can use different shapes to roll. -Explore shape jumps including jumping off low apparatus. -Know that landing on the balls of my feet helps me to land with control. 	<ul style="list-style-type: none"> -Explore using shapes in different gymnastic balances. -Know that some shapes link well together. -Remember, repeat and link combinations of gymnastic balances. -Understand that squeezing my muscles helps me to balance. -Explore barrel, straight and forward roll and put into sequence work. -Understand that there are different teaching points for different rolls. -Explore shape jumps and take off combinations. -Understand that looking forward will help me to land with control. 	<ul style="list-style-type: none"> -Explore matching and contrasting shapes. -Understand how to use body tension to make my shapes look better. -Explore point and patch balances and transition smoothly into and out of them. -Understand that I can make my balances look interesting by using different levels. -Develop the straight, barrel, and forward roll. -Understand the safety considerations when performing more difficult rolls. -Develop stepping into shape jumps with control. -Understand that I can change the take off and shape of my jumps to make them look interesting. 	<ul style="list-style-type: none"> -Develop the range of shapes I use in my sequences. -Understand how shapes can be used to improve my sequence. -Develop strength in bridge and shoulder stand. -Know that inverted movements are actions in which my hips go above my head. -Develop control and fluency in individual and partner balances. -Know how to keep myself and others safe when performing partner balances. -Develop the straight, barrel, forward and straddle roll and perform them with increased control. -Understand that I can keep the shape of my roll using body tension. -Develop control in performing and landing rotation jumps -Know that I can control my landing by landing toes first, looking forwards and bending my knees. 	<ul style="list-style-type: none"> -Perform shapes consistently and fluently linked with other gymnastic actions. -Understand that shapes underpin all other skills. -Explore progressions of a cartwheel. -Understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. -Explore symmetrical and asymmetrical balances. -Understand how to use contrasting balances to make my sequences look interesting. -Develop control in the straight, barrel, forward, straddle and backward roll. -Understand that I need to work within my own capabilities and this may be different to others. -Select a range of jumps to include in sequence work. -Understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. 	<ul style="list-style-type: none"> -Combine and perform gymnastic shapes more fluently and effectively. -Know which shapes to use for each skill. -Develop control in progressions of a cartwheel and a headstand. -Understand that spreading my weight across a base of support will help me to balance. -Explore counter balance and counter tension. -Know where and when to apply force to maintain control and balance. -Develop fluency and consistency in the straddle, forward and backward roll. -Understand that I can use momentum to help me to roll and know where that momentum from. -Combine and perform a range of gymnastic jumps more fluently and effectively. -Understand that taking off from two feet will give me more height and therefore more time in the air.

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	NURSARY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dance	<ul style="list-style-type: none"> -Explore how my body moves. - Copy basic actions of an adult. -Begin to use space around me. -Move my body in different ways. 	<ul style="list-style-type: none"> -Begin to move my body reacting to the music. -Copy actions of an adult and begin to remember them. - Begin to explore pathways and the space around me in relation to others. -Perform on my own. 	<ul style="list-style-type: none"> -Copy, remember and repeat actions to represent a theme and understand that actions can be sequenced to create a dance. -Create my own actions in relation to a theme and understand that I can create fast and slow actions to show an idea. -Explore varying speeds to represent an idea. -Explore pathways within my performance and understand that there are different directions and pathways within space. -Begin to explore actions and pathways with a partner and understand that when dancing with a partner it is important to be aware of each other and keep in time. -Perform on my own and with others to an audience. - Know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. 	<ul style="list-style-type: none"> -Accurately remember, repeat and link actions to express an idea. -Know that sequencing actions in a particular order will help me to tell the story of my dance. -Develop an understanding of dynamics. -Understand that I can change the way I perform actions to show an idea. -Develop the use of pathways and travelling actions to include levels. -Know that I can use different directions, pathways and levels in my dance. -Explore working with a partner using unison, matching and mirroring. -Know that using counts of 8 will help me to stay in time with my partner and the music. -Develop the use of facial expressions in my performance. -Know that using facial expressions helps to show the mood of my dance. 	<ul style="list-style-type: none"> -Create actions in response to a stimulus individually and in groups. -Understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. -Use dynamics effectively to express an idea. -Understand that all actions can be performed differently to help to show effect. -Use direction to transition between formations. -Understand that I can use space to help my dance to flow. -Develop an understanding of formations. -Understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. -Perform short, self-choreographed phrases showing an awareness of timing. -Understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete. 	<ul style="list-style-type: none"> -Respond imaginatively to a range of stimuli related to character and narrative. -Understand that some actions are better suited to a certain character, mood or idea than others. -Change dynamics confidently within a performance to express changes in character. -Understand that some dynamics are better suited to a certain character, mood or idea than others. -Confidently use changes in level, direction and pathway. -Understand that space can be used to express a certain character, mood or idea. -Use action and reaction to represent an idea. -Understand that some relationships are better suited to a certain character, mood or idea than others. -Perform complex dances that communicate narrative and character well, performing clearly and fluently. -Know that being aware of other performers in my group will help us to move in time. 	<ul style="list-style-type: none"> -Choreograph dances by using, adapting and developing actions and steps from different dance styles. -Understand that different dance styles utilise selected actions to develop sequences in a specific style. -Confidently use dynamics to express different dance styles. -Understand that different dance styles utilise selected dynamics to express mood. -Confidently use direction and patterning to express different dance styles. -Understand that space relates to where my body moves both on the floor and in the air. -Confidently use formations, canon and unison to express a dance idea. -Understand that different dance styles utilise selected relationships to express mood. -Perform dances expressively, using a range of performance skills, showing accuracy and fluency. -Understand what makes a performance effective and know how to apply these principles to my own and others' work. 	<ul style="list-style-type: none"> -Show controlled movements which express emotion and feeling. -Understand that actions can be improved with consideration to extension, shape and recognition of intent. -Explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. -Understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. -Use a variety of compositional principles when creating my own dances. -Know that combining space and relationships with a prop can help me to express my dance idea. -Demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. -Understand how a leader can ensure our dance group performs together.

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	NURSARY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Invasion</p> <p>Year 4- Basketball and Football</p> <p>Year 5- Netball and Tag Rugby</p> <p>Year 6- Hockey.</p>	Skills taught in Games Unit.	Skills taught in Games Unit.	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Recognise good space when playing games. -Understand that being in a good space helps us to pass the ball. -Attacking: explore changing direction to move away from a partner. -Know that being able to move away from a partner helps my team to pass me the ball. -Defending: explore tracking and moving to stay with a partner. -Know that staying with a partner makes it more difficult for them to receive the ball. -Tactics: know that tactics can help us when playing games. -Rules: know that rules help us to play fairly. 	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Explore moving into space away from others. -Know that moving into space away from defenders helps me to pass and receive a ball. -Attacking: developing moving into space away from defenders. -Know that when my team is in possession of the ball, I am an attacker and we can score. -Defending: explore staying close to other players to try and stop them getting the ball. -Know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. -Know that standing between the ball and the attacker will help me to stop them from getting the ball. -Tactics: understand and apply simple tactics for attack and defence. -Rules: know how to score points and follow simple rules. 	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Develop using space as a team. -Know that by spreading out as a team we move the defenders away from each other. -Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. -Defending: develop tracking opponents to limit their scoring opportunities. -Know my role as an attacker and defender. -Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. -Rules: know the rules of the game and begin to apply them. 	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Develop moving into space to help my team. -Know that moving into space will help my team keep possession and score goals. -Attacking: change direction to lose an opponent with some success. -Recognise when to pass and when to shoot. -Defending: develop defending one on one and begin to intercept. -Know when to mark and when to attempt to win the ball. -Tactics: know that applying attacking tactics will help to maintain possession and score goals. -Know that applying defending tactics will help to deny space, gain possession and stop goals. -Rules: know and understand the rules to be able to manage our own game. 	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Explore moving to create space for themselves and others in their team. -Know that by moving to space even if not receiving the ball will create space for a teammate. -Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. -Defending: develop tracking and marking with increased success. -Explore intercepting a ball using one and two hands. -Tactics: understand the need for tactics and identify when to use them in different situations. -Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. 	<p>Some skills covered in Games unit.</p> <ul style="list-style-type: none"> -Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. -Understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. -Attacking: confidently change direction to lose an opponent. -Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. -Tactics: know how to create and apply a tactic for a specific situation or outcome. -Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

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	NURSARY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Net and Wall Games</p> <p> EYFS- Taught in Balls Skills and Games Unit.</p> <p> Year 1 and 2-Balls Skills, Sending and Receiving and Striking and Fielding.</p> <p> Year 3- Ball Skills and Tennis.</p> <p> Year 5- Badminton</p> <p> Year 6- Tennis.</p>	<p>Skills taught in Games Unit.</p>	<p>Skills taught in Games Unit.</p>	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Hitting: Explore hitting a dropped ball with a racket. -Know to use the centre of the racket for control. -Feeding: throw a ball over a net to land into the court area. -Know to use an underarm throw to feed to a partner. -Rallying: explore sending a ball with hands and a racket. -Know that throwing/hitting to my partner with not too much power will help them to return the ball. -Know that using a ready position will help me to move in any direction. -Footwork: use the ready position to move towards a ball. -Tactics: know that tactics can help us to be successful when playing games. -Rules: know that rules help us to play fairly. 	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Hitting: develop hitting a dropped ball over a net. -Know to watch the ball as it comes towards me to help me to prepare to hit it. -Feeding: accurately underarm throw over a net to a partner. -Know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. -Rallying: explore underarm rallying with a partner catching after one bounce. -Know that sending the ball towards my partner will help me to keep a rally going. -Footwork: consistently use the ready position to move towards a ball. -Know that using a ready position helps me to react quickly and return/catch a ball. -Tactics: understand that applying simple tactics makes it difficult for my opponent. -Rules: know how to score points and follow simple rules. 	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Shots: explore returning a ball using shots such as the forehand and backhand. -Know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. -Rallying: explore rallying using a forehand. -Know that hitting towards my partner will help them to return the ball easier and keep the rally going. -Footwork: consistently use and return to the ready position in between shots. -Know that moving to the middle of my court will enable me to cover the most space. -Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. -Rules: know the rules of the game and begin to apply them. 	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. -Understand when to play a forehand and a backhand and why. -Rallying: develop rallying using both forehand and backhand with increased technique. -Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. -Footwork: begin to use appropriate footwork patterns to move around the court. -Know that getting my feet in the right position will help me to balance before playing a shot. -Tactics: know that applying attacking tactics will help me to score points and create space. -Know that applying defending tactics will help me to deny space, return a ball and limit points. -Rules: know and understand the rules to be able to manage our own game. 	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Shots: develop the range of shots used in a variety of games. -Know which skill to choose for the situation e.g. a volley if the ball is close to the net. -Serving: develop the range of serving techniques appropriate to the game. -Know that serving is how to start a game or rally and use the rules applied to the activity for serving. -Rallying: use a variety of shots to keep a continuous rally. -Know that playing the appropriate shot will help to keep the rally going. -Know that control is more important than power to keep a rally going. -Footwork: demonstrate effective footwork patterns to move around the court. -Know that using small, quick steps will allow me to adjust my stance to play a shot. -Tactics: understand the need for tactics and identify when to use them in different situations. -Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. 	<p>Skills taught in Games Unit.</p> <ul style="list-style-type: none"> -Shots: demonstrate increased success and technique in a variety of shots. -Understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court. -Serving: serve accurately and consistently. -Begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. -Rallying: successfully apply a variety of shots to keep a continuous rally. -Understand how to play different shots depending on if a rally is co-operative or competitive. -Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing. -Know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. -Tactics: understand when to apply some tactics for attacking and/or defending. -Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

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<p>Striking and Feilding Games.</p> <p>EYFS- Games and Balls Skills.</p> <p>Year 1 and 2 Balls Skills, Striking and Fielding and Sending and Receiving.</p> <p>Year 3-Ball Skills and Cricket.</p> <p>Year 4- Cricket.</p> <p>Year 6- Rounders.</p>	<p>Skills taught in Games Unit.</p>	<p>Skills taught in Games Unit.</p>	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> -Striking: explore striking a ball with their hand and equipment. -Understand that the harder I strike, the further the ball will travel. -Fielding: develop tracking and retrieving a ball. -Know that throwing the ball back is quicker than running with it. -Throwing: explore technique when throwing over and underarm. -Know which type of throw to use to throw over longer distances. -Catching: develop co-ordination and technique when catching. -Know to watch the ball as it comes towards me. -Tactics: know that tactics can help us when playing games. -Rules: know that rules help us to play fairly. 	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> -Striking: develop striking a ball with their hand and equipment with some consistency. -Understand the role of a batter. Know that striking quickly will increase the power. -Fielding: develop tracking a ball and decision making with the ball. -Understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. -Throwing: develop co-ordination and technique when throwing over and underarm. -Know that stepping with opposite foot to throwing arm will help me to balance. -Catching: catch with two hands with some co-ordination and technique. -Know to use wide fingers and pull the ball in to my chest to help me to securely catch. -Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). -Rules: know how to score points and follow simple rules. 	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> -Striking: begin to strike a bowled ball after a bounce with different equipment. -Know that striking to space away from fielders will help me to score. -Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. -Know to look at where a batter is before deciding what to do. -Know to communicate with teammates before throwing them a ball. -Throwing: use overarm and underarm throwing in game situations. -Know that overarm throwing is used for long distances and underarm throwing for shorter distances. -Catching: catch with some consistency in game situations. -Know to move my feet to the ball. -Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. -Rules: know the rules of the game and begin to apply them. 	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> -Striking: develop batting technique with a range of equipment. -Know that using the centre of the bat will provide the most control and accuracy. -Fielding: develop bowling with some consistency, abiding by the rules of the game. -Know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. -Throwing: use overarm and underarm throwing with increased consistency in game situations. -Understand that being balanced before throwing will help to improve the accuracy of the throw. -Catching: begin to catch with one and two hands with some consistency in game situations. -Know to track the ball as it is thrown to help to improve the consistency of catching. -Tactics: know that applying attacking tactics will help to score points and avoid getting out. -Know that applying defending tactics will help to deny space, get opponents out and limit points. -Rules: know and understand the rules to be able to manage our own game. 	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> -Striking: explore defensive and driving hitting techniques and directional batting. -Understand that stance is important to allow me to be balanced as I hit. -Fielding: develop over and underarm bowling technique. -Develop long and short barrier and two handed pick up. -Know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. -Throwing: demonstrate good technique when using a variety of throws under pressure. -Understand where to throw the ball in relation to where a batter is. -Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. -Understand when to use a close catch technique or deep catch technique. -Tactics: understand the need for tactics and identify when to use them in different situations. -Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating. 	<p>Some skills covered in Games Unit.</p> <ul style="list-style-type: none"> Striking: strike a bowled ball with increasing accuracy and consistency. - Understand that the momentum and power for striking a ball comes from legs as well as arms. -Fielding: use a wider range of fielding skills with increasing control under pressure. - Know which fielding action to apply for the situation. -Throwing: consistently demonstrate good technique in throwing skills under pressure. -Catching: consistently demonstrate good technique in catching skills under pressure. -Consistently make good decisions on who to throw to and when to throw in order to get batters out. -Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. -Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. -Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

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<p>Athletics Taught through provision and other units of work in EYFS.</p>	<ul style="list-style-type: none"> -Moving around the space with some awareness of others. -Explore jumping and hopping. - Explore throwing different objects. 	<ul style="list-style-type: none"> -Moving around the space showing more awareness of others. -Jump and land safely. Explore throwing towards a target. -Learn that we use big steps for running and small steps to stop. -Bend my knees to help me land safely. -Begin to understand why we have rules. 	<ul style="list-style-type: none"> -Run at different speeds. -Develop balance whilst jumping and landing. -Explore hopping, jumping and leaping for distance. -Explore throwing for a distance. -Land on balls of feet and bend knees when landing. 	<ul style="list-style-type: none"> -Develop sprinting action. -Develop jumping, hopping and skipping actions. -Explore safely jumping for distance and height. -Explore throwing for distance and accuracy. 	<ul style="list-style-type: none"> -Develop the sprinting technique and apply to relay events. -Develop technique when jumping for distance in a range of approaches and take off positions. -Explore technique for a pull throw. -Leaning forwards to help with speed. -Leaning backwards to slow down. 	<ul style="list-style-type: none"> -Develop an understanding of speed and pace in relation to distance. -Develop power and speed in sprinting technique. -Develop technique when jumping for distance. -Explore power and technique when throwing for distance in a pull and heave throw. -Can pace themselves when running for distance. 	<ul style="list-style-type: none"> -Apply fluency and co-ordination when running for speed in relay change overs. -Effectively apply speeds appropriate for the event. -Explore technique and rhythm in the triple jump. -Develop technique and power in javelin and shot put. -Use large consistent strides when running. -Keeps a steady breath when running. 	<ul style="list-style-type: none"> -Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. -Develop power, control and technique in the triple jump. -Develop power, control and technique when throwing discus and shot put. -Understands why a run up is important for building speed.