



Sacred Heart RC Primary School
'Where Every Heart is Sacred'
Physical Education Progression of Skills



Skills - (A+D-Acquiring and Developing Skills), (S+A-Selecting and applying skills), (E+I-Evaluating and Improving performance), (H+F-Knowledge and Understanding of Health and Fitness).

Early Years and KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS EXPLORER A+D	<p>Dance Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.</p>	<p>Dance Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.</p>	<p>Gymnastics Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts</p>	<p>Gymnastics Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts</p>	<p>Athletics Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner</p>	<p>Athletics Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner</p>
Year 1 PRACTISER A+D	<p>Throwing and catching Throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres.</p> <p>Dance Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction.</p>	<p>Fitness Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Complete a simple circuit without stopping.</p>	<p>Gymnastics Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench,</p>	<p>Team games Master basic skills of throwing and catching, evading opponents, finding space, invasion (eg possession games, piggy in the middle)</p>	<p>Striking sports Beginning to develop hand-eye coordination. Work as part of a team. Practise skills of batting, throwing and catching.</p>	<p>Athletics Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Practise different methods of throwing. Practise different methods of jumping. Practise short distance running.</p>

			spots, mat etc Roll in stretched/curled positions e.g. 'log' and 'egg rolls'			
Year 2 REPLICATOR A+D, H+F	<p>Throwing and catching Throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres without dropping the ball (ten times) with an able partner. Throw and catch whilst on the move.</p> <p>Dance Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling.</p>	<p>Fitness Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Complete a simple circuit without stopping. Notice physiological changes to the body as a result of exercise. Replicate movement patterns by applying the correct technique.</p>	<p>Gymnastics Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions <i>(sometimes giving advice to others)</i> Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/travel/roll/jump to a balance using floor & on apparatus. Jump/land with control using different body shapes in flight. Create a sequence linking a minimum of 4 gymnastic movements.</p>	<p>Team games Master basic skills of throwing and catching, evading opponents, finding space, invasion (eg possession games, piggy in the middle) Introduction to positional awareness in a game situation. Apply simple rules and tactics. Awareness of attacking and defending.</p>	<p>Striking sports Beginning to develop hand-eye coordination. Work as part of a team. Practise skills of batting, throwing and catching. Understand batting and fielding. Use a points scoring system within a team.</p>	<p>Athletics Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Practise different methods of throwing. Practise different methods of jumping. Practise short distance running. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance.</p>
End of KS1 Expectation	<p>Throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres.</p> <p>Replicate basic dance movements to a beat of 8.</p>	<p>Complete a range of different activities without regularly stopping.</p>	<p>Link together 4 basic gymnastics movements including foundation shapes, balances and rolls on the floor and on apparatus.</p>	<p>Play as part of a team in different sports and understand basic attacking and defensive principles</p>	<p>Correct technique of holding the racquet or bat. Beginning to make contact with the object using forehand or backhand technique.</p>	<p>Run 30m in less than 10 seconds. Throw a tennis ball more than 7m. Standing long jump of more than 0.7m.</p>

KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Year 3 APPLIER A+D, S+A, H+F</p>	<p>Team Games Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Apply skills by playing games that involve keeping possession and scoring in targets.</p>	<p>Performing at maximum levels Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise.</p>	<p>Gymnastics Use your own ideas for movement in response to a task on the floor and with equipment. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Travel while using various apparatus such as beam, bench, platform, Know principles of balance and apply them on floor & apparatus Link Foundation shapes together.</p>	<p>Dance Improvise freely on their own and with a partner to music. Perform pair/group dance. Respond to music in time to a beat of 8. Respond to music to express a variety of moods & feelings.</p> <p>Orienteering Read basic symbols on a map. Work out where North is using a compass. Apply knowledge of symbols and map reading to create a course inside the hall. Find 5 controls inside a hall using a map.</p>	<p>Striking games Beginning to develop hand-eye coordination. Work as part of a team. Practise skills of batting, throwing and catching. Understand batting and fielding. Use a points scoring system within a team. Be able to play as part of a team in a game of rounders or cricket.</p> <p>Rounders - Be able to play simple rounders games Apply some rules to games Develop and use simple rounders skills</p> <p>Net and Wall Games Tap the ball/shuttle back and forth to partner using your own technique. Stand in a ready position holding racquet correctly. Begin to know what it means by a forehand and backhand position and apply the technique with a partner.</p>	<p>Athletics Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and apply appropriate running techniques. Compete in a mini competition, recording scores.</p>
	<p>Team Games Practise passing to a</p>	<p>Performing at maximum levels</p>	<p>Gymnastics Use your own ideas for</p>	<p>Dance Improvise freely on their</p>	<p>Striking games Beginning to develop hand-</p>	<p>Athletics Run in different directions</p>

Year 4

UNDERSTANDER

S+A, H+F

Core Task 11: To be able to swim a distance of 25 metres unaided.

Assessment: Swim a distance of 25m using a range of swimming techniques.

Curriculum area:
Swimming and Water Safety

Children attend Wright Robinson - assessment on Swimphony

partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Play games that involve keeping possession and scoring in targets. **Play 3vs1 and 4vs1. Choose and adapt their techniques to keep possession and give their team chance to shoot. Know what rules are needed to make games fair. Understand simple patterns of play.**

Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise. **Understand the components of fitness and how we can work at maximum levels - speed, balance, strength, co-ordination, and agility.**

movement in response to a task on the floor and with equipment. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Travel while using various apparatus such as beam, bench, platform, Know principles of balance and apply them on floor & apparatus Link Foundation shapes together. **Perform at least 3 different rolls (log, forward, back) with some control. Link a roll with travel and balance using floor and apparatus. Share ideas and give positive criticism/advice to self & others.**

own and with a partner to music. Perform pair/group dance. Respond to music in time to a beat of 8. Respond to music to express a variety of moods & feelings. **Start to remember basic dance moves in a set order to perform in front of an audience. Make up a dance within a small group with a focus on timing and unison.**

Orienteering

Read basic symbols on a map. Work out where North is using a compass. Apply knowledge of symbols and map reading to create a course inside the hall. Find 5 controls inside a hall using a map. **Understand why different symbols are used on a map and how it helps the reader. Create your own map outside using different pieces of equipment. Complete an orienteering course of 8 controls outside. Understand why orienteering is performed in larger, open spaces.**

eye coordination. Work as part of a team. Practise skills of batting, throwing and catching. Understand batting and fielding. Use a points scoring system within a team. Be able to play as part of a team in a game of rounders or cricket. **Choose and use a range of simple tactics in isolation and in a game context. Identify different positions in a game and the roles of those positions. Further refine isolated techniques appropriate to the game.**

Net and Wall Games

Tap the ball/shuttle back and forth to partner using your own technique. Stand in a ready position holding racquet correctly. Begin to know what it means by a forehand and backhand position and apply the technique with a partner. **Move from a ready position into a forehand position/backhand position quickly. Bring racquet to meet the ball/shuttle for a forehand and backhand hit. Develop service technique. Understand and develop a basic points scoring system against an opponent.**

and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and apply appropriate running techniques. Compete in a mini competition, recording scores. Select and maintain a running pace for different distances. **Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.**

Year 5
ANALYSER
 S+A, H+F, E+I

Team Games
 Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Play games that involve keeping possession and scoring in targets.
 Play 3vs1 and 4vs1 Choose and adapt their techniques to keep possession and give their team chance to shoot. Know what rules are needed to make games fair. Understand simple patterns of play.
 Play 3v3. Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Analyse and identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions.

Performing at maximum levels
 Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise.
 Understand the components of fitness and how we can work at maximum levels - speed, balance, strength, co-ordination, and agility. Understand how fitness training can be adapted to increase overall work rate and heartrate. Understand the importance of repetitions and complexity of task on physical fitness improvement.

Gymnastics
 Use your own ideas for movement in response to a task on the floor and with equipment. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Travel while using various apparatus such as beam, bench, platform, Know principles of balance and apply them on floor & apparatus
 Link Foundation shapes together.
 Perform at least 3 different rolls (log, forward, back) with some control.
 Link a roll with travel and balance using floor and apparatus.
 Share ideas and give positive criticism/advice to self & others.
 Include change of speed, direction and shape in movements.
 Follow a set of 'rules' to produce a sequence.
 Create mirror/matching/cannon(pair sequence varying dynamics/levels/direction etc.

Dance
 Improvise freely on their own and with a partner to music. Perform pair/group dance. Respond to music in time to a beat of 8. Respond to music to express a variety of moods & feelings.
 Start to remember basic dance moves in a set order to perform in front of an audience.
 Make up a dance within a small group with a focus on timing and unison.
 Show/fluency/control in chosen dances in response to stimuli
 Adapt & refine (in pair/group), dances that vary direction, space & rhythm.
 In groups focus on unison and canon.
 Analyse your own and others choreography focusing on rhythm, tempo and fluency.
Orienteering
 Read basic symbols on a map.
 Work out where North is using a compass.
 Apply knowledge of symbols and map reading to create a course inside the hall.
 Find 5 controls inside a hall using a map.
 Understand why different symbols are used on a map and how it helps the reader.

Striking games
 Beginning to develop hand-eye coordination. Work as part of a team. Practise skills of batting, throwing and catching. Understand batting and fielding.
 Use a points scoring system within a team.
 Be able to play as part of a team in a game of rounders or cricket.
 Choose and use a range of simple tactics in isolation and in a game context.
 Identify different positions in a game and the roles of those positions.
 Further refine isolated techniques appropriate to the game.
 To link together a range of skills and use in combination.
 To collaborate as a team to choose, use and adapt rules in games.
 To recognize how some aspects of fitness apply to rounders/cricket e.g. power, flexibility and cardiovascular endurance.
 Analyse opponents' strengths and weaknesses to win a game.
Net and Wall Games
 Tap the ball/shuttle back and forth to partner using your own technique.
 Stand in a ready position holding racquet correctly.
 Begin to know what it

Athletics
 Run in different directions and at different speeds, using a good technique. Improve throwing technique.
 Reinforce jumping techniques.
 Understand the relay and passing the baton. Choose and apply appropriate running techniques.
 Compete in a mini competition, recording scores.
 Select and maintain a running pace for different distances.
 Practise throwing with power and accuracy.
 Throw safely and with understanding.
 Demonstrate good running technique in a competitive situation.
 Explore different footwork patterns
 Understand which technique is most effective when jumping for distance.
 Utilise all the skills learned in this unit in a competitive situation.
 Use correct technique to run at speed.
 Develop the ability to run for distance focusing on pacing.
 Throw with accuracy and power.
 Identify and apply techniques of relay running.
 Explore different footwork

				<p>Create your own map outside using different pieces of equipment. Complete an orienteering course of 8 controls outside. Understand why orienteering is performed in larger, open spaces. Analyse locations of controls using your understanding of map reading. Create your own small course based on reading a map. Complete a 10 station orienteering course in the fastest possible time.</p>	<p>means by a forehand and backhand position and apply the technique with a partner. Move from a ready position into a forehand position/backhand position quickly Bring racquet to meet the ball/shuttle for a forehand and backhand hit Develop service technique. Understand and develop a basic points scoring system against an opponent Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is. Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. Serve the ball correctly beginning to purposely aim for space to score. Introduction to highly skilled net game: Volleyball.</p>	<p>patterns. Understand which technique is most effective when jumping for distance. Analyse your own and others technique in a competitive situation.</p>
<p>Year 6 EVALUATOR S+A, H+F, E+I</p>	<p>Team Games Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Play games that involve keeping possession and scoring in targets. Play 3vs1 and 4vs1 Choose</p>	<p>Performing at maximum levels Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise. Understand the components of fitness and how we can work at maximum levels - speed, balance, strength, co-ordination, and agility.</p>	<p>Gymnastics Use your own ideas for movement in response to a task on the floor and with equipment. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Travel while using various apparatus such as beam, bench, platform, Know principles of balance and apply them on floor &</p>	<p>Dance Improvise freely on their own and with a partner to music. Perform pair/group dance. Respond to music in time to a beat of 8. Respond to music to express a variety of moods & feelings. Start to remember basic dance moves in a set order to perform in front of an</p>	<p>Striking games Beginning to develop hand-eye coordination. Work as part of a team. Practise skills of batting, throwing and catching. Understand batting and fielding. Use a points scoring system within a team. Be able to play as part of a team in a game of rounders or cricket.</p>	<p>Athletics Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and apply appropriate running techniques.</p>

	<p>and adapt their techniques to keep possession and give their team chance to shoot. Know what rules are needed to make games fair. Understand simple patterns of play.</p> <p>Play 3v3. Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions.</p> <p>Play 5v5. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Know some ideas for warm up exercises and routines linked to team game. Evaluate your own and others performance.</p>	<p>Understand how fitness training can be adapted to increase overall work rate and heartrate. Understand the importance of repetitions and complexity of task on physical fitness improvement.</p> <p>Apply understanding of components of fitness by conducting relevant tests to test each component eg press ups for strength. Achieve Level 4 or above for the Multi Stage Fitness Test (baseline not working until failure). Evaluate your own and others performance.</p>	<p>apparatus Link Foundation shapes together.</p> <p>Perform at least 3 different rolls (log, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and apparatus.</p> <p>Share ideas and give positive criticism/advice to self & others.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence.</p> <p>Create mirror/matching/cannon(pair sequence varying dynamics/levels/direction etc.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor</p> <p>Perform 6-8 part floor sequence as individual, pair & small group to a piece of music. Evaluate yours and others performance based on what you know should be included in a sequence.</p>	<p>audience.</p> <p>Make up a dance within a small group with a focus on timing and unison.</p> <p>Show/fluency/control in chosen dances in response to stimuli</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm.</p> <p>In groups focus on unison and canon.</p> <p>Analyse your own and others choreography focusing on rhythm, tempo and fluency.</p> <p>Combine movement ideas fluently and effectively.</p> <p>Evaluate, refine and develop their own and others work.</p> <p>Explore a range of dance methods from around the world.</p> <p>Orienteering</p> <p>Read basic symbols on a map.</p> <p>Work out where North is using a compass.</p> <p>Apply knowledge of symbols and map reading to create a course inside the hall.</p> <p>Find 5 controls inside a hall using a map.</p> <p>Understand why different symbols are used on a map and how it helps the reader.</p> <p>Create your own map outside using different pieces of equipment.</p> <p>Complete an orienteering course of 8 controls</p>	<p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Identify different positions in a game and the roles of those positions.</p> <p>Further refine isolated techniques appropriate to the game.</p> <p>To link together a range of skills and use in combination.</p> <p>To collaborate as a team to choose, use and adapt rules in games.</p> <p>To recognize how some aspects of fitness apply to rounders/cricket e.g. power, flexibility and cardiovascular endurance.</p> <p>Analyse opponents' strengths and weaknesses to win a game.</p> <p>To attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>To use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> <p>Evaluate your own and others to enhance performance.</p> <p>Net and Wall Games</p> <p>Tap the ball/shuttle back and forth to partner using your own technique.</p> <p>Stand in a ready position holding racquet correctly.</p> <p>Begin to know what it means by a forehand and backhand position and apply</p>	<p>Compete in a mini competition, recording scores.</p> <p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance focusing on pacing.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Analyse your own and others technique in a competitive situation.</p> <p>Evaluate all of your techniques for running throwing and jumping events.</p> <p>Take part in a mini Olympics focusing on the</p>
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				<p>outside. Understand why orienteering is performed in larger, open spaces.</p> <p>Analyse locations of controls using your understanding of map reading.</p> <p>Create your own small course based on reading a map.</p> <p>Complete a 10 station orienteering course in the fastest possible time.</p> <p>As part of a team, analyse and evaluate tactics to complete an orienteering circuit in the fastest possible time.</p> <p>Understand why orienteering is a race and why it is important to have map reading skills.</p> <p>Perform as an individual, pair and team using the whole site orienteering course.</p>	<p>the technique with a partner.</p> <p>Move from a ready position into a forehand position/backhand position quickly</p> <p>Bring racquet to meet the ball/shuttle for a forehand and backhand hit</p> <p>Develop service technique.</p> <p>Understand and develop a basic points scoring system against an opponent</p> <p>Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.</p> <p>Serve the ball correctly beginning to purposely aim for space to score.</p> <p>Introduction to highly skilled net game: Volleyball.</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.</p> <p>Serve the ball accurately making team mates have to move to send it back.</p> <p>Apply the correct scoring system specific to the sport.</p> <p>Evaluate your own and others performance to enhance your own success.</p>	<p>following events: 60m sprint, 600m, long jump, nerf ball throw and shot putt.</p> <p>Design a points scoring system to record results of classmates.</p>
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<p>End of KS2 Expectation</p>	<p>Understand positional play when attacking and defending in a 5v5 team game</p>	<p>Level 4 and above on Multi Stage Fitness Test.</p> <p>(NB not maximum testing, once they achieve 4-5 stop)</p>	<p>To perform a gymnastics sequence as an individual and pair linking balances, rolls, linking movements and foundation shapes.</p>	<p>To perform dance movements as an individual, pair and group keeping up with timing and rhythm.</p> <p>To use a map to complete an orienteering course in the fastest possible time.</p>	<p>Throw a small sized ball with a competent partner x 20 over a distance of 5 metres. Strike 5 out of 10 tennis balls with either a rounders or cricket bat.</p> <p>Maintain a rally of 10 shots or more using forehand and backhand with a competent pupil or teacher over a cone or net.</p>	<p>Run 60m in less than 15 seconds. Throw a tennis ball at least 15m. Standing long jump at least 1.5m.</p>
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Assessment Framework for Physical Education at Sacred Heart RC Primary School

Formative Assessment

In every P.E lesson at Sacred Heart, there will be formative assessments ongoing throughout the lesson. Examples of formative assessments that will be used are;

- Differentiation - Lessons and subject content will be adapted to support the needs of all students through complexity of task and variation of equipment.
- Self-Assessment - Students will often be asked to reflect on their own learning to monitor their own progress highlighting both strengths and areas to improve upon.
- Peer Assessment - Regularly pupils will be asked to assess the performance of others within the lesson, this can be provided in written feedback, verbal feedback or via performance. I-Pads are also used in lessons to monitor progress.
- Teacher feedback - The classroom teacher and Teaching Assistants will regularly monitor progress within the lesson.

Summative Assessment

WTS(Working towards standard), WTS+(Working towards standard+), EXS (Expected Standard), EXS+(Exceeding Expected standard), GDS(Greater Depth)

In EYFS, there are 7 core tasks which encompass the three National Curriculum areas.

WTS (1/2 Core tasks), WTS+ (3/4 Core tasks), EXS (5 Core Tasks), EXS+ (6 Core Tasks), GDS (7 Core Tasks)

In Year 1 and 2, there are 7 core tasks which encompass the three National Curriculum areas.

WTS (1/2 Core tasks), WTS+ (3/4 Core tasks), EXS (5 Core Tasks), EXS+ (6 Core Tasks), GDS (7 Core Tasks)

In Year 3, there are 10 core tasks, which encompass the six national Curriculum areas. (Please note, in Year 3 there are 10 due to swimming taught in Year 4).

WTS (1/2 Core tasks), WTS+ (3/4/5 Core tasks), EXS (6/7 Core Tasks), EXS+ (8/9 Core Tasks), GDS (10 Core Tasks)

In Year 4, there are 11 core tasks, which encompass the six national Curriculum areas. (Please note, in Year 3 there are 10 due to swimming taught in Year 4).

WTS (1/2 Core tasks), WTS+ (3/4/5 Core tasks), EXS (6/7/8 Core Tasks), EXS+ (9/10 Core Tasks), GDS (11 Core Tasks)

In Year 5 and 6, there are 11 core tasks, which encompass the six national Curriculum areas. Please note, check Swimphony data related to core task 11 - Swimming assessed in Year 4.

WTS (1/2 Core tasks), WTS+ (3/4/5 Core tasks), EXS (6/7/8 Core Tasks), EXS+ (9/10 Core Tasks), GDS (11 Core Tasks)

Core Tasks EYFS

Core Task 1 and assessment: Experiments with different ways of moving.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through dance and gymnastics.

Core Task 2 and assessment: Jumps off an object and lands appropriately.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through dance gymnastics.

Core Task 3 and assessment: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through athletics activity.

Core Task 4 and assessment: Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through gymnastics.

Core Task 5 and assessment: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through gymnastics and athletics.

Core Task 6 and assessment: Handles tools, objects, construction and malleable materials safely and with increasing control.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through athletics and gymnastics.

Core Task 7 and assessment: Shows a preference for a dominant hand.

Curriculum area: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Taught through athletics activities.

Core Tasks for Year 1

Core Task 1: To throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres.

Assessment: Throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 2: Perform basic dance moves as a class and moving to 8 beats at a time.

Assessment: Replicate basic dance movements to a beat of 8.

Curriculum area: Perform Dances using simple movement patterns.

Core Task 3: To complete a fitness circuit completing a range of different activities.

Assessment: Complete a range of different activities without regularly stopping.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 4: To create an individual gymnastics sequence, which should include balances, shapes, linking movements and rolls.

Assessment: Link together 4 basic gymnastics movements including foundation shapes, balances and rolls on the floor and on apparatus.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 5: To perform as part of a team in a small-sided game, linking passing, shooting and moving with the ball.

Assessment: Play as part of a team in different sports and understand basic attacking and defensive principles.

Curriculum area: Participate in team games, developing simple tactics for attacking and defending.

Core Task 6: Hold a racket and make contact with a tennis ball or shuttlecock. Hold a bat and make contact with the ball in rounders of cricket.

Assessment: Correct technique of holding the racquet or bat. Beginning to make contact with the object using forehand or backhand technique.

Curriculum area: Participate in team games, developing simple tactics for attacking and defending.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 7: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 30m in less than 12 seconds. Throw a tennis ball more than 5m. Standing long jump of more than 0.5m from standing.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Tasks for Year 2

Core Task 1: To throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres 10 times with a partner.

Assessment: Throw and catch a tennis ball, medium sized ball and a quoit over a distance of 5 metres.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 2: Replicate basic dance moves as a class and moving to 8 beats at a time.

Assessment: Replicate basic dance movements to a beat of 8.

Curriculum area: Perform Dances using simple movement patterns.

Core Task 3: To complete a fitness circuit completing a range of different activities understanding how activities link to balance, agility and co-ordination.

Assessment: Complete a range of different activities without regularly stopping.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 4: To create an individual gymnastics sequence, which should include at least 4 movements - balances, shapes, linking movements and rolls.

Assessment: Link together 4 basic gymnastics movements including foundation shapes, balances and rolls on the floor and on apparatus.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 5: To perform as part of a team in a small-sided game, linking passing, shooting and moving with the ball. Have an awareness of attacking and defending.

Assessment: Play as part of a team in different sports and understand basic attacking and defensive principles.

Curriculum area: Participate in team games, developing simple tactics for attacking and defending.

Core Task 6: Hold a racket and make contact with a tennis ball or shuttlecock. Hold a bat and make contact with the ball in rounders of cricket. Perform a short rally with an able partner.

Assessment: Correct technique of holding the racquet or bat. Beginning to make contact with the object using forehand or backhand technique.

Curriculum area: Participate in team games, developing simple tactics for attacking and defending.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 7: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 30m in less than 10 seconds. Throw a tennis ball more than 7m. Standing long jump of more than 0.7m.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core tasks for Year 3

Core Task 1: To perform as part of a team keeping possession.

Assessment: Apply attacking and defensive principles to a team game.

Curriculum area: Competitive Games

Core Task 2: To work at maximum levels to improve overall physical fitness.

Assessment: Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 3: Complete the Multi Stage Fitness Test to monitor your fitness - Level 2.5

Assessment: Level 2.5 and above on Multi Stage Fitness Test.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 4: To create an individual gymnastics sequence which should include balances, shapes, linking movements and rolls.

Assessment: Link a gymnastics sequence using 6 different shapes and movements.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 5: To create a pair gymnastics sequence which should include balances, shapes, linking movements and rolls.

Assessment: Link 5 gymnastics movements in to a sequence with a partner using floor or apparatus.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 6: Perform a group dance to perform in front of the class, which should include 4 sets of 8 beats.

Assessment: To perform dance movements as an individual keeping to time and rhythm.

Curriculum area: Perform dances using a range of movement patterns.

Core Task 7: Complete an orienteering course as a team in the quickest possible time.

Assessment: To complete an orienteering course in a team.

Curriculum Area: Take part in Outdoor and Adventurous activity challenges both individually and within a team.

Core Task 8: Play a rally with a competent partner through tennis or badminton.

Assessment: Make regular contact with a tennis ball or shuttlecock using forehand and backhand technique.

Curriculum area: Competitive Games

Core Task 9: Play as an individual in a competitive game of cricket/rounders demonstrating skills in batting/bowling/fielding.

Assessment: Throw a small sized ball with a competent partner x 10 over a distance of 5 metres. Strike a small sized tennis ball with a rounders bat or cricket bat with consistent success.

Curriculum area: Competitive Games

Core Task 10: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 60m in less than 25 seconds. Throw a tennis ball at least 8m. Standing long jump at least 0.8m.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core tasks for Year 4

Core Task 1: To perform as part of a team in a 3v1 and 4v1 small-sided game, linking passing, shooting and moving with the ball.

Assessment: Apply attacking and defensive principles to a team game.

Curriculum area: Competitive Games

Core Task 2: To work at maximum levels to improve overall physical fitness. Understand how exercises relate to different components of fitness.

Assessment: Work to maximum levels during fitness training and understand physiological changes to their body as a result of exercise.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 3: Complete the Multi Stage Fitness Test to monitor your fitness - Level 3

Assessment: Level 3 and above on Multi Stage Fitness Test.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 4: To create an individual gymnastics sequence which should include balances, shapes, linking movements and rolls.

Assessment: Link a gymnastics sequence using 6 different shapes and movements.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 5: To create a pair gymnastics sequence which should include balances, shapes, linking movements and rolls.

Assessment: Link 6 gymnastics movements in to a sequence with a partner using floor or apparatus.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 6: Create an individual, pair and group dance to perform in front of the class, which should include 4 sets of 8 beats.

Assessment: To perform dance movements as an individual keeping to time and rhythm.

Curriculum area: Perform dances using a range of movement patterns.

Core Task 7: Complete an orienteering course individually in the quickest possible time.

Assessment: To complete an orienteering course in a team.

Curriculum Area: Take part in Outdoor and Adventurous activity challenges both individually and within a team.

Core Task 8: Play a rally with a competent partner through tennis or badminton using forehand and backhand techniques.

Assessment: Make regular contact with a tennis ball or shuttlecock using forehand and backhand technique.

Curriculum area: Competitive Games

Core Task 9: Play as an individual in a competitive game of cricket/rounders demonstrating skills in batting/bowling/fielding. Apply a basic points scoring system.

Assessment: Throw a small sized ball with a competent partner x 10 over a distance of 5 metres. Strike a small sized tennis ball with a rounders bat or cricket bat with consistent success.

Curriculum area: Competitive Games

Core Task 10: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 60m in less than 20 seconds. Throw a tennis ball at least 10m. Standing long jump at least 1m.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 11: To be able to swim a distance of 25 metres unaided.

Assessment: Swim a distance of 25m using a range of swimming techniques.

Curriculum area: Swimming and Water Safety

Core tasks for Year 5

Core Task 1: To perform as part of a team in a 3v3 small-sided game, linking passing, shooting and moving with the ball.

Assessment: Understand positional play when attacking and defending in a team game.

Curriculum area: Competitive Games

Core Task 2: To work at maximum levels by taking part in a weekly fitness lesson.

Assessment: Understand how fitness training can be adapted to increase overall work rate and heartrate. Understand the importance of repetitions and complexity of task on physical fitness improvement.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 3: Complete the Multi Stage Fitness Test to monitor your fitness

Assessment: Level 4 and above on Multi Stage Fitness Test.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 4: To create an individual gymnastics sequence, which should include balances, shapes, linking movements and rolls.

Assessment: Link a gymnastics sequence using 7-8 different shapes and movements showing clarity and control.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 5: To create a pair gymnastics sequence, which should include balances, shapes, linking movements and rolls.

Assessment: Link 7-8 gymnastics movements in to a sequence with a partner using floor or apparatus showing clarity and control.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 6: Create an individual, pair and group dance to perform in front of the class, which should include 4 sets of 8 beats.

Assessment: To perform dance movements as an individual, pair and group keeping up with timing and rhythm.

Curriculum area: Perform dances using a range of movement patterns.

Core Task 7: Complete an orienteering course individually in the quickest possible time.

Assessment: To complete an orienteering course in the fastest possible time using a map.

Curriculum Area: Take part in Outdoor and Adventurous activity challenges both individually and within a team.

Core Task 8: Play a competitive set as an individual (racket sport) using the correct scoring system.

Assessment: Maintain a rally of 10 shots or more using forehand and backhand with a competent pupil or teacher.

Curriculum area: Competitive Games

Core Task 9: Play as an individual in a competitive game of cricket/rounders demonstrating skills in batting/bowling/fielding.

Assessment: Throw a small sized ball with a competent partner x 20 over a distance of 5 metres. Strike 5 out of 10 tennis balls with either a rounders or cricket bat.

Curriculum area: Competitive Games

Core Task 10: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 60m in less than 18 seconds. Throw a tennis ball at least 13m. Standing long jump at least 1.3m.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 11: To be able to swim a distance of 25 metres unaided.

Assessment: Swim a distance of 25m using a range of swimming techniques. Please use Swimphony data from Year 4 to make this judgement.

Curriculum area: Swimming and Water Safety

Core tasks for Year 6

Core Task 1: To perform as part of a team in a 5v5 small-sided game, linking passing, shooting and moving with the ball.

Assessment: Understand positional play when attacking and defending in a team game.

Curriculum area: Competitive Games

Core Task 2: To work at maximum levels by taking part in a weekly fitness lesson and monitor resting and working heart rate.

Assessment: Understand how fitness training can be adapted to increase overall work rate and heartrate. Understand the importance of repetitions and complexity of task on physical fitness improvement.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 3: Complete the Multi Stage Fitness Test to monitor your fitness

Assessment: Level 4 and above on Multi Stage Fitness Test.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 4: To create an individual gymnastics sequence, which should include balances, shapes, linking movements and rolls. Evaluate your own and others performance.

Assessment: Link a gymnastics sequence using 7-8 different shapes and movements showing clarity and control.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 5: To create a pair gymnastics sequence, which should include balances, shapes, linking movements and rolls. Evaluate your own and others performance.

Assessment: Link 7-8 gymnastics movements in to a sequence with a partner using floor or apparatus showing clarity and control.

Curriculum area: Develop flexibility, Strength, technique, control and balance.

Core Task 6: Create an individual, pair and group dance to perform in front of the class, which should include 4 sets of 8 beats. Evaluate your own and others performance.

Assessment: To perform dance movements as an individual, pair and group keeping up with timing and rhythm.

Curriculum area: Perform dances using a range of movement patterns.

Core Task 7: Complete an orienteering course individually in the quickest possible time. Create your own course and introduce to the class as part of a group.

Assessment: To complete an orienteering course in the fastest possible time using a map.

Curriculum Area: Take part in Outdoor and Adventurous activity challenges both individually and within a team.

Core Task 8: Play a competitive set as an individual (racket sport) using the correct scoring system. Officiate another game and evaluate performance of others and yourself.

Assessment: Maintain a rally of 10 shots or more using forehand and backhand with a competent pupil or teacher.

Curriculum area: Competitive Games

Core Task 9: Play as an individual in a competitive game of cricket/rounders demonstrating skills in batting/bowling/fielding. Umpire a small sided game and evaluate performance.

Assessment: Throw a small sized ball with a competent partner x 20 over a distance of 5 metres. Strike 5 out of 10 tennis balls with either a rounders or cricket bat.

Curriculum area: Competitive Games

Core Task 10: Perform as an individual to maximum levels in running, throwing and jumping events.

Assessment: Run 60m in less than 15 seconds. Throw a tennis ball at least 15m. Standing long jump at least 1.5m.

Curriculum area: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Core Task 11: To be able to swim a distance of 25 metres unaided.

Assessment: Swim a distance of 25m using a range of swimming techniques. Please use Swimphony data from Year 4 to make this judgement.

Curriculum area: Swimming and Water Safety.