



PROGRESSION IN P.E

Horsted School

Progression of **Invasion Games** in Horsted School

	Year 1	Year 2
Football	<ul style="list-style-type: none"> • Familiarisation of the ball: Pupils begin to use their foot to move around an area and learn basic rules of football. • Pupils start to learn the correct technique of how to dribble with the inside of the foot. • Pupils start to use the inside of their foot to pass a ball a short distance. • Pupils learn to kick with more power when trying a long pass. • Pupils learn how to strike a ball and the difference between passing and shooting. • Pupils link all the skills in a game situation. 	<ul style="list-style-type: none"> • Pupils begin to use their foot to move around an area and learn basic rules of football. • Pupils learn the to use the inside of their foot for the correct technique of how to dribble with more control. • Pupils start to use the inside of their foot to pass a ball a short distance with more accuracy. • Pupils learn how much power is needed to pass a ball over a long distance. • Pupils develop how to strike a ball and the difference between passing and shooting. • Pupils link all the skills in a game situation.

	Year 3	Year 4	Year 5	Year 6
Football	<ul style="list-style-type: none"> • To understand the basic rules of football and explore ways of using the feet to move the ball. • To learn the correct technique to dribble a ball and change direction. • To learn different passing techniques (Inside and laces) and begin to control the ball. • To learn different passing techniques (Inside and laces) and begin to be able to pass over a long distance. • To learn the shooting technique and be able to strike a ball using laces. 		<ul style="list-style-type: none"> • To understand the rules of football and explore different ways of moving with the ball effectively. • To learn different techniques to dribble with the ball (Inside and outside of the foot). • To learn to turn and change direction and beat defenders. • To learn how to pass the ball over a variety of distances from 2m building up to 20m. • To learn the correct technique to strike a ball. • To use all the skills learnt and put them into a game situation. 	<ul style="list-style-type: none"> • To learn different techniques to dribble with the ball effectively. • To learn a variety of different turns to change direction and use these in a game situation. • To learn how to pass with control over a variety of different distances. • To learn how to strike a ball with accuracy. • To use tactics to attack and defend in different situations. • To use all skills learnt and put them into a game situation.

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	Year 1	Year 2
Tag Rugby	<ul style="list-style-type: none"> • Learn how to dodge and weave an object using speed and direction. • Become familiar with a rugby ball, how to hold it and run with it. • Begin to learn the correct technique to throw the rugby ball in a straight line • Begin to learn how to mark/shadow another person and why do this. Introduce tagging. • Learn how to pass and move towards a goal area. • Learning how to score in rugby by place the ball down in target areas. 	<ul style="list-style-type: none"> • Learn how to dodge and weave an object using speed and direction. Discuss 'agility'. • Become familiar with a rugby ball, how to hold it and start to catch it. • Begin to learn the correct technique to throw the rugby ball in a straight line, focusing on a target. • Begin to learn how to mark/shadow another person and why do this. Introduce tagging. • Learn how to pass and move towards a goal area, combining running and passing. • Learning how to score in rugby by place the ball down in target areas. Begin to learn how to work as a team.

	Year 3	Year 4	Year 5	Year 6
Tag Rugby	<ul style="list-style-type: none"> • Pupils learn how to dodge and weave using speed and direction • Pupils learn what agility is and why we use it in Tag Rugby • Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it in two hands. • Pupils also learn to move their feet towards the ball for a successful catch and to avoid a knock on • Pupils learn how to use the correct technique to throw the rugby ball backwards. Focus on aiming at a target. • Pupils learn to tag a player and the rules associated with tagging • Pupils learn how to pass and move towards a goal area. Combining passing and running skills using a magic diamond tactic. • Pupils learn how to score in rugby by placing the ball down in target areas. • The learn how to work as a team communicating ideas and rules. 	<ul style="list-style-type: none"> • To learn the importance of agility when dodging. • To become familiar with catching a rugby ball with consistency. • To learn how to pass the ball backwards down a line. • Develop the tagging techniques using the correct rules. • Develop basic tactics using the magic diamond. • To develop knowledge of how to score a "Try" and to learn basic game rules. 		<ul style="list-style-type: none"> • Pupils learn how to dodge and weave using speed and direction. • Pupils to competently catch from short and long passes. • To learn how to pass the ball backwards down a line whilst moving. • Learn to tag a player and reaffirm the rules. • Pupils learn how to pass and move to a goal area, combining running and passing and developing tactics. • Pupils work as a team in match situations to apply their skills.

	Year 3	Year 4	Year 5	Year 6
Hockey	<ul style="list-style-type: none"> • To understand the basic rules of hockey and explore anyway of using the stick to move the ball. • To develop dribbling skills with control in a small area • To understand different passing techniques and develop passing skills • To understand how to control passes and understand when to use power. • To understand the difference between passing and shooting • Develop dribbling, passing and shooting into a game situation 		<ul style="list-style-type: none"> • To explore the shake hand grip and the reverse grip when travelling with the ball • To dribble with direction and explore the reverse stick • To explore passing over distance whilst on the move and learn how to stop the ball • To explore how to attack • To explore how to defend and tackle • To implement skills and techniques learnt in a competitive game 	<ul style="list-style-type: none"> • To develop the two different grips depending on the action needed • To dribble in all directions including reverse dribble • Passing on the move over different distances focusing on the different grips available. • Try to outwit defenders using various dribbling and passing techniques in attack. • To explore how to defend and not be outwitted • To show how to use the learnt skills in a game environment

	Year 3	Year 4	Year 5	Year 6
Netball	<ul style="list-style-type: none"> • To develop an understanding of the footwork rule. To attempt the two footed landing and pivot action. • Passing short distance: To attempt the chest and bounce pass in a game situations. • Passing long distance: To attempt the shoulder and overhead pass and use them in a game situation. • Introduce basic attacking skills, creating space with the straight dodge technique. • Introduce basic defending skills, learning man to man marking technique. • To attempt the shooting technique and basic positions in a game situation. 		<ul style="list-style-type: none"> • To learn how to control their footwork when moving at speed • To develop short distance passing skills on the move • To develop long distance passing on the move using signalling and communication • To develop basic attacking skills, by understanding the principle of creating and moving forward into space to receive the ball • To develop basic defending skills when marking the ball, demonstrating good control and quick reactions within a game situation. • To develop the shooting technique and develop pupils understanding of rules and game play. 	<ul style="list-style-type: none"> • To learn how to turn in the air when landing using the correct footwork technique • To develop and refine short distance passing skills in game situation • To develop long distance passing on the move to be able to perform the correct passes in a game situation. • Pupils are to learn how to apply their knowledge of the dodging technique in various game situations • Pupils to learn how to select the correct type of defending technique in various game situations. • To develop pupils knowledge of the of rules in regards to the shooting technique

	Year 3	Year 4	Year 5	Year 6
Basketball	<ul style="list-style-type: none"> • Familiarisation with the basketball and to learn basic rules of the game • To be able to perform the basic dribbling technique with control • To introduce and understand where passing is used in basketball • To develop understanding and knowledge of how to execute a successful set shot. • To work as a team to develop both attacking and defending skills • To link all the skills learnt into a game situation. 	<ul style="list-style-type: none"> • Familiarisation with the ball and to learn basic rules of basketball • To be able to perform the basic dribbling technique with control and accuracy. • To introduce and understand where passing is used in basketball • To develop understanding and knowledge of how to execute a successful set shot. • To work as a team to develop both attacking and defending skills • To link all the skills learnt into a game situation. 	<ul style="list-style-type: none"> • To understand the basic rules of basketball and explore different ways of moving with the ball effectively • To learn different techniques to dribble the ball with control • To learn a variety of different passes and when they are used in a game • To be able to shoot using the correct technique. • To be able to work as a team to attack and defend effectively • To link all skills learnt and put them into a game. 	

	Year 5	Year 6
Handball	<ul style="list-style-type: none"> • Different types of passing and shooting available in handball. • Basic dribbling in handball. • Link dribbling and passing together. • Link dribbling and shooting together. • Decision making focusing on when to pass, take 3 steps or dribble. • Use all the skills in a game situation. 	<ul style="list-style-type: none"> • Develop accuracy of passing and shooting • Dribble and pass at speed • Dribble and deceive an opponent • Learn how to create shooting opportunities • Practice creating space and shooting opportunities • Play a Handball game

Progression of **Net games** in Horsted School

	Year 1	Year 2
Tennis	<ul style="list-style-type: none"> • Practice rolling and throwing the ball under arm gradually linking that technique to the forehand shot. • Develop forehand shot in tennis, linking it to throwing a ball. • Start to understand what a volley shot is. • Begin to practice a volley shot. Students to move their feet to ensure their bodies are in the correct position. • Begin to learn how to start a game with an under arm serve. • Demonstrate a combination of their skills so far. 	<ul style="list-style-type: none"> • Understand the similarities between throwing and rolling a ball to the forehand shot. • Develop their ability of the forehand shot. • Start to understand what a volley shot is. • Practice and improve their volley shot. Ensuring their stance is correct and their racket is facing up. • Increase accuracy of under arm serve by serving to targets. • Demonstrate a combination of their skills so far – introduce rallies.

	Year 3 - Tennis	Year 4 - Badminton	Year 5 - Tennis	Year 6 - Badminton
Tennis & Badminton	<ul style="list-style-type: none"> To develop their ability to play a forehand shot. Learn correct techniques to perform a backhand shot. Understand what a volley shot is and how it could be used in game of tennis. Students learn how to perform an underarm serve and also learn when a serve is used in a game of tennis. Develop all four shots Use the skills learnt to compete in competitive games 	<ul style="list-style-type: none"> Learn the correct stance and grip to play a forehand shot. Develop a forehand return shot. Become familiar with the backhand return shot. Understand how to start a game of badminton, using serve and how to return a serve to commence a rally. Continue to develop their ability to serve and rally To combine their skills within competitive games 	<ul style="list-style-type: none"> Learn the correct technique to perform the forehand shot and linking the similarities between the rolling of the ball and the forehand shot itself. Perform the backhand shot with more accuracy Perform the volley shot using the correct technique To learn how a competitive game of tennis is started, with an overarm serve and the correct technique. Taught the correct terminology for court marking and to start to play, scoring with correct tennis scoring terms. To apply their skills and knowledge in competitive tennis. 	<ul style="list-style-type: none"> Learn the correct terminology for the court markings and develop forehand drive shot. Perform the backhand drive with more accuracy. Understand what a net shot is and how it can be used to outwit an opponent in a match Learn short and deep serves and why these are used. Learn how to play a winning shot in a competitive game of badminton – Smash shot. Combine skills to play competitive badminton and learn how to umpire singles and doubles matches.

Progression of **Striking and fielding games** in Horsted School

	Year 1		Year 2	
	Cricket	Rounders	Cricket	Rounders
Rounders & Cricket	<ul style="list-style-type: none"> • Basic ball/beanbag skills – holding, balancing, catching but focused on throwing. • Basic underarm throwing development • Basic catching and fielding. • Fielding a ball and returning to the wicket. • Learn the basic concept of playing a Kwik cricket game. • Develop the basic concept of playing a Kwik cricket game. 	<ul style="list-style-type: none"> • Pupils learn how to perform a two handed catch with correct technique. • Link both throwing and catching as an introduction to a bowling technique. • Learn to make a striking action, making contact with a stationary ball. • Learn running skills using fun modified games. • Learn to chase the ball and how to pick it up whilst moving. • Learn basic rules and positions by playing a game with a competitive element. 	<ul style="list-style-type: none"> • Learn and understand using the one handed under arm throw and catching with more consistency. • Learn basic under arm bowling action and introduce a wicket keeper. • Learn to catch a low ball. • Fundamental fielding skills, running a batter out by returning the ball to the WK. • Learn the basic concept of playing a Kwik cricket game. • Develop the basic concept of playing a Kwik cricket game. 	<ul style="list-style-type: none"> • Pupils learn how to perform a two handed and one handed catch with correct technique with more consistency.. • Link both throwing and catching as an introduction to a bowling technique. Building accuracy. • Learn to make a striking action, making contact with a stationary or moving ball. • Learn running skills and experiment with the speed using fun modified games. • Learn to chase the ball and how to pick it up whilst moving. Combining good fielding knowledge. • Learn basic rules and positions by playing a game with a competitive element.

	Year 3 - Rounders	Year 4 - Cricket	Year 5 - Rounders	Year 6 - Cricket
Rounders & Cricket	<ul style="list-style-type: none"> • Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball. • Learn to consistently throw and catch with a partner at different distances. • Learn to strike a bowled ball. They focus on using power and strength. • Learn running skills and experiment with the speed in which they run using fun modified games. • Learn to overarm throw long distance to develop fielding techniques. • Learn basic rules and positions by playing a game with a competitive element. 	<ul style="list-style-type: none"> • Learn how to field the ball and attack the stumps. • Continue to develop fielding/catching skills and returning the ball on the move. • Basic batting skills, focusing on the hook shot. • Develop batting and fielding skills in Kwik cricket, with over arm bowling. • Playing a Kwik cricket game with the use of overarm bowling. • Develop the knowledge of bowling and batting rules in a Kwik cricket game. 	<ul style="list-style-type: none"> • Perform a two handed and one handed catch with a competitive element. • Consistently throw and catch at long distances with accuracy. • Learn to strike a bowled ball. Introducing tactics and aiming into zone areas. • Learn running skills and experiment with the speed in which they run using fun modified games. • Explore bowling techniques and target throwing. • Use their skills within a competitive game, learning the basic rules of a match. 	<ul style="list-style-type: none"> • Develop basic fielding skills whilst moving. • Catching and receiving the ball on the move and throwing it at the correct wicket. • To develop batting skills to be able use the correct shot to hit the ball away from fielders. • Development of batting and fielding skills in Kwik cricket, with over arm bowling. • Further development of playing a cricket games. • Understand tactics of a game of Kwik cricket.

Progression of **Athletics** in Horsted School

	Year 1	Year 2
Infant Agility	<ul style="list-style-type: none"> • Learn and understand how to perform the correct running techniques in a range of fun games. • Correct technique for a chest push. • Take part in a number of activities to develop their balancing skills. • Learn how to jump effectively moving their arms and bending their legs to land. • Recap on the skills learnt when running, throwing, balancing and jumping. • Tested on their ability to run, throw, balance, jump. 	<ul style="list-style-type: none"> • Learn correct running technique for short distances. • Learn correct technique for chest push pass with more power. • Learn and understand different ways to balance. • Learn how to jump and land correctly. • To develop hand-eye co-ordination • Continue to develop hand-eye co-ordination in game situations.

	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Learn correct running technique for short distances building their speed. • Learn how to perform long jump. • Learn how to perform a seated overhead throw. • Start to understand what pacing is and how to apply it. • Start to learn how to throw a foam javelin correctly. • Apply the skills learnt in mini games. 	<ul style="list-style-type: none"> • Learn the correct technique for running short distances at speed. • Understand what the best technique to jump effectively is. • Generate more power in a the push pass. • Learn what pacing is and its importance when running long distances. • Understand and perform the correct technique required to throw a foam javelin. • Apply the skills learnt in a competitive element. 	<ul style="list-style-type: none"> • To learn how to use and perform the sprint start technique. • Learn and perform the standing and running long jump. • Practice and develop javelin throw and push pass. • Develop skill of pacing themselves and the sprint finish in long distance running. • Learn how to perform relay races with batons. • To compete in competitions and apply their skills. 	<ul style="list-style-type: none"> • Develop sprint starts and the lean to finish. • Learn to run over 30m whilst changing direction at speed. • Evaluate and improve on their ability to jump for distance. • Learn the correct technique for throwing the shotput. • Learn, practice and evaluate to improve their ability to jump high. • To apply their skills in a competition.

Progression of **Dance** in Horsted School

	Year 1	Year 2
Dance	<ul style="list-style-type: none"> • Introduction to learning basic actions and pupils learn how to copy simple movement patterns. • Pupils learn how to respond to a variety of stimuli E.G words, pictures, sounds, videos and objects. They explore different ways to use movement to reflect the stimulus. • Pupils learn different directions used in dances. They attempt to these directions in the basic movement patterns they have created. • Pupils learn how to express moods and feelings in dance to tell a story or convey an idea. • Pupils learn how to create a clear middle and end to their routines using stillness. Pupils work on communications ideas. • Perform basic skills and use these in their final dance to gain points from a judge. 	<ul style="list-style-type: none"> • Introduction to learning basic actions and pupils learn how to improvise and copy simple movement patterns. • Pupils learn how to respond to a variety of stimuli E.G words, pictures, sounds, videos and objects. They explore different ways to use movement to reflect the stimulus. Practising their dance and trying to keep in unison. • Pupils learn different stage directions used in dances. They attempt to use these directions in the dances have created. • Pupils learn how to express moods and feelings in dance to tell a story or convey an idea. Create and expand their own storylines and expression. • Pupils learn how to create a clear middle and end to their routines using stillness. Pupils work on communications ideas. • Perform basic skills and use these in their final dance to gain points from a judge.

	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Recap basic movements and pupils learn how to create and develop basic movement patterns in small groups. Pupils learn how to respond to a variety of stimuli E.G words, pictures, sounds, videos and objects. They explore different ways to use movement to reflect the stimulus, linking movements together in small groups. Pupils learn different stage directions used in dances. They attempt to use these directions in the dances have created. Pupils learn how to use formations in dance to make it creative and nice to watch. Learn how to make formation flow in a smooth and controlled way. Pupils learn how to create a clear middle and end to their routines using stillness. Pupils work on communications ideas. Perform basic skills and use these in their final dance to gain points from a judge. 	<ul style="list-style-type: none"> Recap basic movements and pupils learn how to create and develop basic movement patterns in small groups. Pupils learn how to respond to a variety of stimuli E.G words, pictures, sounds, videos and objects. They explore different ways to use movement to reflect the stimulus, linking movements together in small groups. Pupils learn different stage directions used in dances. They attempt to use these directions in the dances have created. Pupils learn how to use formations in dance to make it creative and nice to watch. Learn how to make formation flow in a smooth and controlled way. Pupils learn how to create a clear middle and end to their routines using stillness. Pupils work on communications ideas. Perform basic skills and use these in their final dance to gain points from a judge. 	<ul style="list-style-type: none"> Introduced to a basic motif in small groups. Pupils learn how to respond to a variety of stimuli . They explore different ways to use movement to reflect the stimulus, linking movements together in small groups. Pupils learn explore different dance relationships and how different moods can ideas can be expressed. Use formations to make their dance more creative and pleasing for the audience. Pupils learn different stage directions used in dances. They attempt to use these directions in the dances have created. Perform basic skills and use these in their final dance to gain points from a judge in a competition style session. 	<ul style="list-style-type: none"> Learn how to adapt a basic motif in small groups. Pupils learn how to respond to a variety of stimuli .They explore different ways to use movement to reflect the stimulus, linking movements together in small groups. Pupils learn different dance relationships used in dances. Use formations to make their dance more creative and aesthetically pleasing. Pupils learn different stage directions used in dances. They attempt to use these directions in the dances have created. Perform basic skills and use these in their final dance to gain points from a judge in a competition style session.

Progression of **Gymnastics** in Horsted School

Year 1			
	SMALL and LARGE BODY PART BALANCES alongside SKIPPING Unit 5 (1)	BASIC SHAPES, ADDITIONAL ROLLING TECHNIQUES and CLIMBING UNIT 6 (1)	JUMP, LAND and TRAVEL UNIT 7 (1)
Gymnastics	<ul style="list-style-type: none"> • To understand the principles of a static balance • Child can demonstrate and explain a static balance • To develop an understanding of the basic rules that govern performing a static Balance • Child can demonstrate balances on different parts of the body following a basic set of rules • Child can continuously repeat simple movement patterns • Child can demonstrate Skipping in a continuous fashion 	<ul style="list-style-type: none"> • To use different methods of “rolling” as a means of travel • Children can demonstrate and perform the Tuck Roll, Straddle Roll and Half Tuck Roll competently, recognising stable body shapes and understanding the principles of fluid momentum • Health and safety: Children are aware of when and where to use mats in a gymnastic environment • Health and safety: Children can explain why and demonstrate the correct use of mats for Rolling Techniques but explain the reasons for the absence of mats around the wall bars. 	<ul style="list-style-type: none"> • To promote and understand that the body can travel on many different parts of the body and use different movement patterns to travel. • Child can demonstrate and explain different the movement patterns explored using the resources from the Themed Game, Creature Movements. • To explore different ways of implementing the use of Basic Gymnastics Shapes. • Child can demonstrate the implementation of the Basic Gymnastics Shapes in jump and travel movements

Year 2			
	SMALL and LARGE BODY PART BALANCES alongside SKIPPING Unit 5 (2)	BASIC SHAPES, ADDITIONAL ROLLING TECHNIQUES and CLIMBING UNIT 6 (2)	JUMP, LAND and TRAVEL UNIT 7 (2)
Gymnastics	<ul style="list-style-type: none"> • To be able to use a skipping rope in a variety of ways • : To demonstrate high and low impact activities with a rope as an individual, with a partner or in a small group • To understand and be able to describe how a balance works and how altering the components and structure of the base can affect stability • To demonstrate, explain and implement the basic rules of stability through Basic Balance Biomechanics 	<ul style="list-style-type: none"> • To practice and understand that different movement patterns occur at different parts of the body • Children can explain and demonstrate actions involving rotation, flexion and extension, wiggle etc during mobility exercises • Children can describe the actions of “rolling” and understand that body shape influences the principles of fluid momentum. • Children can demonstrate and recognise that body shape affects the principles of fluid momentum 	<ul style="list-style-type: none"> • To promote the development of short sequences using different methods of travel as linking skills. • Child can demonstrate a short sequence from the Creature Movements resources. • To explore movement patterns with Hand Apparatus. • Child can demonstrate and explain different movement patterns with a ribbon (or similar material).

	Year 3		Year 4	
	Symmetry & Group balances Unit 9	Paired balances & Rolling techniques Unit 10	Flight Foot patterns Unit 11	Boxes and Bridges Unit 12
Gymnastics	<ul style="list-style-type: none"> To explore the many uses and versatility of the five Basic Gymnastic shapes using their knowledge and understanding to transfer the skills to demonstrate the properties of Symmetry. Child can demonstrate versatility of the Basic Gymnastic Shapes through symmetry tasks, explaining the technical points of the individual shapes with a view to evaluating and improving presentation skills. To promote the awareness of co-operation and negotiation when working with a partner or in small groups. Children can demonstrate through Group Balance activities teamwork and an aptitude to conform. 	<ul style="list-style-type: none"> To facilitate the learning of Paired Balances. Child can demonstrate Paired Balances with a partner, clearly explaining the different roles of the Base and the Top. Child can use a skipping rope in a variety of ways. Child can demonstrate a short sequence with a skipping rope that includes high impact jumping steps and low impact swinging movements with the rope. 	<ul style="list-style-type: none"> To explore flight as a means of travel. Child can demonstrate various flight movement patterns associated with travel, explaining the different properties of a jump, hop, hurdle and leap. To enable the child to acquire the requisite skills to mount and dismount low apparatus in a safe and efficient manner. Child can competently demonstrate mounting and dismounting low apparatus, using the Spot Landing efficiently and explaining its importance with regards to body management and safety. 	<ul style="list-style-type: none"> To understand and sample ways to invert the body. Child can explain and recognise when a body is inverted (any shape where the hips are elevated above the head). Child can demonstrate a simple inversion skill. To explore how the use and implementation of Hand Apparatus can enhance an activity. Child can demonstrate and explain how the use of hand Apparatus has modified the flexibility activity.

	Year 5		Year 6	
	Mirror, match & canon Unit 13	Counter balance & Counter tension Unit 14	All change Unit 15	Rotation around an Axis Unit 16
Gymnastics	<ul style="list-style-type: none"> • To recognise that there are different techniques and movement patterns available to aid and add variety to the composition of sequences in a partnerships or small groups. • Children can demonstrate and explain the difference between Mirroring, Matching or Cannoning in the context of movement patterns and gymnastics skills. • To recognise the importance of evaluating a performance based on a set of agreed criteria and being positive in constructive criticism. • Children can demonstrate an awareness and respect of other members of their group. 	<ul style="list-style-type: none"> • To understand the difference between the “pushing” and “pulling” actions and the associated location of the bodies Centre of Mass during the skills. • Child is able to demonstrate an understanding by explaining where their Centre of Mass is located when performing “pushing” and “pulling” counter-activities with a partner. • To monitor the Rate of Respiration and the effects of a rigorous activity. • Children can explain why their rate of respiration becomes faster during a continuous Skipping activity. 	<ul style="list-style-type: none"> • To explore the effects of applying a simple Change Mechanism to modifying an activity. • Child can demonstrate how applying a simple Change Mechanism to an activity can alter its appearance. • To explore ways of using a Skipping Rope. • Child can demonstrate a variety of skills and techniques with a Skipping Rope. 	<ul style="list-style-type: none"> • To identify and name the three different Axis of Rotation. • Child can explain and demonstrate gymnastic skills to show rotation around the Vertical Axis, Horizontal Axis and the Lateral Axis. • To enable all children to invert and transfer body weight onto their hands. • Child can demonstrate cartwheel and handstand early progressive steps safely and effectively.

Progression of **OAA** in Horsted School

	Year 3	Year 4	Year 5	Year 6
OAA	<ul style="list-style-type: none"> • Introduce teamwork and develop trust in partners. • Develop teamwork and communication through planning and completing tasks. • Develop pupils short term memory and creative thinking. • Design and map and use problem solving skills as a team. • Learn the points of a compass and use these to orientate themselves. • Develop teamwork and trust with partners whilst exploring compass directions. 	<ul style="list-style-type: none"> • Develop basic tactical thinking and team work to overcome a task. • Develop team building skills to overcome physical tasks. • Discover and develop verbal communication and trust building exercises. • Develop leadership qualities, communication and tactics to complete various tasks. • Develop trust with partners. • Develop trust with partners whilst using all their senses. 	<ul style="list-style-type: none"> • How to use communication to develop leadership skills • How to use communications and leadership to develop directions • To learn about compass directions and orientation • To develop team and compass work through designing pathways on an orienteering map. • To develop orientation and route planning. • To be able to organise and plan activities for others to follow. 	<ul style="list-style-type: none"> • Understand how to work as team to overcome challenges. • Develop strategies when working as a team. • Learn map and orientation skills with a focus on symbols. • Learn how to design and use a map of the school grounds. • To design an orienteering route and develop map reading skills • Use a compass to assist in map reading skills.

Progression of **Tri Golf** in Horsted School

	Year 1	Year 2
Tri-Golf	<ul style="list-style-type: none"> • Learn fundamental skills of rolling a ball underarm and the areas of a golf course. • Learn how to play golf without equipment. • Learn how to use a putter. • Progressing skills with a putter. • To learn the fundamental skills to chip a golf ball. • To be able to put skills together to play a hole of golf. 	<ul style="list-style-type: none"> • Familiarise pupils with the golf course: Holes, tees, water and bunkers. • Practice playing without equipment. • Develop putting. Focusing on power and body positioning. • Learn how to use a putter in a game situation using a score card. • Develop fundamental skills of chipping. • Apply their knowledge to play a round of golf.

Progression of **Swimming** in Horsted School

Over 3 Terms in Year 4, Children will be taught swimming with the aim of reaching stage 5 (plus 25m swim and highlighted statements) of the

Schools Swimming Charter from Swim England with Self Rescue taught alongside the stages.

	Stage 1 To be completed with or without floatation devices.	Stage 2 To be completed with or without floatation devices.	Stage 3 To be completed without floatation devices.	Stage 4 To be completed without floatation devices.
Swimming	<ul style="list-style-type: none"> • Enter water safely • Move forwards, backwards and sideways for distances of 5 metres with feet on or off the floor. • Scoop the water and wash face, be comfortable with water showered from overhead. • Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged. • Take part in a movement game. • Give examples of 2 pool rules. • Recognise and identify the purpose of beach flags and lifeguards. • Exit the water safely. 	<ul style="list-style-type: none"> • Enter the water safely • Move from a horizontal floating position on the front and return to standing. • Move from a horizontal floating position on the back and return to standing. • Push and glide on the front in a horizontal position, to or from the pool wall. • Push and glide on the back in a horizontal position from the pool wall. • Travel on the back for 5 metres • Travel on the front for 5 metres. • Float on the back. • Know how to signal for help. • Exit the water safely. 	<ul style="list-style-type: none"> • Jump in from poolside and submerge (minimum depth 1m) • Fully submerge and pick up and object. • Perform a tuck float and hold for 5 seconds. • Push from wall and glide on the front with arms extended. • Push from wall and glide on the back (with arms extended optional). • Perform a rotation from the back to the front, the return to standing. • Perform a rotation from the front to the back, the return to standing. • Identify an open water hazard near home or school. • Exit the water safely. 	<ul style="list-style-type: none"> • Jump in from poolside, submerge, surface and swim back to the point of entry. • Push and glide towards the pool floor with arms extended. • Perform a sequence of shapes (at least 3) whilst floating. • Push from wall and glide on the front with arms extended and log roll onto back. • Push from wall and glide on the back with arms extended and log roll onto front. • Travel 5 metres on the front, perform a tuck to rotate onto the back and return to side. • Travel 10 metres on the front with feet off floor. • Travel 10 metres on the back with feet off floor. • Perform a shout and signal rescue. Explain how you would get help. • Exit the water safely.

	Stage 5 To be completed without floatation devices.	Stage 6 To be completed without floatation devices.	Stage 7 – Aquatic Skill To be completed without floatation devices.	Self Rescue To be completed without floatation, in clothing and in order without pause
Swimming	<ul style="list-style-type: none"> • Jump in from poolside, submerge, surface and swim back to the point of entry. (Full depth pool) • Perform a horizontal stationary scull on back. • Kick 10 metres backstroke. • Kick 10 metres front crawl. • Kick 10 metres butterfly of breaststroke on front or back (floats may be used for breaststroke.) • Travel on back and log roll 180 degrees in one continuous movement – Back to front and front to back. • Swim 10m – choice of stroke. • Give two examples of where it is safe to swim and why. • Exit the water safely. 	<ul style="list-style-type: none"> • Perform 3 different jumps into deep water (Must include a straddle jump) • Perform a head first scull for 5metres. • Two out of the following 3 must be completed: <ul style="list-style-type: none"> - 10m front crawl - 10m backstroke - 10m breaststroke • Tread water for 30 seconds • Perform a handstand for 30 seconds • Perform a handstand or forward somersault, tucked in water. • Swim 25m – choice of stroke. • Swim 10m wearing clothing – minimum shorts and T shirt. • Exit deep water without using steps. 	<ul style="list-style-type: none"> • Enter water safely • Submerge and pick up object from the bottom of full reach depth. • Swim 25m – choice of stroke. • Swim 50m – Choice of stroke. • Play a mini polo game • Discuss tactics of the game • Perform a sequence of one minute in a group of 3 or more: sculling, treading, floating, rotations. • Exit the water safely. 	<ul style="list-style-type: none"> • Enter the water using a fall entry • Float on back or scull • Tread water for 20 seconds with are in the air and shout for help • Swim 15metres on the front, rotate and swim 15m on the back to a floating object. • Take up the Heat Escape Lessening Position • Swim 10m retaining a floating object • Take up the huddle position • Swim using a long arm front paddle (survival stroke) to the side • Climb out, from water of full depth without using steps • Discuss when these skills might be used.

