



PE PROGRESSION OVERVIEW



ST RICHARD'S
VC ACADEMY



PE Progression Document: Fundamentals

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum statement	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		Pupils need to be able to: Use running, jumping and throwing skills in isolation and in combination as well as further developing balance, agility and co-ordination when applying these in a range of activities.			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Revise and refine the fundamental movement skills they have already required such as; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, coordination and agility needed to engage successfully with future physical education sessions.</p> <p>Go up steps or climb using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose.</p>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p>	<p>Attempt to run at different speeds showing awareness and technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop choosing which allows them to jump the furthest.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing</p>	<p>Run at a appropriate speed over longer distances on for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance,</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances on for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p>	

		<p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
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PE Progression Document: Ball Skills

Curriculum	Foundation Stage			Key Stage 1		Key Stage 2			
	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: Participate in team games and developing simple tactics.		Pupils need to be able to: use throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending.			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use core muscle strength, balance, coordination and agility needed to hold and roll a ball.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Revise fundamental movement skills like rolling, walking, running.</p> <p>Show a preference for a dominant hand.</p>	<p>Drop and catch with two hands.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Stop bean bags or large balls sent to them using hands.</p> <p>Hit a ball with hands.</p> <p>Move a ball with feet.</p>	<p>Drop & catch a ball after one bounce on the move.</p> <p>Throw and roll towards a target with some carrying techniques.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Move a ball with using different parts of the foot.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Strike a ball using a racket.</p> <p>Dribble a ball with some success, stopping it when required.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Use a variety of throwing techniques in a game situation.</p> <p>Catch a ball passed to using one/two hands with some success.</p> <p>Strike a ball with varying techniques.</p> <p>Dribble the ball with feet with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Dribble with feet with some control</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p>	

		Kick larger balls to a space. Attempt to stop a large ball sent to them using feet.	Kick towards a stationary target. Attempt to track balls and other equipment sent to them.	Show balance when kicking towards a target. Move to track a ball and stop it using feet with limited success.	Kick towards a partner in game situations. Receive a ball sent to them using different parts of the foot.	Change direction when dribbling with feet with some control in game situations. Receive a ball using different parts of the foot under pressure.	under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure. Select and apply the appropriate kicking technique with control.
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PE Progression Document: Gymnastics

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: master basic movements as well as developing balance, agility and co-ordination.		Pupils need to be able to: Develop flexibility, strength, technique, control and balance.			
m	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop a more fluent style of moving with developing control and grace. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.	Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that	Perform balances on different body parts with some control and balance. Take body weight on different body parts with and without apparatus. Show increased awareness of extension and flexibility in actions.	Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions.	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and other weight. Demonstrate increased flexibility and extension in more challenging actions.	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength of technique. Confidently transitions from one action to another showing appropriate control and extension for the complexity of the action.	

	Skip, hop, stand on one leg and hold a pose. Continue to develop their movement and balance.	stretch their bodies. Copy and link simple actions together.	challenge their flexibility. Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
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 <small>ST RICHARD'S SCHOOL</small>	<h2>PE Progression Document: Dance</h2>
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	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum statement	<i>Pupils follow the Early Years Foundation Stage.</i>			Pupils need to be able to: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Pupils need to be able to: apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I am beginning to negotiate space safely. I am building my confidence to try new challenges	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers,	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance	Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance.	Copy, remember and repeat a series of actions. Select from a wide range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance.	Copy, remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to	Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in a	Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and

and perform in front of others. I can explore movement skills. I follow instructions with support.	paint and make marks. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Show some sense of dynamic and expressive qualities. Begin to use counts.	Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and a group.	represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform intime with others and the music.	dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance Use counts when choreographing and performing to improve the quality of work.
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PE Progression Document: Striking and Fielding

Curriculum	Foundation Stage			Key Stage 1		Key Stage 2			
	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: Master basic movements including throwing and catching. Participate in team games, develop simple tactics for attacking and defending		Pupils need to be able to: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.			
	Birth to 3	3 to 4 y	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Drop and catch with two hands. Throw and roll a variety of beanbags and larger balls to space. Stop bean bags or large balls sent to them using hands.	Drop and catch a ball after one bounce moving. Throw and roll towards a target with some carrying techniques. Catch a beanbag and a medium-sized ball. Attempt to track balls and other	Dribble a ball with two hands on the move. Throw and roll towards a target using varying techniques with some success. Catch an object passed to them, with and without a bounce. Strike a ball using a racket,	Dribble with one hand with some control in game situations. Use a variety of throwing techniques in a game situation. Catch a ball passed to them using one and two hands with some success. Strike a ball with varying techniques.	Link dribbling the ball with other actions with increasing control. Use a variety of throwing techniques with some control - increasing pressure. Catch and intercept a ball using one/two hands with some success in game situations.	Use dribbling to change the direction of play with some control under pressure. Use a variety of throwing techniques with some control - increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations.	Use dribbling to change the direction of play with control under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. 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.

		<p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Run, stop and change direction with balance and control.</p> <p>Move to a space to help score goals or limit others scoring.</p> <p>Use simple tactics. Link running and jumping movements with some control and balance.</p> <p>Change technique to throw for distance.</p>	<p>Change direction with increased speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually/ in a team.</p> <p>Jump for distance and height with awareness and control</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Strike a ball using varying techniques & increased accuracy</p> <p>Change direction to lose an opponent with some success.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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PE Progression Document: Striking and Fielding

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum statement	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending		Pupils need to be able to: Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.			
	Birth to 3	3 to 4 y	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Drop and catch with two hands.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Throw and roll towards a target with some carrying techniques.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Throw and roll towards a target using varying techniques with some success.</p>	<p>Dribble with one hand with some control in game situations.</p> <p>Use a variety of throwing techniques in a game situation.</p> <p>Catch a ball passed to them using one</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p>

			<p>Stop bean bags or large balls sent to them using hands.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Catch an object passed to them, with and without a bounce.</p> <p>Strike a ball using a racket,</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to a space to help score goals or limit others scoring.</p> <p>Use simple tactics. Link running and jumping movements with some control and balance.</p> <p>Change technique to throw for distance.</p>	<p>and two hands with some success.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increased speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p> <p>Jump for distance and height with an awareness and control.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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PE Progression Document: OAA

	Foundation Stage			Key Stage 1		Key Stage 2			
Curriculum	Pupils follow the Early Years Foundation Stage.			Pupils need to be able to: Become increasingly competent and confident and access a broad range of opportunities to extend their ability		Pupils need to be able to: take part in outdoor and adventurous activity challenges both individually and within a team			
	Birth to 3	3 to 4 years	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Begin to follow instructions.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items.</p> <p>Match their developing physical skills to tasks and activities for the setting</p>	<p>Follow simple instructions.</p> <p>Share their ideas with others,</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/ map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other,</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/ map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/ map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with other to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identify key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
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PE Progression Document: Athletics

	Foundation Stage	Key Stage 1	Key Stage 2
Curriculum	Pupils follow the Early Years Foundation Stage.	Pupils need to be able to: Master basic movements including running, jumping and throwing as well as developing balance, agility	Pupils need to be able to: Use running, jumping and throwing in isolation and in combination.

				and coordination and begin to apply these in a range of activities					
Birth to 3	3 to 4 y	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Match their developing physical skills to tasks and activities.	Drop and catch with two hands.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increased speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.		
Show a preference for a dominant hand.	Stop bean bags or large balls sent to them using hands.	Recognise space in relation to others.	Move to a space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.		
Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions.	Run and stop when instructed.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.		
Continue to develop their movement, balancing, riding and ball skills.	Move around showing limited awareness of others.	Attempt to run at different speeds showing awareness of technique.	Change technique to throw for distance.	Perform actions with increased control when coordinating their body with and without equipment.	Demonstrate how and when to speed up and slow down when running.	Run at appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.		
Climb using alternate feet.	Make simple decisions in response to a situation.	Jump, leap and hop and choosing which allows them to jump the furthest.	Shows balance and coordination when running at different speeds.	Throw a variety of objects, changing action for accuracy and distance.	Jump for distance and height showing balance and control.	Show control at take off and landing in more complex jumping activities.	Perform jumps for height and distance using good technique.		
	Explore skipping and travelling action.	Throw towards a target.			Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show fluency and control when travelling, landing, stopping and changing direction.		
	Change direction at a slow pace.	Use coordination with and without equipment.			Begin to coordinate their body at speed in response to a task.	Can coordinate a range of body parts at increased speed.	Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.		