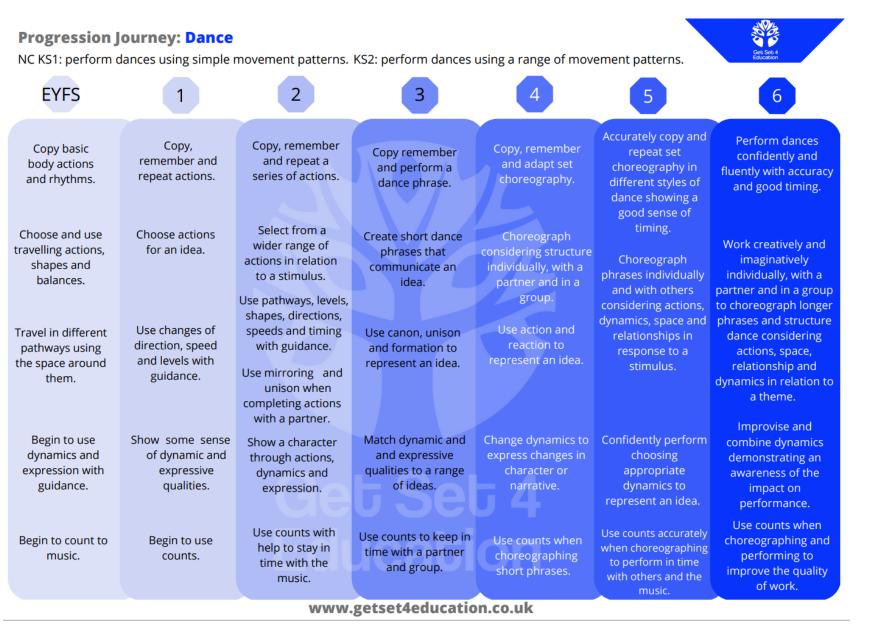


#### Proudly part of Kernow Learning





# Rernow Learning

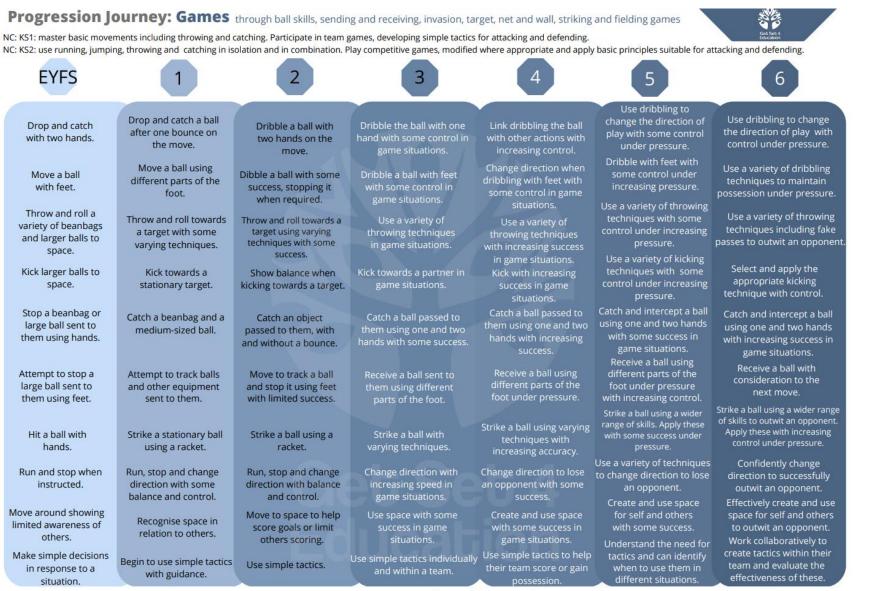
#### **Progression Journey: F.M.S** through fundamentals, fitness and athletics

NC: KS1: 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. NC: KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

| EYFS   | 1  | 2  | 3   | 4  | 5  | 6   |
|--|--|--|---|--|--|---|
| Run and stop with some control.                      | Attempt to run at<br>different speeds<br>showing an awareness<br>of technique.   | Show balance and co-<br>ordination when running<br>at different speeds.                                      | Show balance, co-<br>ordination and technique<br>when running at different<br>speeds, stopping with<br>control. | Demonstrate how and<br>when to speed up and<br>slow down when running.                   | Run at the appropriate<br>speed over longer<br>distances or for longer<br>periods of time. | Demonstrate a controlled<br>running technique using<br>the appropriate speed over<br>longer distances or for<br>longer periods of time. |
| Explore skipping as a travelling action.             | Begin to link<br>running and jumping<br>movements with some<br>control.          | Link running and<br>jumping movements<br>with some control<br>and balance.                                   | Link running, hopping and<br>jumping actions using<br>different take offs and<br>landing.                       | Link hopping and<br>jumping actions with<br>some control.                                | Show control at take-<br>off and landing in<br>more complex<br>jumping activities.         | Link running, jumping and<br>hopping actions with<br>greater control and<br>co-ordination.  |
| Jump and hop with bent knees.                        | Jump, leap and hop<br>and choosing which<br>allows them to jump<br>the furthest. | Show hopping and<br>jumping movements<br>with some balance<br>and control.                                   | Jump for distance<br>and height with an<br>awareness of<br>technique.   | Jump for distance and<br>height showing balance<br>and control.                          | Perform a range of<br>more complex jumps<br>showing some<br>technique.                     | Perform jumps for height<br>and distance using good<br>technique.   |
| Throwing larger<br>balls and beanbags<br>into space. | Throw towards a target.  | Change technique to throw for distance.  | Throw a variety of<br>objects, changing<br>action for accuracy<br>and distance.                                 | Throw with some<br>accuracy and power<br>towards a target area.                          | Show accuracy and<br>power when throwing<br>for distance.                                  | Show accuracy and good technique when throwing for distance.  |
| Balance whilst<br>stationary and<br>on the move.     | Show some control<br>and balance when<br>travelling at<br>different speeds.      | Show control and<br>balance when<br>travelling at<br>different speeds.                                       | Demonstrate<br>balance when<br>performing other<br>fundamental skills.  | Demonstrate good<br>balance when performing<br>other fundamental skills.                 | Demonstrate good<br>balance and control<br>when performing<br>other fundamental<br>skills. | Show fluency and<br>control when travelling,<br>landing, stopping and<br>changing direction.  |
| Change direction at a slow pace.                     | Begin to show balance<br>and co-ordination<br>when changing<br>direction.        | Demonstrates balance<br>and co-ordination when<br>changing direction.  | Show balance when<br>changing direction in<br>combination with other<br>skills.                                 | Show balance when<br>changing direction at<br>speed in combination<br>with other skills. | Demonstrate<br>improved body<br>posture and<br>speed when<br>changing direction.           | Change direction<br>with a fluent action<br>and can transition<br>smoothly between<br>varying speeds.                                   |
| Explore moving<br>different body<br>parts together.  | Use co-ordination with and without equipment.                                    | Perform actions with<br>increased control<br>when co-ordinating<br>their body with and<br>without equipment. | Can co-ordinate<br>their bodies with<br>increased consistency in<br>a variety of activities.                    | Begin to co-ordinate<br>their body at speed in<br>response to a task.                    | Can co-ordinate a range<br>of body parts at<br>increased speed.                            | Can co-ordinate a range<br>of body parts with a<br>fluent action at a speed<br>appropriate to the<br>challenge.                         |

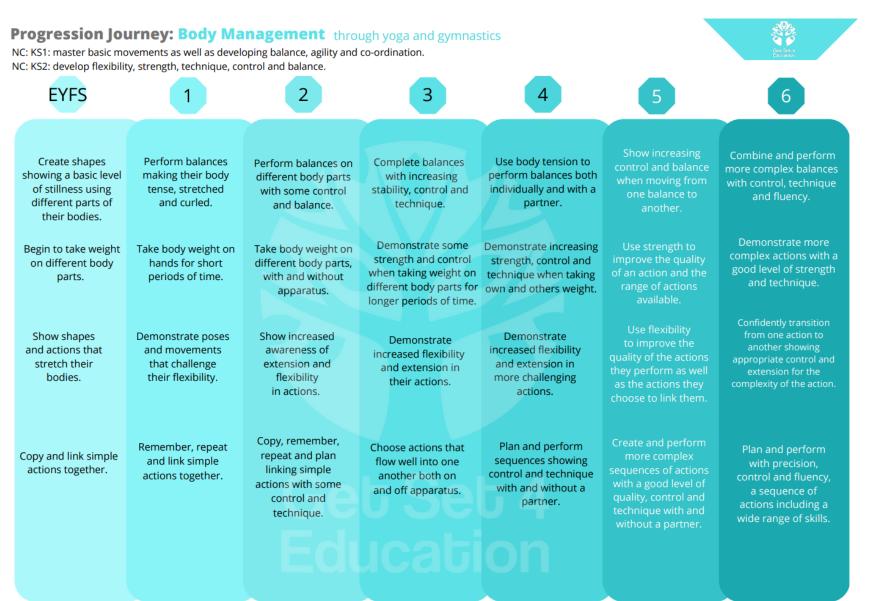


## Rernow Learning



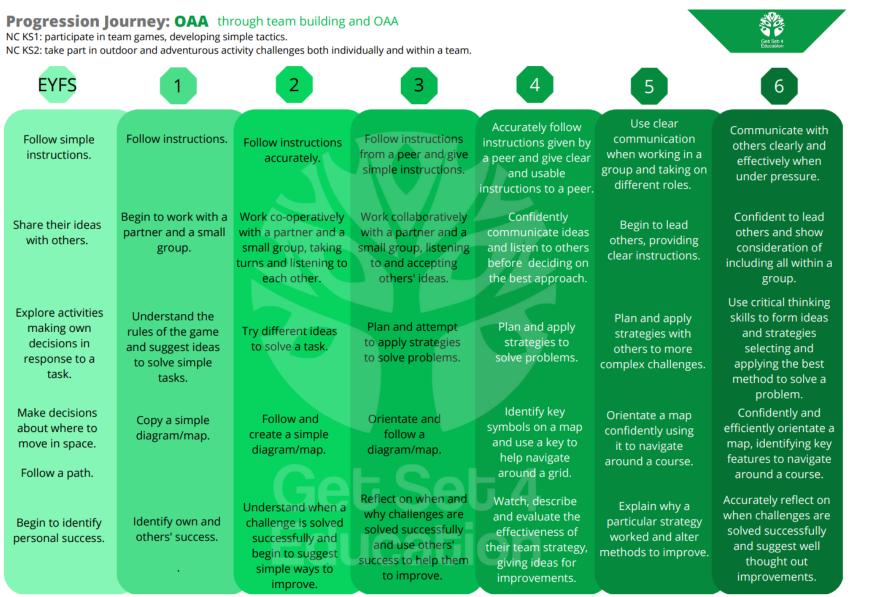


## Rernow Learning





## Rernow Learning







| ogression Journey: Swimming Not  | C: All schools must provide swimming instruction either in Developers   | key stage 1 or key stage 2.   |
|--|---|---|
| Submerge and regain feet<br>in the water.  | Confidently and consistently retrieve<br>an object from the floor with the<br>same breath.                            | Confidently combine skills to retrieve<br>an object from greater depth.                                 |
| Breathe in sync with<br>an isolated kicking action<br>from poolside.                 | Begin to co-ordinate breath in time<br>with basic strokes showing some<br>consistency in timing.                      | Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.            |
| Use arms and legs together to move effectively across a short distance in the water. | Demonstrate a fair level of technique,<br>consistently co-ordinating the correct<br>body parts in a range of strokes. | Confidently demonstrate good technique in<br>a wider range of strokes over increased<br>distances.      |
| Glide on front and back over short distances.  | Combine gliding and floating on front<br>and back over an increased distance.   | Combine gliding and transitioning into an appropriate stroke with good control.                         |
| Float on front and back for short periods of time.                                   | Float on front and back using different shapes with increased control.  | Confidently link a variety of floating<br>actions together demonstrating good<br>technique and control. |
| Confidently roll from front to back and then regain a standing position.             | Comfortably demonstrate sculling head first, feet first and treading water.   | Select and apply the appropriate survival technique to the situation.                                   |



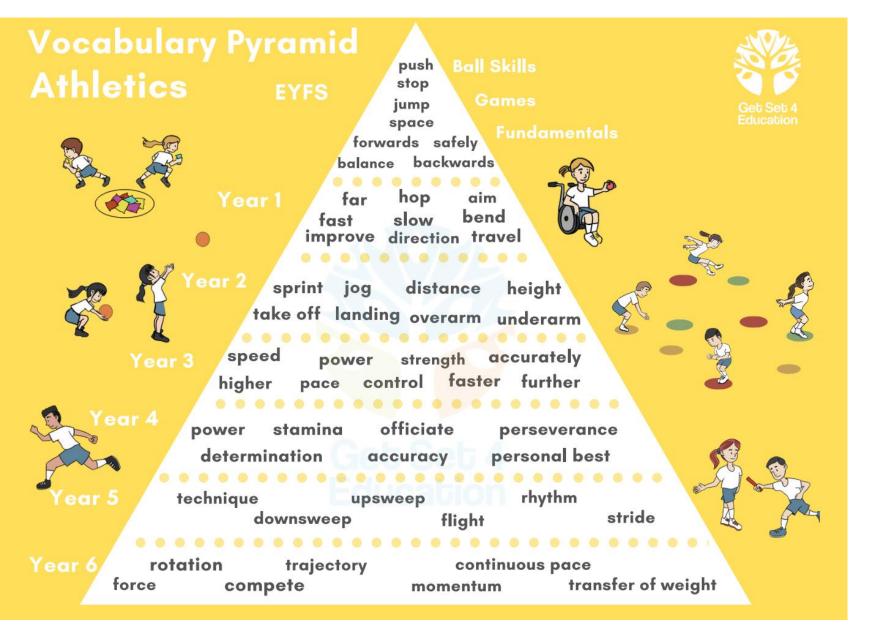
#### Proudly part of Kernow Learning

Geb Seb 4 Education

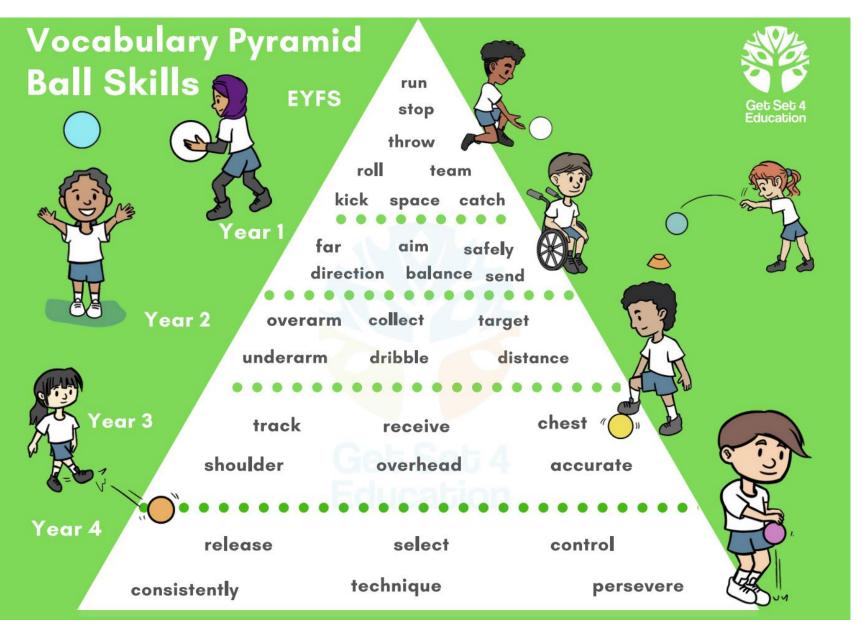
## **Progression Journey: SET**

|           | EYFS   | 1 2   | 3 4   | 56  |
|-----------|--|---|---|---|
| SOCIAL    | Take turns.<br>Learn to share<br>equipment with others.<br>Share their ideas<br>with others.   | Encourage others to keep trying.<br>Talk to a partner about their ideas and<br>take turns to listen to each other.<br>Work with a partner and small group<br>to play games and solve challenges.  | Encourage and motivate others to<br>work to their personal best.<br>Work with others to achieve<br>a shared goal.<br>Work with others to self<br>manage games.  | Share ideas with others and work<br>together to decide on the best<br>approach to a task.<br>Lead others and show consideration of<br>including all within a group.<br>Communicate with others<br>clearly and effectively.  |
| EMOTIONAL | Try again if they do<br>not succeed.<br>Practise skills<br>independently.<br>Confident to try new<br>tasks and challenges.   | Show determination to continue working<br>over a longer period of time.<br>Determined to complete the<br>challenges and tasks set.<br>Explore skills independently before<br>asking for help.<br>Confident to share ideas, contribute to class<br>discussion and perform in front of others.                                    | Persevere when finding a<br>challenge difficult.<br>Understand what their best looks like<br>and they work hard to achieve it.<br>Begin to use rules showing awareness<br>of fairness and honesty.<br>Show an awareness of how<br>other people feel.                  | Understand what maximum effort<br>looks and feels like and show<br>determination to achieve it.<br>Use different strategies to persevere to<br>achieve personal best.<br>Compete within the rules showing fair play<br>and honesty when playing independently.<br>Confident to attempt tasks and<br>challenges outside of their comfort zone.   |
| THINKING  | Begin to identify<br>personal success.<br>Choose own<br>movements and actions<br>in response to simple<br>tasks e.g. choosing to<br>travel by skipping.<br>Begin to provide simple<br>feedback saying what they<br>liked or thought was good<br>about someone else's<br>performance. | Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.<br>Begin to select and apply skills to use in a variety of differing situations.<br>E.g. choose to use a balance on their bottom on a wider piece of apparatus.<br>Provide feedback beginning to use key words from the lesson. | Pupils make quicker decisions when<br>selecting and applying skills to a<br>situation. E.g. who to pass to and where<br>to move.<br>Select and apply from a wider range of<br>skills and actions in response to a task.<br>Provide feedback using key<br>terminology. | Reflect and evaluate their performances<br>both as a group and as an individual and<br>suggest areas for improvement.<br>Recognise and explain their thought<br>process when playing games or completing<br>tasks. E.g I moved here because my teammate<br>was over there.<br>Identify their own and others' strengths and<br>areas for development providing sensitive<br>feedback and can suggest ways to improve.<br>Select and apply appropriate skills for the<br>situation when under pressure. |

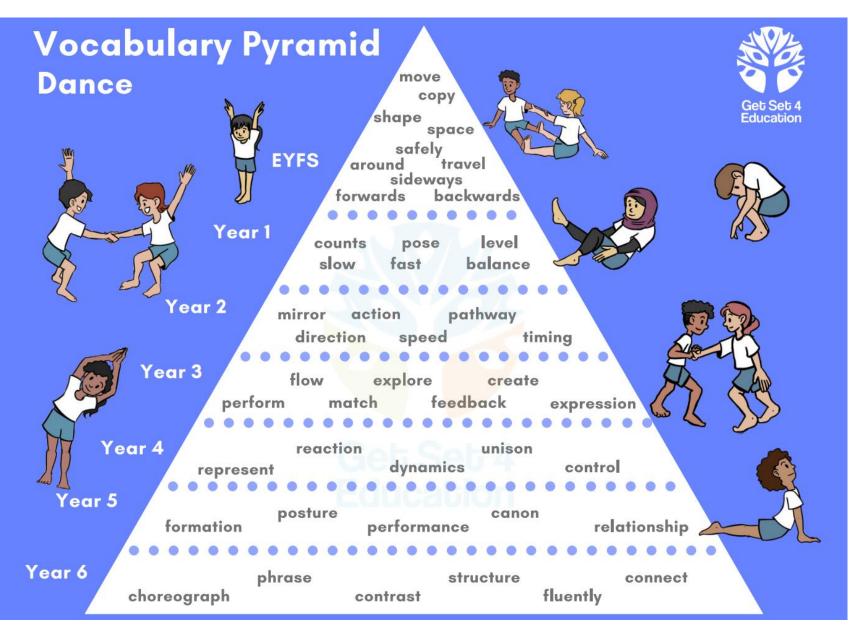




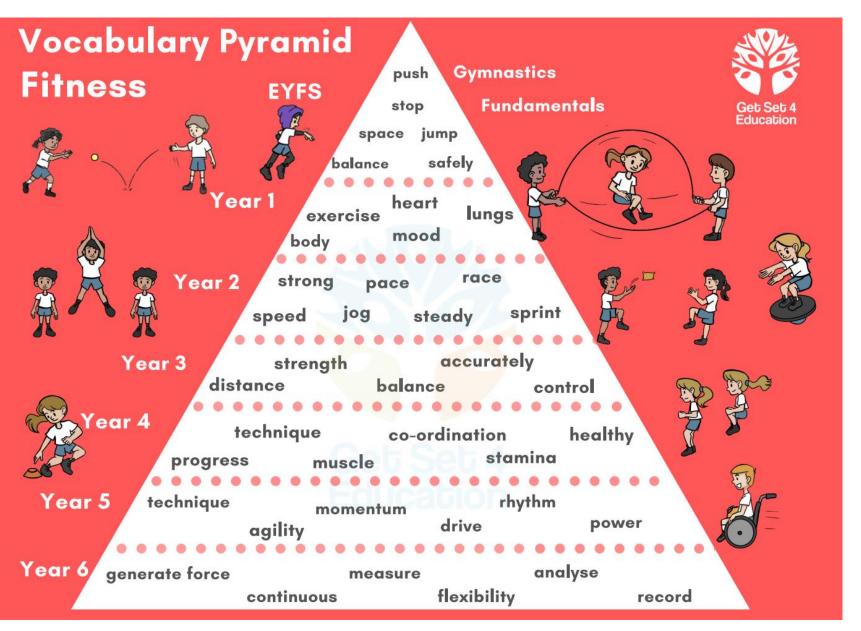




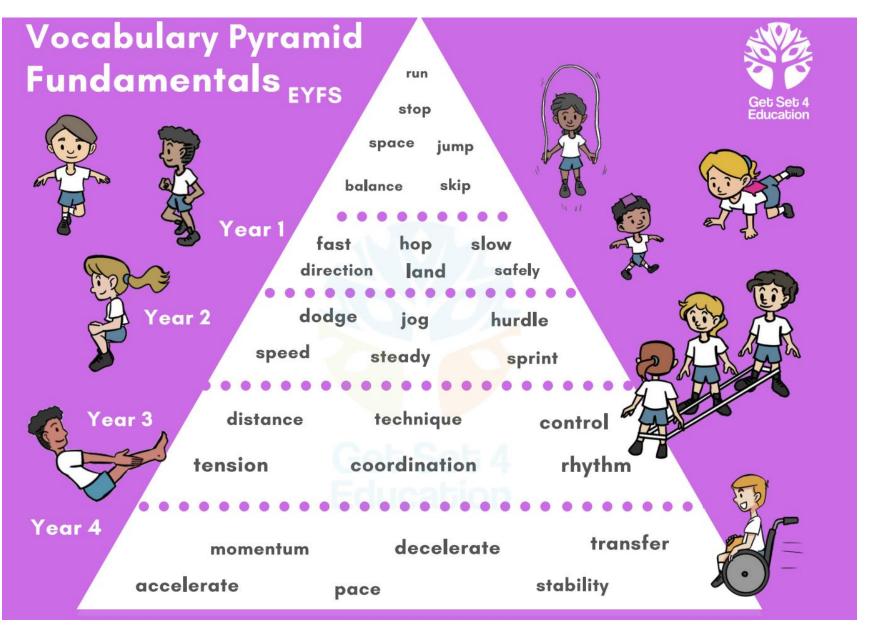




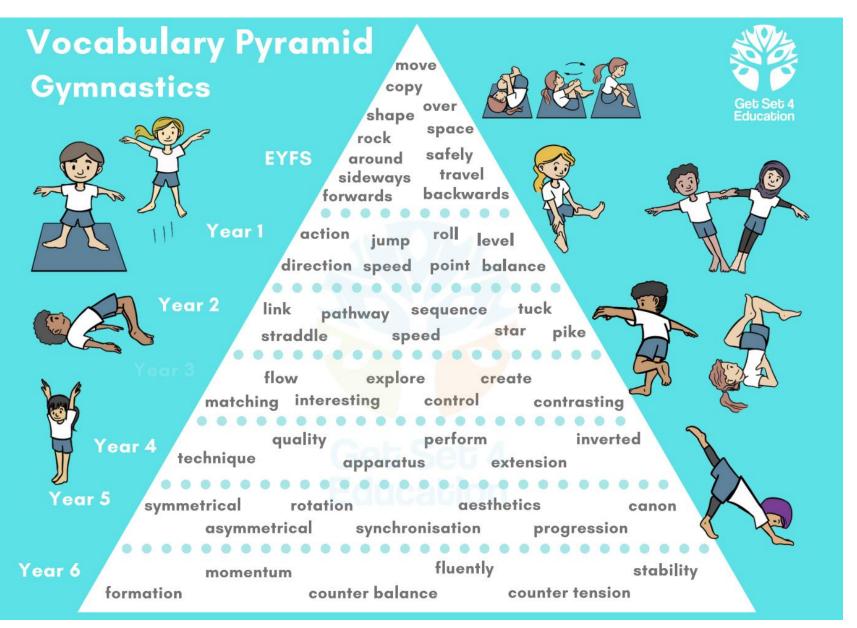














Proudly part of Kernow Learning

#### **Vocabulary Pyramid** pass **Invasion Games** team tag balance EYFS safely space backwards forwards ear 1 defender points dribbling attacker score partner . . . . . . . . . . . . . . . Year 2 received send teammate chest pass possession goal dodge bounce pass ear s footwork rebound tracking receiver interception mark travelling playing area outwit contact opposition opponent pivot field pitch court Year 5 onside control foul pressure tactics obstruction offside support Year 6 dictate contest consecutive consistently turnover shut down conceding formation



