

Physical Education Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Early Years

Expected Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Exceeding Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage One

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage Two

Pupils should continue 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.

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Multi skills/invasion games							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:
Fundamentals of Movement Skills Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts Communication and language Commenting on their imagination of	Skills Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - forwards,	Skills Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - forwards,	Skills Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the	Skills Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game	Skills Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying	Skills Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping	To persevere with a task and improve their performance through regular practice. To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a

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<p>the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences Games played both indoors and outdoors Engaging actively in</p>	<p>backwards, sideways and diagonally Chase - closing space between the attacker & defender Avoid - increasing the space between the attacker & defender Jump - block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send - throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with</p>	<p>backwards, sideways and diagonally Chase - closing space between the attacker & defender Avoid - increasing the space between the attacker & defender Jump - block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send - throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with</p>	<p>importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p>	<p>principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of</p>	<p>strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position</p>	<p>this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the</p>	<p>good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing</p>
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<p>stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking – have and develop their own ideas, make links between ideas, and develop</p>	<p>feet/stick Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce - bouncecatch/bounce pass Kick - kick ball into area/at a target Invasion Games Principles: Attack - create space to get through defence and score Defend - prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p> <p>Experiences Multi skills based activities with an</p>	<p>feet/stick Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce - bouncecatch/bounce pass Kick - kick ball into area/at a target Invasion Games Principles: Attack - create space to get through defence and score Defend - prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p> <p>Experiences Multi skills based activities with an</p>	<p>by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition</p>	<p>own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules</p>	<p>and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>	<p>move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p> <p>Experiences Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>	<p>certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons</p>
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<p>simple strategies for performing different movements and actions.</p>	<p>emphasis on space A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey A variety of equipment including balls, goals and hockey sticks Working in small team Simple competition in pairs and small teams</p>	<p>emphasis on space A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey A variety of equipment including balls, goals and hockey sticks Working in small team Simple competition in pairs and small teams</p>	<p>and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and</p>	<p>Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up –loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Experiences Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/ rules</p>		<p>from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.</p>
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			<p>receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Experiences Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>			
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			Experiences Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules				
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Dance							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:
Fundamentals of Movement ABC	Skills Agility	Skills Agility	Skills Travel	Skills Travel	Skills Travel	Skills Travel	Skills
Develop core strength, stability, balance, spatial awareness, co-ordination, and	Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance.	Moving the body from one position to another (changing direction). Start/stop on command, maintaining balance.	Pathways – forwards, backwards, sideways and diagonally. Turn – change direction in the dance. Twist – movement of the body to	Pathways – forwards, backwards, sideways and diagonally. Turn – change direction in the dance. Twist – movement of the body to	Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction in the dance. Twist – movement of the body to	Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction in the dance. Twist – movement of the body to	To persevere with a task and improve their performance through regular practice. To take part in after school sports clubs with outside agencies and may achieve certificates

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<p>agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p>	<p>Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position.</p> <p>Co-ordination Synchronising limbs when performing an action.</p> <p>Travel Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape.</p> <p>Choreography Count – Counting to 4, 8, 12, or 16 for a section of</p>	<p>Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position.</p> <p>Co-ordination Synchronising limbs when performing an action.</p> <p>Travel Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape.</p> <p>Choreography Count – Counting to 4, 8, 12, or 16 for a section of</p>	<p>create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot.</p> <p>Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition - move from one movement to another seamlessly.</p> <p>Working together Unison – everyone in the group moving in the same way at the same time.</p>	<p>create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot.</p> <p>Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition - move from one movement to another seamlessly.</p> <p>Working together Unison – everyone in the group moving in the same way at the same time.</p>	<p>create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Level - change height (high, mid, and low).</p> <p>Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation –</p>	<p>create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Level - change height (high, mid, and low).</p> <p>Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation –</p>	<p>trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing</p>
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<p>Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing</p>	<p>movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time. Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement. Canon – One</p>	<p>movement. Dynamic – Moving in such a way as to represent something or someone. Isolations – Moving only one part of the body at a time. Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement. Canon – One</p>	<p>Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect. Experiences Working alone, in pairs, small groups and as a whole class. Performing parts</p>	<p>Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect. Experiences Working alone, in pairs, small groups and as a whole class. Performing parts</p>	<p>consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by</p>	<p>consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by</p>	<p>certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons from one sport to another sport.</p>
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<p>different movements and actions.</p>	<p>child moving followed by another and another like a Mexican wave.</p> <p>Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.</p>	<p>child moving followed by another and another like a Mexican wave.</p> <p>Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.</p>	<p>of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p>	<p>of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p>	<p>another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.</p> <p>Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine.</p>	<p>another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.</p> <p>Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine.</p>	<p>To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.</p>
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<p>Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and</p>	<p>limbs when performing an action.</p> <p>Locomotion Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck).</p> <p>Rotation Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump – straight and star with safe landing</p> <p>Sequencing Connecting Movements– thinking about level and</p>	<p>limbs when performing an action.</p> <p>Locomotion Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck).</p> <p>Rotation Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump – straight and star with safe landing</p> <p>Sequencing Connecting Movements– thinking about level and</p>	<p>Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot.</p> <p>Rotation Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps</p> <p>Sequencing Connecting Movements– thinking about level and direction Transition -</p>	<p>Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Rotation: Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps</p> <p>Sequencing Connecting Movements– thinking about level and direction Transition - move from one</p>	<p>action.</p> <p>Locomotion Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low).</p> <p>Rotation Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel – rotate over hands</p> <p>Sequencing Connecting Movements– thinking about</p>	<p>Locomotion Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low).</p> <p>Rotation Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel – rotate over hands</p> <p>Sequencing Connecting Movements– thinking about level and</p>	<p>of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence performing skills in a</p>
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<p>role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>direction Apparatus Small – using objects when moving and balancing Large – jump off low platforms Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Exploring humanities</p>	<p>direction Apparatus Small – using objects when moving and balancing Large – jump off low platforms Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Exploring humanities</p>	<p>move from one movement to another seamlessly. Apparatus Small – using objects when moving and balancing Large – jump on and off low platforms Working together Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect. Experiences Working alone, in pairs, small</p>	<p>movement to another seamlessly. Apparatus Small – using objects when moving and balancing Large – jump on and off low platforms Working together Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect. Experiences Working alone, in pairs, small groups and as a</p>	<p>level and direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Apparatus Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus Working together Mirroring, Matching and Linking – Creating movements together Canon –</p>	<p>direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Apparatus Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus Working together Mirroring, Matching and Linking – Creating movements together Canon – one child moving</p>	<p>competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal</p>
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	subjects terms and vocabulary within the dance routines.	subjects terms and vocabulary within the dance routines.	groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new movements. Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines.	whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new movements. Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines	one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect	followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect	challenges and are able to achieve these challenges.
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Net and Wall							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<i>Learners will be able:</i> Fundamentals of Movement Skills Physical development	<i>Learners will be able:</i> Skills Agility Moving the body from one position to another (changing direction) Start/stop on command,	<i>Learners will be able:</i> Skills Agility Moving the body from one position to another (changing direction) Start/stop on command,	<i>Learners will be able:</i> Skills Attack simplified versions of games (2v1, 3v3), hitting,	<i>Learners will be able:</i> Skills Attack simplified versions of games (2v1, 3v3), hitting,	<i>Learners will be able:</i> Skills Attack simplified versions of games (2v1, 3v3), hitting,	<i>Learners will be able:</i> Skills Attack simplified versions of games (2v1, 3v3), hitting,	<i>Learners will be able:</i> To persevere with a task and improve their performance through

Physical Education Curriculum Progression Map



<p>Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to</p>	<p>maintaining balance</p> <p>Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action Generating force when sending</p> <p>Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move</p> <p>Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when</p>	<p>maintaining balance</p> <p>Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action Generating force when sending</p> <p>Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move</p> <p>Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when</p>	<p>game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance</p>	<p>game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance</p>	<p>game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance</p>	<p>game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance</p>	<p>regular practice. To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health</p>
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Physical Education Curriculum Progression Map



<p>manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they</p>	<p>sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bouncecatch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent’s area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession Experiences</p>	<p>sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bouncecatch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent’s area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession Experiences</p>	<p>from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to</p>	<p>from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to</p>	<p>from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to</p>	<p>from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to</p>	<p>and fitness side of PE. For example, why the body has to warm up/cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.</p>
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Physical Education Curriculum Progression Map



<p>encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams</p>	<p>remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Experiences Net & Wall</p>	<p>remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Experiences Net & Wall</p>	<p>remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Experiences Net & Wall</p>	<p>remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Experiences Net & Wall</p>	<p>To be able to work effectively as a team showing great sportsmanship and encouraging others. To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.</p>
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Physical Education Curriculum Progression Map



			based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams	based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams	based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams	based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Simple competition in pairs and small teams	
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Athletics							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>
Sports Day Preparation	Sports Day Athletics	Sports Day Athletics	Athletics	Athletics	Athletics	Athletics	To persevere with a task and improve their performance through regular practice.
Skills	Skills	Skills	Skills Outdoor	Skills Outdoor	Skills Outdoor Track Events	Skills Outdoor Track Events	

Physical Education Curriculum Progression Map



<p>Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added) Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development Supported to manage</p>	<p>Running Technique Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) - Straight back and head/eyes facing the direction of travel</p> <p>Throwing action -Underarm Stand facing the target, holding the object in throwing hand - Raise hand backwards in a swinging motion, with a slight bend at elbow - Look at the target area to help with accuracy -Swing</p>	<p>Running Technique Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards, opposite arm and leg leading at a time (arms help momentum) - Straight back and head/eyes facing the direction of travel</p> <p>Throwing action -Underarm Stand facing the target, holding the object in throwing hand - Raise hand backwards in a swinging motion, with a slight bend at elbow - Look at the target area to help with accuracy -Swing</p>	<p>Track Events Running – How long will it take you to finish? Long Distance: - Pacing yourself, cannot sprint for the full race - Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race - Complete the race as fast as you can - Accelerate at the start from a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly</p>	<p>Track Events Running – How long will it take you to finish? Long Distance: - Pacing yourself, cannot sprint for the full race - Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race - Complete the race as fast as you can - Accelerate at the start from a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly</p>	<p>Running – Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed Hurdles: - Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm Relay Race: -The changeover is</p>	<p>Running – Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed Hurdles: - Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm Relay Race: -The changeover is</p>	<p>To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool</p>
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Physical Education Curriculum Progression Map



<p>emotions and understand basic competition. Support interaction with other children. Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop</p>	<p>hand forwards and release when passes hip Throwing action – Overarm Stand shoulder width apart, side on to the target - Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent - Swing both arms simultaneously forward and backwards to gain momentum -When arms are</p>	<p>hand forwards and release when passes hip Throwing action – Overarm Stand shoulder width apart, side on to the target - Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent - Swing both arms simultaneously forward and backwards to gain momentum -When arms are</p>	<p>forwards with eyes looking straight throughout the race 4.Dip head forward as you finish to cross the line quicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles - Complete the race as fast as you can Relay Race: -Team race using a baton - Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when</p>	<p>forwards with eyes looking straight throughout the race 4.Dip head forward as you finish to cross the line quicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles - Complete the race as fast as you can Relay Race: -Team race using a baton - Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when</p>	<p>vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker Outdoor Field Events Throwing – Refining technique, Qualifying heats & Placing for medals Howler/Javelin: - A straight or bent arm action can be used. - Follow through the throw by continuing arm pull and hip rotation Jumping – Refining</p>	<p>vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker Outdoor Field Events Throwing – Refining technique, Qualifying heats & Placing for medals Howler/Javelin: - A straight or bent arm action can be used. - Follow through the throw by continuing arm pull and hip rotation Jumping – Refining</p>	<p>down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others.</p>
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Physical Education Curriculum Progression Map



<p>their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>at the furthest point behind the body, push through feet and swing arms forward, landing on both feet Experiences A variety of activities using agility, balance and coordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and</p>	<p>at the furthest point behind the body, push through feet and swing arms forward, landing on both feet Experiences A variety of activities using agility, balance and coordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and</p>	<p>passing the baton Outdoor Field Events Throwing – How far can you throw? Can you measure your distance? Howler/Javelin: - Overarm action used to throw as far as you can Jumping – How far can you jump? Can you measure your distance? Standing Long Jump: -Two footed jump landing on both feet Indoor Track & Field Events Running Lap Running - Runners start in the middle of 2 reversaboards or cones, distanced accordingly. - Runner will run</p>	<p>passing the baton Outdoor Field Events Throwing – How far can you throw? Can you measure your distance? Howler/Javelin: - Overarm action used to throw as far as you can Jumping – How far can you jump? Can you measure your distance? Standing Long Jump: -Two footed jump landing on both feet Indoor Track & Field Events Running Lap Running - Runners start in the middle of 2 reversaboards or cones, distanced accordingly. - Runner will run</p>	<p>technique, Qualifying heats & Placing for medals Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off - Leading foot must not cross the take-off board (line) - When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. Indoor Track & Field Events Running - Refining technique, Qualifying heats & Placing for medals Lap Running - Runners start in the middle of 2</p>	<p>technique, Qualifying heats & Placing for medals Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off - Leading foot must not cross the take-off board (line) - When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. Indoor Track & Field Events Running - Refining technique, Qualifying heats & Placing for medals Lap Running - Runners start in the middle of 2</p>	<p>To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.</p>
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Physical Education Curriculum Progression Map



	distance Jumping for distance	distance Jumping for distance	to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted. Throwing Chest Push -Hold a basketball or heavy ball in both hands against chest - Push the ball as hard as you	to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted. Throwing Chest Push -Hold a basketball or heavy ball in both hands against chest - Push the ball as hard as you	reversaboards or cones, distanced accordingly. - Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted. Throwing - Refining technique, Qualifying heats & Placing for medals Chest Push -Hold a basketball or heavy ball in both hands against chest	reversaboards or cones, distanced accordingly. - Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted. Throwing - Refining technique, Qualifying heats & Placing for medals Chest Push -Hold a basketball or heavy ball in both hands against chest	
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Striking and Fielding							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able: Team Games	Learners will be able: Games (striking and fielding)	Learners will be able: Games (striking and fielding)	Learners will be able: Striking & Fielding Games	Learners will be able: Striking & Fielding Games	Learners will be able: Striking & Fielding Games – Cricket	Learners will be able: Striking & Fielding Games – Cricket	Learners will be able: To persevere with a task and improve
Skills Physical development	Skills Agility	Skills Agility	Skills	Skills	Skills	Skills	

Physical Education Curriculum Progression Map



<p>Develop core strength, stability, balance, spatial awareness, co-ordination, and agility. Develop dance movement, control and balance of body parts</p> <p>Communication and language</p> <p>Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check</p>	<p>Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance</p> <p>Balance</p> <p>Centre of gravity over the base of support</p> <p>Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination</p> <p>Synchronising limbs when performing an action</p> <p>Generating force when sending</p> <p>Locomotion skills (ways to move)</p> <p>Run – forwards, backwards, sideways and diagonally</p> <p>Chase – closing space between self and travelling ball</p>	<p>Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance</p> <p>Balance</p> <p>Centre of gravity over the base of support</p> <p>Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination</p> <p>Synchronising limbs when performing an action</p> <p>Generating force when sending</p> <p>Locomotion skills (ways to move)</p> <p>Run – forwards, backwards, sideways and diagonally</p> <p>Chase – closing space between self and travelling ball</p>	<p>Striking & Fielding Principles – different types of games. Batting – simplified versions of games</p> <p>Strike into space</p> <p>Correct grip for different pieces of equipment (cricket/rounders bats)</p> <p>Create tactics to achieve desired result and outwit your opponents.</p> <p>Understanding the importance of striking into space and varying shots played – apply game principles</p> <p>Shot selection and importance of timing to increase chances of success. Decision making on where to hit and why</p> <p>Fielding-simplified versions of games, game</p>	<p>Striking & Fielding Principles – different types of games. Batting – simplified versions of games</p> <p>Strike into space</p> <p>Correct grip for different pieces of equipment (cricket/rounders bats)</p> <p>Create tactics to achieve desired result and outwit your opponents.</p> <p>Understanding the importance of striking into space and varying shots played – apply game principles</p> <p>Shot selection and importance of timing to increase chances of success. Decision making on where to hit and why</p> <p>Fielding-simplified versions of games, game</p>	<p>Striking & Fielding Principles – different types of games. Batting</p> <p>Identifying weaknesses in organisation of fielders and taking advantage of this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy</p> <p>Game management</p> <p>Fielding</p> <p>Create tactics to achieve desired result</p> <p>Identifying strengths of opposition and</p>	<p>Striking & Fielding Principles – different types of games. Batting</p> <p>Identifying weaknesses in organisation of fielders and taking advantage of this</p> <p>Communication skills – verbal and non-verbal</p> <p>Identifying patterns of play - bowler/types of delivery (simple line and length principles – pitched short/full/full toss), fielders with stronger throwing techniques/consistent accuracy</p> <p>Game management</p> <p>Fielding</p> <p>Create tactics to achieve desired result</p> <p>Identifying strengths of opposition and</p>	<p>their performance through regular practice.</p> <p>To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.</p> <p>To have the confidence to lead a warm up / task or group showing signs of a good sports leader.</p> <p>To take part in a wide range of events, inside and outside of</p>
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Physical Education Curriculum Progression Map



<p>questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.</p> <p>Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the</p>	<p>Jump – receive object/stop object travelling away from self Stabilisation skills (maintaining physical stability) Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self Ball manipulation skills (ways to use an object) Send – throw an object to designated target Receive – catch with hands Pick up – static or moving object Carry – run with a bat in hands Striking & Fielding Principles Fielding – retrieve an object and send to designated</p>	<p>Jump – receive object/stop object travelling away from self Stabilisation skills (maintaining physical stability) Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self Ball manipulation skills (ways to use an object) Send – throw an object to designated target Receive – catch with hands Pick up – static or moving object Carry – run with a bat in hands Striking & Fielding Principles Fielding – retrieve an object and send to designated</p>	<p>scenarios Prevent opposition from scoring by closing space as best as you can Create tactics to achieve desired result Understanding the area and positions/roles within a team Awareness of playing area and how to run a batter out Awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught) Bowling-simplified versions Bounce feed/underarm/figure of 6 breakdown (overarm action) Locomotion skills (Batting) - apply game principles/rules</p>	<p>scenarios Prevent opposition from scoring by closing space as best as you can Create tactics to achieve desired result Understanding the area and positions/roles within a team Awareness of playing area and how to run a batter out Awareness of additional methods to get batter out (cricket; bowled/caught, rounders; 3 strikes/caught) Bowling-simplified versions Bounce feed/underarm/figure of 6 breakdown (overarm action) Locomotion skills (Batting) - apply game principles/rules</p>	<p>reducing/stopping this Communication skills – verbal and non-verbal Identifying patterns of play (favoured shot of batter) Awareness of pitch width and dept and covering best as possible Game management Bowling Identifying patterns of play (favoured shot of batter) Umpiring Applying rules and making decisions aligned to the rules; run out/no ball/strike/boundary crossing Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases Locomotion</p>	<p>reducing/stopping this Communication skills – verbal and non-verbal Identifying patterns of play (favoured shot of batter) Awareness of pitch width and dept and covering best as possible Game management Bowling Identifying patterns of play (favoured shot of batter) Umpiring Applying rules and making decisions aligned to the rules; run out/no ball/strike/boundary crossing Locomotion skills (Batting) - apply game principles/rules Run – in between wickets/around bases Locomotion</p>	<p>school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence</p>
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Physical Education Curriculum Progression Map



<p>Activity Professional Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>target, to prevent opposition scoring runs/rounders/po ints Batting – strike an object into space to gain n advantage and allow to score runs/rounders/po ints</p> <p>Experiences Multi skills based activities with an emphasis on sending and receiving A variety of activities including themes of Cricket, Rounders and Kick Rounders A variety of equipment including balls, bats, wickets and bases Working in small teams Simple competition in small teams</p>	<p>target, to prevent opposition scoring runs/rounders/po ints Batting – strike an object into space to gain n advantage and allow to score runs/rounders/po ints</p> <p>Experiences Multi skills based activities with an emphasis on sending and receiving A variety of activities including themes of Cricket, Rounders and Kick Rounders A variety of equipment including balls, bats, wickets and bases Working in small teams Simple competition in small teams</p>	<p>Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps Chase – retrieving an object (once struck) following the direction it is travelling in</p> <p>Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying</p>	<p>Run – in between wickets/around bases</p> <p>Locomotion skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps Chase – retrieving an object (once struck) following the direction it is travelling in</p> <p>Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying</p>	<p>skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw</p>	<p>skills (Fielding) - apply game principles/rules Run – closing space not allowing any gaps</p> <p>Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders</p> <p>Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw</p>	<p>performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons from one sport to</p>
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Physical Education Curriculum Progression Map



			speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw	speeds, angles and heights Throw – to a designated target/person dependant on the batter(s) movements Pick-up – gather a rolling object and throw			another sport. To review, analyse and evaluate their own and others' strengths and weaknesses . To set personal challenges and are able to achieve these challenges.
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Swimming							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	<i>Learners will be able:</i>	Stroke Action Explore technique for specific strokes to include head above water breaststroke, backstroke and	Stroke Action Pupils demonstrate increased technique in a range of strokes, swimming over a distance of 25	Stroke Action Identify their personal best in a range of strokes. Successfully select and apply their fastest	To swim further than 50 metres. To swim fluently and confidently for over 90 seconds.

Physical Education Curriculum Progression Map



				<p>front crawl. Breathing Pupils demonstrate improved breathing technique in front crawl. Breathing in Breaststroke is established in sync with arm action and push and glide phase Water safety Pupils are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Body alignment Streamline shape in all strokes. Dip to hip visible in all strokes. Leg action controlled and synchronised</p>	<p>metres or beyond. Breathing Pupils explore underwater breaststroke breathing technique over a distance of 25 metres Water safety. Pupils demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.L.P. and Huddle positions. Body alignment Streamline aquatic body position clearly visible. Dip to hip visible in all strokes. Effective propulsion in all leg actions and strokes.</p>	<p>stroke over a distance of 25 metres or more. Breathing Demonstrates smooth and consistent breathing technique in a range of strokes over a distance of 25 metres or beyond. Water safety Pupils can select and apply the appropriate survival technique for the situation over a range of water based scenarios. Body alignment Streamlined aquatic body position clearly visible. Dip to hip in all strokes. Pupils understand terms Catch,</p>	<p>To use all 3 strokes with control. To swim short distances using butterfly. To breathe so that the pattern of their swimming is not interrupted. To perform a wide range of personal survival techniques confidently. To know what the different tasks demand of their body, and pace their efforts well to meet challenges. To describe good swimming technique and show and explain it to others.</p>
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Physical Education Curriculum Progression Map



				<p>with arm action and increasingly breathing cycle. Flutter kick on front crawl and backcrawl developing consistently. Breaststroke leg action includes whip kick and effective propulsion.</p>	<p>Arm and leg cycles link with breathing.</p>	<p>Pull, Push and glide and can demonstrate and explain them Pupils can demonstrate effective propulsion from leg action and also their arm action by isolating each in turn (e.g. holding a float with hands for just leg propulsion, holding float between thighs for just arm propulsion).</p>	
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