Wool CE Primary School

PE Progression

Overview:
Our curriculum gives pupils the tools and understanding required to make a positive impact on their own physical health and well-being. We want all of our pupils to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE challenges and promotes self-esteem through the development of physical confidence and problem solving. It teaches our pupils to cope with both success and failure in competitive, individual and team based physical activities. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities, providing opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and embed our school values of aspiration, perseverance and respect.

Aims for the National Curriculum PE curriculum:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils will be taught the following knowledge and skills:

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transferable Skills	**Personal**	To know that every performance can be evaluated for things that went well To know that everyone is different and have their own strengths (and weaknesses) To know that trying new activities helps us understand more about ourselves and what we enjoy To know that exercise creates physical changes, e.g. increased heart rate, breathing **To know that exercise is important for health and helps our bodies get stronger**	To know that evaluation helps decide what things could be improved **To express opinions such as like, dislike** and give a reason for this To understand that not everyone is good at a skill / sport straight away To know that set backs are an expected part of learning a new skill **To know that each activity and sport has rules** -That these increase enjoyment, help keep players safe and must be followed To know that exercise can improve mood and concentration	To understand that individuals can evaluate their own performance **To identify which part of their performance were the most and least effective** To know that practise improves performance To understand that setbacks are a sign of effort when learning something new and that these can be overcome To accept setbacks and not give up **To know the benefits of exercise: develop muscles, stamina, fitness levels and helps sleep** **<u>Health and Wellbeing (Y1/2 B):</u>** To know that the body moves differently when running at different speeds. To explore changing direction and dodging. To know that you must tense your muscles and keep your head upright when balancing. **To know that co-ordination is when parts of our body work together**, *e.g. when dribbling or kicking a ball.*	**To know that practising a technical skill can help to improve overall performance in a sport** To know that performance can be evaluated against how well technical skills are demonstrated and executed **To know that warming up before exercise and cooling down after exercise helps joint and muscle use** To know that there are specific stretches that will help to mobilise specific joints and muscles	To know that evaluation happens throughout a performance, rather than just at the end **To improve performance by acting on the next steps that they have been given**, including the practising of key skills To know that the decisions of officials are not always agreed with, but should always be respected **To know that we must be honest and follow rules and officials' decisions respectfully** **To identify some basic stretches for different muscles and joints in the body**	**To evaluate a performance against a set success criteria** **To show good sportsmanship qualities,** *e.g. giving praise to team members who have won; praising individual players on the losing side for their performance; praising players who are putting in the effort* To know that each part of the body that is going to be used in an activity should be warmed up and cooled down To know that there are different warm ups and stretches that can be used, according to the type of exercise that will be done **<u>Health Related Exercise (Y5/6 A):</u>** To understand the importance of being physically fit **To know the basic components of fitness: strength, stamina** (aerobic/anaerobic)**, speed, flexibility** To know that we can test our own and others' fitness levels **To know how long and how often to exercise for to be healthy (at least 60 minutes every day)** To know that developing good balance, stability, coordination and posture helps prevent injury and improves performance	To reflect on their own performance, identifying where particular actions led to success **To know the impact of choosing to exercise, or not, on their body** **To know and perform different stretches and warm ups that they should use, linked to the activity that they are about to undertake** **<u>Health Related Exercise (Y5/6 B):</u>** To know that individuals need different types and levels of fitness **To know that warm-ups should include pulse raising activities** (gradually increasing intensity), and dynamic flexibility activities To know that taking a pulse before and after exercise shows how hard someone is working To know that aerobic exercise burns fat, improves mood, strengthens the heart and lungs, and reduces risk of illnesses **To understand that whilst all round fitness is ideal, different sports and different positions within sports may require more focus on certain components**, *e.g. strength in boxing, speed in football, flexibility in gymnastics, stamina in running*

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Transferable Skills	**Team Work**	**To say what someone has done well** To know that you need to be able to work with others to play sports well **To take turns and share equipment** To respond appropriately to their name being called in paired and group work	To know that listening to and acting on the advice of others can help improve performance **To describe parts of others' performances** To understand that sometimes, people's ideas and opinions are different to their own -To know that the success of others should be celebrated **<u>Team Building (Y1/2 A):</u>** To explore and develop team work skills. **To know that cooperation and communication is needed to solve challenges.** To know that it is important to listen to each other and share ideas. To plan with a partner and small group to solve problems. **To know that we must work together to make decisions.**	To know that everyone has a right to have their ideas and opinions heard **To give praise and encouragement to other team members** **<u>Team Building (Y1/2 B):</u>** To know how to effectively follow instructions and work with others. To know that all members need a chance to contribute their ideas. **To use clear, short instructions to communicate.** To listen to each other before making a plan. To discuss all ideas, identifying why they might help solve a problem. **To use positive language when communicating with team mates.**	To be able to evaluate the performance of themselves and others using technical vocabulary **To know that within a successful team, everyone is included and has a role** -To know that team players should communicate -To know that praise and encouragement supports and motivates team members	**To offer next steps for themselves and others to improve their performance, throughout rehearsal/practice**	**To use feedback from others to improve future actions** To know that praise and encouragement should be given even when a team / players have lost	**To know that there are clearly defined roles within a team** -To know that players are more effective when they stick to the role they have been given **To communicate instructions with team mates** during a game to improve performance To listen to instructions given by others during a game and act on these

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	EYFS Robins /Puffins	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Gymnastics	**<u>High, Low, Under, Over:</u>** To copy simple movements To know how to move around obstacles safely To know how to be safe on apparatus **To know that to safely jump we must bend knees when jumping and landing** To know that we can move high and low To know that we can move high, low, under and over apparatus To know how to balance on a balance board and pedal trike to develop muscle **<u>Floor Moving</u>**: **To know that they can change the shape their body makes**, *e.g. through stretching or curling up* **To know that there are different ways of travelling and in different directions**, *e.g. walk, jog, run skip, hop, sidestep, different directions* To use big and small ways of moving and making shapes To use different ways of moving and making shapes using different body parts in response to key words, *e.g. tall, small, thin, straight, quick, slow* To know that we can move and make body shapes with a partner Shows accuracy and skill in more precise movements such as balancing, climbing through, over and between. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.	**To know that our bodies can make different shapes and sizes**, *e.g. wide, narrow, curved* To stand and sit using the 5 different body shapes: tuck, straddle, straight, star, pike **To understand that balances can be on different parts of the body** **-To know that we have big and small body parts that we can balance on** -To know that the larger the body part, the easier it is to balance To hold a balance that uses a large body part, *e.g. back, front, side, bottom* To know that a balance should be held for 3 seconds To know that different shapes can be made with your body when jumping, *e.g. star jump, pencil jump* -To know that the technique for a star jump is to start with a thin shape, bend your knees, look forwards and spring out To know that two movements can be linked together	**To know that a sequence is created when movements are linked together,** *e.g. balances, travelling actions, jumps and a rolls* **To know that a sequence can be performed at different heights and speeds** To perform a sequence of movements: balance, travelling action, jump and a roll **To know that we can travel on hands and feet** (hands flat on floor and fully extend arms) -To know different ways of moving, including monkey walks and bunny hops **To know that movements can happen in different directions**, *e.g. zig zag, curved pathway* To know that turns can be added to jumps, *e.g. ½ and ¼ turn jumps* -To know that a leap is a type of jump used to travel distance or height **To know that there are a variety of different rolls,** including egg roll, forward roll, dish roll -Egg roll: lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. -Forward roll: crouch in tucked shape, feet on floor, hands flat on floor in front, keep hands and feet still, and raise hips in the air to inverted 'V' position. -Dish roll: with extended arms and legs off the floor, roll from dish to arch shape slowly and with control. To teach a sequence to a partner and perform together	**To know that a symmetrical shape is the same on either side of the body or a mirror image of a partner** **To know that an asymmetrical shape is different on either side of the body** To develop both symmetrical and asymmetrical balances To make symmetrical and asymmetrical shapes in the air To explore symmetry and asymmetry when rolling **To know that balances, jumps and rolls with a partner or group can be symmetrical or asymmetrical** To know that gymnastic sequences can include many components, *e.g. clear changes of speed, different balances with different ways of travelling, different heights* -To know that speed of travel can be varied within a sequence, *e.g. move slowly into a balance, travel quickly before jumping* **To know that sequences can follow different pathways** To know that sequences can be created and performed both individually or with others **To understand which body parts are the safest to use when balancing** To explore balancing on combinations of 1/2/3/4 'points', *e.g. 2 hands and 1 foot* To roll off and along apparatus, in time with a partner.	To know that transitions are used to link one movement to another **To know that each sequence should have a clear starting and finishing point** **To explore and develop use of upper body strength, taking weight on hands and feet:** front support (press up position) and back support (bridge) -To know that when taking weight on hands and feet hands should always be flat on floor and fingers should point the same way as toes **To know that practising balancing on the hands and the feet** *(bridge)* **will make the body stronger** To know that handstands are developed from the bunny hop technique: transferring of weight onto hands To know that the cartwheeling action is developed from the bunny hop: keeping knees tucked in and by placing one hand then the other on the floor **To know that there are different types of gymnastic jumps,** *e.g. 360 turn, stag, tuck and pike jumps* -To explore leaping forward in stag jump, taking off from one foot and landing on the other (on the floor and along apparatus) To know that turns can be included within jumps to reposition the body between moves **To know that there are different entry and exit points on apparatus** other than travelling in a straight line To move fluidly from balances, within a sequence	To know that balances can be performed as part of a group To know that body tension can be used to improve performance **To know that counter balances are when weight is pushed against a partner** **To know that counter tension is when weight is pulled away from a partner** To know that, when performing balances with a partner, tension and shape should be matched **To explore balancing with a partner: facing, beside, behind and on different levels** **To develop control in taking some/all of a partner's weight using counter balance and counter tension** To perform balances with control, showing good body tension To know that rolls can be combined with different start and end positions to create more fluid sequences To jump along, over and off apparatus of varying height, with control in the air and on landing	**To know that matching, or unison, is when you perform exactly the same movements at the same time.** **To know that mirroring is when you perform movements in a mirror image of each other** **To know that canon is when you perform the same movement one after the other** **To know that matching, mirroring and canon are techniques that can be used when working with a partner in a sequence** To know that the distance between partners can be varied throughout a sequence, for effect To show travel at a variety of pathways, levels and speeds To know that a 1 foot to 2 foot jump should be used for a springboard take off To create more complex sequence of up to 8 elements, *e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling* **To know that you can perform a range of balances with a partner on the floor and on different levels on apparatus** To perform group balances at the beginning, middle or end of a sequence

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	EYFS	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Dance	**<u>Nursery Rhymes:</u>** To know how to move in sequence To know how to create simple movements and sequences **To know that you can move your body in different ways and speeds** in response to words and music, *e.g. quickly, slowly* To know how to travel with confidence To add emotions to movements when in character **<u>Dinosaurs:</u>** **To know how to explore different movements using different parts of the body** To know that the rhythm of the music can tell us how to move To add expression to movements when in character To rehearse and perform with a partner **<u>Ourselves:</u>** To remember sequences of patterns of movements relating to dance and rhythm **To know that in order to be safe you need to have some distance between yourself and others** To move with props and contrasting tempos To know how to copy a basic dance movement To develop movement ideas in pairs (including opposites)	**To know that you can respond to a stimuli using dance** To know that we can move in response to the beat of the music **To know that you can convey how you are feeling through the movements and speeds** of performance that you choose in a dance **To know that a dance tells a story and so should have a clear beginning, middle and end** To know that a motif is a sequence of movements that link together to show an idea **To know that we can copy dances and we can make up our own dances** To know that we can interact with a partner in dance, *e.g. hold hands, swap places, meeting/parting* To know that you can make different shapes with your body To know that we can pretend to be something else when dancing	To understand that the stimuli should influence the composition of the dance To know that we can create dance movements that link to the rhythm of the music **To know that we can create movements to tell a story**, *e.g. a superhero saving someone* To understand that different characters move in different ways **To create, remember and repeat a short sequence of movements to create a motif** **To understand that the order of dance movements within a motif is important** **To know that different heights and speeds can be used within dance** To teach a sequence of dance movements to a partner and perform together **To know that when we perform a dance we must show facial expression and clear body movements**	**To translate ideas from more than one stimuli into movement** **To understand that dance movements can be used to represent abstract concepts and themes** To know that there are different dance styles each with their own traditions and history To know about different styles of group dance movements: partner, copy (mirror), follow, repetition **To tell a narrative through a dance** (showing parts of the dance that clearly link to a part of a story) To show how characters interact within a dance **To vary the dynamics, levels, directions and speed in a dance routine** To demonstrate use of space, levels, directions, pathways and body shape **To work with a partner to create a dance sequence**	**To know that choreography is when you design dance sequences** **To understand that learned dance sequences can be extended** **To know that interlinking dance moves are the connecting steps that link two dance movements together** To know that there are different styles of group dance movements: action and reaction, question and answer. **To understand that different sections within a dance can be contrasting** To know techniques that will vary the energy and continuity in a routine **To know and demonstrate different dance actions**: travel, turn, gesture, jump To improvise individually and with a partner	**To know that, throughout history, dance styles have changed and developed** To know that characteristics of individuals in a narrative can be communicated through dance, *e.g. through using expressive and dynamic movements* **To know and demonstrate different relationships through dance**: unison, canon, complementary and contrasting To know that the distance between partners can be varied throughout a dance sequence, for effect To dance in time with a partner, move away from and back to a partner **To know that props and apparatus can be incorporated in to a dance to add effect** **To know that the five characteristics of a good dance performance are body, action, space, time and energy**	**To know that different cultures often have different dance styles and that these should be explored and celebrated** To know that different movements in a dance can be used to signify different moments in a narrative **To know that a dance is made up of groups of movements** (phrases) **which can be repeated in different orders** to create a longer sequence of movement -To explain what a form of dance is based on AB, ABA, ABAC (repetition of phrases) To say what a dance represents based on the artist's intention To understand that there can be different interpretations of dance **To know that still imagery can be used for effect within a dance** To contrast heights and direction within a dance when working with a partner

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		Year A	Year B	Year A	Year B	Year A	Year B

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Athletics	**<u>Locomotion (walking):</u>** To use and develop walking in different pathways **To know that we can walk in different directions** To know that marching means we swing arms and have high knees **To understand how to move and stop safely** To know how to adjust speed and change direction **<u>Locomotion (jumping):</u>** **To know that jumping uses two legs** To use and develop different ways of jumping To know that running and jumping helps us jump further To know how to jump high (bend knees, swing arms, force body upwards) **To know that hopping uses one leg** To move at different speeds (slow and fast) and in different ways: walk, jog, skip, hop Begins to understand and choose different ways of moving. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride (proprioceptive) May be beginning to show preference for dominant hand/and/or leg/foot. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	**<u>Locomotion:</u>** **To know how to change speed when running and to recognise the difference in speed** -To know that a sprint is the fastest run achievable -To know that pumping arms can increase speed in a sprint -To know how to maintain a jog for a given time To know that we can run as part of a team **To know that, when running, you might have to move to find a new space in response to others' movements** **To apply different types of running to games** **To know that there are 5 different types of jump**: 2 to 2, 1 to 1 - same foot, 1 to 2, 2 to 1, and 1 to 1 - alternate foot -To know that the types of jumps used for height and length are different -To know that skipping is a type of jumping which uses equipment **To know how jumping affects our bodies**, *e.g. muscles ache but get stronger, heart rate increases, breathing is quicker, get hot*	**<u>Locomotion:</u>** To know that jogging is for travelling over longer distances than a sprint and requires a consistent pace and effort To know that sprinting requires more explosive power / effort **To know that dodging is making a quick change of direction when they are running** **To know that dodging is important in groups so that they don't collide with others** To know that dodging can be used in team games to avoid being 'tagged' To know that when you dodge you should look towards the new direction that you are going, lower your body, and push off on the outside foot to start moving in the new direction To know different types of jumping technique: speed bounce, long jump, jumping for height **To understand that jumping requires coordination** To develop balance whilst jumping and landing **To know how to safely jump for distance and height**, *e.g. bending knees, using arms for power and balance, keeping head up and facing forward* **To know that some of the different types of jump are** more effective than others when moving and avoiding obstacles, *e.g. hurdles*	**To know that the correct body position for a sprint is head up running, with knees up and pumping arms, not crossing the body** To know that acceleration is needed at the start and end of a running race **To know that a team running race is called a relay** -To know that when running in a relay you should have a hand out ready to receive the baton -To know that shuttle relays require running back and forth To know that runners must run inside their lane **To know that a standing long jump is when you jump as far as possible from a standing position**: using a two-footed take-off, swinging arms forwards and up, landing softly on both feet. To show control in take-off and landing when jumping **To know that it is more important to throw for accuracy, rather than distance** To know that a side stance is the most effective body position, when throwing for distance To know how to throw a variety of objects overarm with a side stance, *e.g. howler, tennis ball, javelin*	To know that the distance that is being run and the pace of a run are related **To know that we should run at an appropriate speed for the distance being run** **To understand that runners focus on their stride patterns in order to improve performance** To know that a steady pace should be maintained over longer distances **To know tactics used when running for distance**: avoid over striding, have a tall posture, relax shoulders, control breathing **To know the correct sequence of the standing triple jump**: hop - step – jump. **To know that the standing triple jump requires accurate footwork** -To know that you should stand on the strongest foot to begin the take off -Hop: take off and land on the same foot -Step: take off and land on the opposite foot -Jump: take off and land in the pit with both feet together To know that weight shifted to the back foot will help to increase the distance of a throw	To know how to sustain running techniques over different distances and speeds **To know that runners speed up as they come near to the end of a race** (sprint finish) To understand that sprinting involves running on the balls of feet To know that during relay changeovers you should run forwards slowly as your team mate approaches, to speed up the hand over **To know the different types of relay baton handover** -That down sweep is when the runner passes the baton in a downward action -That up sweep is when the runner passes the baton in an upward action **To know the basic hurdle technique** -That the lead leg clears the hurdle first -That the trail leg clears the hurdle second To focus on accurate foot placement and stride pattern when jumping hurdles **To know how to throw and catch a variety of objects overarm using hip rotation to enhance the throw** To know the basic technique for throwing a shot put *-Stand sideways on to the direction of the throw* *-Place the shot put into the neck with the elbow high* *-Turn the back toe away and bend the back leg* *-Transfer weight from the back leg to the front leg* *-Quickly turn hips and chest to face the direction of the throw* *-Push the shot put high and follow through with the hand*	**To know the technique for competitive running starts**, *e.g. facing forwards, one foot in front of the other, listen for the whistle* To know that when running for distance you must run at a pace that you can maintain; you must have steady breathing you must breathe in through your nose and out through your mouth To know that a relay changeover must happen in the correct 'zone' **To know that a run up, with a 1:2 jump, will allow the travelling of the furthest distance** To know that when taking part in the long jump the front foot must not go over the line **To know techniques for different types of throw**: fling throwing (discus), push throwing (shot put), pull throw (javelin) To understand that a run up can help to increase the distance of a throw

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	EYFS Robins /Puffins	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Games	**<u>Ball Skills (Hands 1):</u>** **To know that we can move a ball in different ways using our hands**: push, roll, bounce To use pushing, rolling and bouncing to move a ball with control To push, roll and dribble (pat or bounce) with their dominant hand **<u>Ball Skills (Hands 2):</u>** **To know how to throw in different ways** To know how to stop a ball To know how to catch a ball and other objects To throw and roll a ball with their dominant hand To focus and aim for a target **<u>Ball Skills (Feet):</u>** **To know how to move with a ball using feet** To kick (dribble) with their dominant foot To kick (pass) with their dominant foot To kick (dribble) a ball over a short distance with some control Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	**<u>Ball Skills:</u>** **To know that there are different ways to send and receive an object**: **rolling, underarm throw, pushing, kicking, bouncing** To understand that there must be control when sending an object **To know how to aim with accuracy when sending an object to a smaller target** **To know how to catch a large ball with two hands** To know that there are different ways that a ball can be stopped, *e.g. using hands and feet* To know that a ball can be moved using the feet, *e.g. kicking, dribbling, passing*	**<u>Ball Skills:</u>** **To know that there are different types of throws,** *e.g. over arm, under arm* **To know that focussing on a target will make a throw more accurate** **To catch a small ball with two hands**, to and from a partner, and over a short distance To know how to accurately kick a ball at a target To know how to move a ball with control, keeping possession, *e.g. when dribbling using hands and feet* To know that you must look up at your team mate before passing **To know that in order to be safe you might have to move to find a new space in response to others' movements**	**<u>Boccia:</u>** **To understand that you need to be accurate when sending a ball** To know how to send a ball to a moving target, e.g. a team mate running **To know that more force is needed when sending an object with power and speed** To develop accuracy when throwing at a target which is partially obstructed To understand that it is more important to defend and keep possession, than attack and lose possession		

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	EYFS	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Invasion Games Games for Understanding (EYFS & KS1) Netball Basketball Football Handball Tag Rugby	**<u>Games for Understanding:</u>** **To know how to wait their turn in team games** To understand the rules of simple games To understand how to avoid a defender and prevent an attacker from scoring in a simple game To avoid obstacles by stopping and changing direction	**<u>Games for Understanding:</u>** **To know that within any game there are attacking and defending positions** -To know that defenders try to stop the opposing team -To know that attackers try to score points To know that we keep a ball close to our feet using soft touches **To know that we pass away from a defender** -To know that we use the inside of a foot to pass To know that we point to where we want someone to pass the ball To know that players must look where a team mate is before passing a ball To know how to move away from a defender and into space	**<u>Games for Understanding:</u>** **To know that space can be defended** -To know that defenders try to stop the opposing team by staying close to attackers, *e.g. marking them* -To know that attackers can move past defenders by finding space, *e.g. changing direction* To know that players can call to team mates when they are in a free space To know that passes can be intercepted **To know that standing sideways means that you can see the attacker and the ball** To know that when someone is about to shoot you must react quickly	**<u>Netball:</u>** **To know how to pass to someone else whilst stationary with the ball**, *e.g. chest pass* To know the correct body position for receiving a ball To understand that in some games players cannot move with the ball **To understand different ways of changing direction**, *e.g. jumping and turning, pivoting* To develop technique for accurately aiming at a target, at height, *e.g. arms up, eyes on target, bend knees* **<u>Football:</u>** **To know that dribbling is when the ball is moved close to the body, with control** **To know that players must communicate moving into space with team mates** To know how to stay close to the attacker, e.g. using quick changes of direction **To know that attackers can move past defenders by** dodging using a side step movement **<u>Tag Rugby:</u>** To understand that in rugby the ball must never be passed forward **To know how to successfully receive an incoming ball by stepping towards or away from it as required** To know that body position can be used to increase the likelihood of successfully receiving a ball, *e.g. moving towards the ball, cupping hands, bringing the ball to the body* **To know that players must move in to space once they have passed the ball** To understand different rules for defending, *e.g. tagging a player*	**<u>Basketball:</u>** To know that bouncing can be used as a way to move with the ball *(dribbling)* **To know how to control and catch a ball and accurately pass whilst moving** To know how to move with a ball in opposed situations To understand that the body can be used for marking (defending), *e.g. arms stretched out/wide* **<u>Football:</u>** To develop control when turning with the ball **To understand simple rules of invasion games**, *e.g. substitutions, timings, out of bounds* To understand what happens after a goal is scored To use attacking and defending skills appropriately within a game **<u>Handball:</u>** To know that tackling is used when a defence player wants to prevent an attacking player from shooting at goal or making a break through To understand that, in handball, the feet are very important in defence: fast feet, moving quickly To know how to use quick passes and fast movements when attacking **To understand that in some sports, there are different zones for different players**, *e.g. netball thirds, goalkeeper semi-circle in handball*	**<u>Netball:</u>** **To know that there are a wide variety of passes,** *e.g. overhead, chest, bounce, shoulder* **To select the most suitable pass to send the ball to a team mate with increasing accuracy** To understand that team work is essential in order to keep possession To understand simple rules used for officiating **<u>Football:</u>** To know how to dodge defenders, using different techniques, being aware of opponents **To develop techniques for maintaining possession of a ball both individually and as part of a team** To know how to successfully take part in a conditioned game with understanding of tactics and rules **<u>Tag Rugby:</u>** **To combine basic skills, such as catching, quickly passing and finding space, in one movement** To know how to use body position to force an opponent to pass a ball **To know how to use more than one type of pass to send and receive a ball accurately** To increase the power of passes so the ball can be moved quickly over greater distance	**<u>Basketball:</u>** **To know that a variety of techniques can be used to move into a space**, *e.g. feints, dummies, side steps, dodging* To know that space can be 'closed down' when defending, *e.g. marking* To know when to pass or dribble so that there is control and so that players can progress towards the target **<u>Football:</u>** To know how to control movement with a ball in an opposed situation, whilst moving To combine accurate passing skills and techniques in a game situation To use a variety of tactics to keep the ball, e.g. changing speed and direction To know how to defend the ball from hitting the target, using hands *(keeping)* **<u>Handball:</u>** **To know that in different situations, some passes are more effective than others**, *e.g. chest pass for short distances* To know how to field, attack and defend by anticipating the direction of play To combine receiving, passing, moving and shooting in a game situation

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PE Progression

Invasion Games (continued) Hockey Dodgeball				**<u>Hockey:</u>** To understand that equipment can be used to dribble, pass and stop an object, *e.g. hockey stick* **To know how to receive an object and get it under control before passing** **To know that dribbling is when the ball is moved (using equipment) close to the body, with control** To know that the flat side of a hockey stick is used to pass the ball To know that accuracy and power is needed when shooting	**<u>Dodgeball:</u>** To develop technique for catching a ball consistently with one and two hands To know how to accurately throw and pass to a team mate, whilst moving over a variety of distances and different speeds To anticipate where a ball may land and move towards the space **To know that dodging, ducking and jumping is used to avoid being attacked with a ball**	**<u>Hockey:</u>** **To know different passes used in hockey and when they are most effective:** -Push pass *(short, controlled distance)* -Square pass *(dribble and change direction, across the pitch)* -Straight pass *(up/down the pitch)* -Back pass *(to a player behind)* To know that a variety of tactics can be used in a game to increase the chances of winning To know when to defend and what defence skills could be used, *e.g. blocking*	**<u>Dodgeball:</u>** To know how to shoot from different areas at specific targets with accuracy and power -To understand that some targets can move To know when and how to apply a specific tactic **To understand that teams use formations when attacking and defending** **To understand that in some games players need to be able to transition between attacking and defending**
Net and Wall Tennis		**<u>Rackets, Bats and Balls:</u>** To know that rackets can be used to push, dribble and hit a ball **To understand that rackets and balls must be used with control** To know how to hit a ball with accuracy and power **To know that the strength at which a ball is hit, with a bat will, influence how far it travels** To send a ball to a target area To know how to accurately hit a ball in to a space		**To know that there are different ways to hit a ball** (focusing on forehand) To be able to control a ball on a racket whilst stationary To be able to control a ball on a racket when walking **To know that sending the ball in to space on the court will win a game** **To know that it is important to always watch the ball**, *e.g. for a one bounce strike from a dropped ball* To know that you should step away or towards an incoming ball to receive it, with a racket **To be able to return a pass using forehand**	**To know how to accurately pass to someone else using forehand** To know how to hit a ball using a backhand stroke **To understand that it is easier to send the ball to different target zones using forehand and backhand** To know that a rally is when the ball is hit back and forth between people **To return a ball over a net** To be able to apply forehand and backhand skills to a game situation	**To know that a volley is when the ball is returned without it bouncing first** -To know that a volley is a powerful shot, but that it can be less accurate **To know that the ball can be served overarm or underarm to begin a game** To understand that points can be won from an accurate serve To make decisions about when to use a variety of shots, *e.g. forehand, backhand and volley* **To know that the game of tennis can be played 1:1 (singles) or 2:2 (doubles)**	**To know that the position of the ball on the racket at the start of a shot will affect the direction that it travels** To know when it would be appropriate to use different types of shots **To know how to adjust the power of the shot accordingly** To rally with a partner using both forehand and backhand To develop a serve technique with increased speed and precision

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PE Progression

	EYFS	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Striking and Fielding Rounders Cricket				**To know that an underarm throw is most effective for throwing to another player,** *e.g. back to the bowler* **To know that an overarm throw is most effective when throwing over a large distance** To know that the position of the fielders on a pitch will influence how quickly they can get to the ball **To know how to stop a moving ball with hands or feet** To understand how to stop the other team from scoring points in rounders, *e.g. by retrieving the ball, throwing it back to the bowler, stumping a post, catching the ball without a bounce* To know how to hit a stationary ball into a specific space or in an intended direction, using a rounders bat	To know the role of a backstop **To accurately use an underarm throw when bowling** **To understand that to successfully hit the ball you must keep your eyes on the ball and concentrate** **To know that it is important to aim to hit the ball in to space** To know that you should run the most efficient line to the ball when fielding To understand that it is quicker to throw the ball than run with it To know what the 'ready position' is	To know the role of a wicket keeper **To know what the long barrier method is** -To know the body position of the long barrier method in order to stop a moving ball To know different types of shots to hit the ball in different directions, e.g. different angles and speeds **To know that fielders will move to specific positions dependant on where the ball has been hit** **To know that it is important to anticipate where a hit ball may land and either move towards it or communicate with a team member** To know how to hit a stationary ball into a specific space or in an intended direction, using a cricket bat -To know that in cricket the flat side of the bat points forwards To understand what happens if the batter misses the ball To understand how to stop the other team from scoring points in cricket, *e.g. stopping the ball, catching the ball without a bounce, hitting the stumps with the ball*	To know how to bowl overarm **To know that cricket bowling requires a bounced ball, whereas rounders does not** To know how to adjust the power of the shot according to how far or where you want it to travel **To choose the appropriate method to stop a ball depending on its speed** To know what happens if the batter hits the ball backwards, in rounders To understand how umpiring and scoring is used in rounders and cricket **To understand that players can choose to act defensively or use attacking tactics** To know that, in cricket, the bat can be used to block the stumps **To understand the importance of communicating as a team in both rounders and cricket**
Outdoor and Adventurous Activities Orienteering				To know how to collaborate effectively as a team To know that tactics are used when attacking and defending To create and apply simple tactics to overcome a problem	To understand the importance of working together when problem solving To know that in order to overcome challenges you need to work together to identify what's working well and what's not	To locate position on a simple map **To orientate a simple map according to direction faced** To know how to orientate to North To identify and use the 8 compass directions	**To understand what makes an effective leader** To understand the importance of communication as a leader To know the STEP principle: Space, Task, Equipment, People

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PE Progression

	EYFS	Y1/2		Y3/4		Y5/6	
		Year A	Year B	Year A	Year B	Year A	Year B
Vocabulary	performance, exercise, healthy, heart, breathing, eye contact, partner walk, jog, run skip, hop, sidestep, direction, slow, fast, travel, move, kick, push, throw, roll, balance stretch, straight, curved, shape, curl simple words to describe the nature of movement, *e.g. strong, gentle, heavy*	dislike, improvement, evaluate, reason, communicate under arm, over arm, control, distance, target, sprint, hurdle tuck, straddle, straight, star, pike, tension, muscle, sequence, jump words to describe moods and feelings (expressive qualities), e.g. *jolly, stormy, angry* words to describe the nature of movement (dynamic qualities), e.g. *fast, strong, gentle, sequence, beat*	advice, practise, fitness, muscles, stamina, set back, challenge strength, tap, swing attack, defend, tactics, mark, close, dodge, weave pace, pump, obstacles dish roll, egg roll, pencil roll, forward roll, monkey walk expressive, stimulus, routine, phrases, compose	encourage, opinion, effective, executed, skill body, stationary, position, receive, anticipate, predict, feeder lane, position, shuttle relay, baton, javelin combination, tradition, repeat, repetition, structure warm up, cool down, stretch, muscle / joint specific vocabulary, *e.g. ham string, pelvis, quadriceps*	technique, tactic, personal best handovers, footwork, side stance fluency, transition, gesture, energy, complementary and contrasting improvisation, rhythm, stag jump, pike jump officials, honesty, decision more specific parts of the body vocabulary e.g. calf, shin	sportsmanship, opposition forehand, backhand, overhead, chest, bounce, push pass, long barrier, shadowing sustain, maintain, circular, take off, track, hip rotation counter balance, counter tension, elements, cartwheel gesture, energy, complementary, contrasting, improvisation, techniques, fluency, style, variation	defined, role, sportsmanship, officiating feints, dummies, side steps, shadowing, possession triple jump, sprint, finish asymmetrical, symmetrical, action, reaction, form, AB, ABA, ABAC, artistic intention, interpretation, mirror, match, canon, unison
Swimming	**NOT LINKED TO A YEAR GROUP**						
	Beginning		**Developing**		**BY THE END OF KEY STAGE TWO**		
	To know simple pool rules To know what to do if they fall into water To move and submerge confidently in the water To swim 10m with a buoyancy aid		To know why pool rules keep us safe To use arms and legs together to move effectively across the water To float on front and back To glide on both front and back To roll from front to my back and then regain a standing position To swim 10m unaided		**To swim competently, confidently and proficiently over a distance of at least 25 metres** **To perform safe self-rescue in different water-based situations** - Water Safety - **Explain dangers of water** - **float using different body positions** - **tread water** **To perform safe self and partner rescue in simple water-based situations:** - HELP position - What to do if others get in trouble in the water - Rescue partner by talking them to poolside - Reach and rescue partner **To use a range of strokes effectively** (e.g. front crawl, backstroke and breaststroke) - To know how to perform a successful front crawl (kick from hips, arms clear water & bent at elbow out of water, legs relatively straight, flexible ankles) - To know how to perform a successful back crawl (kick from hips, hips to surface of water, relaxed legs, arms clear water & brush ear when entering water) - To know how to perform a successful breast stroke (heels drawn towards bottom, draw circle with heels, arms pull outwards and downwards, legs and arms start and end in 'glide' position, knees as wide as hips in leg kick) **To explain and demonstrate a streamlined body position:** - arrow shape for back crawl and front crawl - flat in the water - front crawl with face in water		

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PE Progression

Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	**Locomotion:** Walking	**Gymnastics:** Floor - moving	Ball Skills Hands 1	**Gymnastics:** High, Low, Over, Under	**Dance** Nursery Rhymes	Ball Skills Hands 2	**Dance:** Dinosaurs	Ball Skills Feet	**Locomotion:** Jumping	**Dance:** Ourselves	Games For Understanding	
Year 1/2	**Locomotion**: Running	**Gymnastics**: Wide, Narrow, Curled	Ball Skills Hands 1	**Gymnastics:** Body Parts	Ball Skills Feet	**Dance:** Exploring	Ball Skills Hands 2	**Dance:** The Zoo	**Locomotion:** Jumping	Games For Understanding	Rackets, Bats and Balls	Team Building
Year 3/4	**Invasion:** Netball	**Gymnastics** Symmetry & Asymmetry	**Invasion**: Football	**OAA:** Communication	**Invasion**: Tag Rugby	**Dance** Wild Animals	**Invasion:** Hockey	**Dance:** Weather	**Net / Wall** Tennis	**Target Games:** Boccia	**Striking & Fielding** Rounders	**Athletics**
Year 5/6	**Invasion:** Netball	**Gymnastics:** Counter Balance and Counter Tension	**Invasion**: Football	Health Related Exercise	**Invasion:** Tag Rugby	**Dance:** The Circus	**Invasion:** Hockey	**OAA:** Orienteering	**Striking & Fielding** Rounders	**Net / Wall** Tennis	**Striking & Fielding** Cricket	**Athletics**

Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	**Locomotion:** Walking	**Gymnastics:** Floor - moving	Ball Skills Hands 1	**Gymnastics:** High, Low, Over, Under	**Dance** Nursery Rhymes	Ball Skills Hands 2	**Dance:** Dinosaurs	Ball Skills Feet	**Locomotion:** Jumping	**Dance:** Ourselves	Games For Understanding	
Year 1/2	**Locomotion**: Dodging	**Gymnastics**: Linking	Ball Skills Hands 1	**Gymnastics:** Pathways	Ball Skills Feet	**Dance:** Heroes	Ball Skills Hands 2	**Dance:** Growing	**Locomotion:** Jumping	Games For Understanding	Team Building	Health and Wellbeing
Year 3/4	**Invasion:** Basketball	**Gymnastics:** Bridges	**Invasion**: Football	**OAA:** Communication	**Invasion:** Handball	**Dance:** Cats	**Invasion:** Dodgeball	**Dance:** Space	**Net / Wall** Tennis	**OAA:** Problem Solving	**Striking & Fielding** Rounders	**Athletics**
Year 5/6	**Invasion:** Basketball	**Gymnastics:** Matching & Mirroring	**Invasion:** Football	Health Related Exercise	**Invasion:** Handball	**Dance:** Carnival	**Invasion:** Dodgeball	**OAA:** Leadership	**Striking & Fielding** Rounders	**Net / Wall** Tennis	**Striking & Fielding** Cricket	**Athletics**