



# Curriculum Progression Map

## Subject area: Physical Education (PE)

Curriculum Leader: Dan Stuckey

Key- HAL - Health and Active Lifestyle (healthy hearts)

SC&SA- Self Confidence and Self Awareness (healthy minds)

OAA-Outdoor and Adventurous Activities

(Red text=ARENA scheme of learning for PE)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>RECEPTION</b></p> <p><b>HAL-</b> ELG - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>SC&amp;SA- ELG -</b> Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Fundamentals- 1</b> Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.</p> <p><b>Gymnastics -1</b> Ability to listen and observe, show an awareness of space for themselves and others.</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Fundamentals- 2</b> Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.</p> <p><b>Gymnastics</b> Change and link together directions of travel using apparatus. Move slowly showing strength and tension in muscles To move with speed to show agility.</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Games -1&amp;2</b> Move confidently, change direction and speed avoiding collisions, stop quickly. Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Dance Under the sea/ fairy tales/ toys</b> Be able to choose different ways of moving isolated body parts and linking these together. Travel using isolated body parts - back, stomach, bottom and feet. Show different levels in travelling moves Change the direction of travel of isolated body parts to include balance</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Fundamental Athletics 1</b> ELG - Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts</p> <p><b>Fundamental Athletics- 2</b> Eye-hand co-ordination and control, spatial awareness, striking with different body parts.</p>

<p>talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>						
<p><b>YEAR 1</b>  <b>HAL-</b>  I am active daily and I take part in playground activities.   I know the names of 2 games which I can play which make me out of breath.   <b>SC&amp;SA</b>  I can follow instructions and play safely with others.   I can describe my own work in PE.</p>	<p><b>Games- 1</b>  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games.   <b>Fundamental Movements</b>  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.</p>	<p><b>Net and Wall Games</b>  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun. Choose and use skills effectively for particular games.   <b>Multi Skills</b>  throwing and catching.</p>	<p><b>Gymnastics- traveling with jumping and landing</b>  Show control and co-ordination when travelling and balancing. Link two or more actions to make a sequence.   <b>Dance -dinosaurs/animals</b>  Perform some simple dance moves. Demonstrate rhythm and control. Suggest improvements/ give feedback.</p>	<p><b>Games- 2</b>  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing.  <b>Gymnastics- stretching and curling</b>  Show contrasts (e.g.: small / tall, straight / curved, wide / narrow). Jump in a variety of ways and land with some control and balance.</p>	<p><b>Athletics- 1</b>  Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.   <b>OAA</b>  Follow a simple map. Find and identify symbols.</p>	<p><b>Athletics -2</b>  Use their bodies and a variety of equipment with greater control and co-ordination. Use their bodies and a variety of equipment with greater control and co-ordination.   <b>Striking and Fielding Games</b>  Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games.</p>
<p><b>YEAR 2</b>  <b>HAL-</b></p>	<p><b>Games-3</b>  Improve the way they co-ordinate and</p>	<p><b>Net and Wall games</b>  Throw and catch a ball with accuracy.</p>	<p><b>Gymnastics - Basic skills</b></p>	<p><b>Dance Antarctica/Celebrations</b></p>	<p><b>Athletics -2</b>  Explore different jump techniques. Set</p>	<p><b>OAA</b>  Use more detailed plans and diagrams</p>

<p>I am active daily and I take part in activities with my family. I know the difference between healthy foods and unhealthy foods.</p> <p><b>SC&amp;SA</b> I can describe my actions and those of others using simple terms.</p>	<p>control their bodies and a range of equipment. Choose, use and vary simple tactics.</p> <p><b>Fundamental Movements</b> Move in different ways, change direction and hit a ball in a competitive situation.</p>	<p><b>Games- 4</b> Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work.</p>	<p>Balance on different points of the body. Travel at different speeds in a variety of ways.</p> <p><b>Dance- Antarctica/Celebrations</b> Perform dance actions with control and co-ordination.</p>	<p>Can choose appropriate movements to communicate mood / feelings / ideas Link two or more actions in a sequence.</p> <p><b>Gymnastics- Direction and pathways</b> Move jump in and along different pathways including turns. Put these skills into a sequence.</p>	<p>myself targets to improve my performance.</p> <p><b>Cricket</b> Hit a ball with a cricket bat, learn the simple defending techniques.</p>	<p>that take them from familiar to less familiar areas. Use ideas they have learned in one task and apply them in another.</p> <p><b>Striking and Fielding</b> Develop fielding skills.</p>
<p><b>YEAR 3</b> <b>HAL-</b> I am active for at least 60 minutes daily and I take part in a range of different activities. I can make myself out of breath and make my heart beat faster.</p> <p><b>SC&amp;SA</b> I am beginning to help set up equipment safely. I can play co-operatively with other children.</p>	<p><b>Football</b> Understand basic tactics of a game. Begin to apply tactics and rules in a game. Kick a ball with the side of the foot. Dribble the ball. Strike the ball towards a target.</p> <p><b>Tag Rugby</b> Keep and control the possession of a ball. Understand how to pass the ball in rugby. Learn how to defend.</p>	<p><b>Hockey</b> Ask and answer questions to suggest reasons/improvements/changes. Understand how to hold a hockey stick. Pass a ball correctly. Dribble with the hockey ball.</p> <p><b>Alternative sports</b> Take part and learn skills for a range of alternative sports such as lacrosse, fencing, ultimate frisbee and handball.</p>	<p><b>Gymnastics-symmetry &amp; Asymmetry</b> Combine learnt techniques (Y1&amp;2) to plan, perform and repeat sequences. Move in a clear, fluent and expressive manner.</p> <p><b>Basketball</b> Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating. Use skills developed in netball to play basketball- passing and shooting. Understand the key rules and tactics of basketball.</p>	<p><b>Netball</b> Ask and answer questions to suggest reasons/improvements/changes. Begin to understand the role of officiating. Understand the rules and positions of netball in order to take part in a match.</p> <p><b>Dance-Rainforests/Machines</b> Refine movements to create a more complex sequence to match a purpose. Movements are clear and fluent. Suggest new ways of working/ask and answer questions to reflect.</p>	<p><b>Athletics</b> Refine sprint technique. Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up if appropriate.</p> <p><b>Net Games (Tennis)</b> Hit the ball over the net and take part in a rally. Hit a moving ball. Hit a ball towards a target.</p>	<p><b>Striking and Fielding Games</b> Field with control.</p> <p><b>OAA</b> Use maps and diagrams to orientate themselves and to travel around a simple course. Plan responses to physical challenges and problems as a group Identify risks and advise others.</p>

<p><b>YEAR 4</b> <b>HAL-</b> I am active for at least 60 minutes daily. I take part in sporting activities at lunch time. I know why it is important to be active and eat regularly.</p> <p><b>SC&amp;SA</b> I am taking some responsibility for managing myself and equipment safely. I know how my work is similar and different from others work, and how to improve my performance.</p>	<p><b>Football</b> Begin to apply tactics and rules in a game Gain possession confidently and apply attacking and defending skills. Learn how to tackle safely. Understand the key rules and tactics of football to be able to take part in a match.</p> <p><b>Netball</b> Develop the following skills required to perform in high 5 netball. Footwork, shooting, passing and receiving, finding a space. Begin to understand the positions in a game of High 5 Netball.</p>	<p><b>Hockey</b> Apply and explain rules and tactics of a variety of games. Support other players; coaching; modelling. Understand the key rules and tactics of Hockey to be able to take part in a match.</p> <p><b>Tag Rugby</b> Work in a team or alone to gain possession of a ball. Understand the key rules and tactics of tag rugby to be able to take part in a match.</p>	<p><b>Gymnastics Partner sequences</b> Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.</p> <p><b>Tri golf</b> Use clubs to hit a ball with the correct technique. Control the distance of the ball that you hit. Hit a ball at a target and develop accuracy.</p>	<p><b>Basketball</b> Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating. Use skills developed in netball to play basketball- passing and shooting. Understand the key rules and tactics of basketball.</p> <p><b>Dance</b> When composing it is imaginative, creative and expressive. Movements show control. Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect.</p>	<p><b>Athletics</b> Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging targets for improvement</p> <p><b>Net Games (Tennis)</b> Hit a moving ball over a net. Keep a ball in a small area. Understand the key rules and tactics of tennis.</p>	<p><b>Striking and Fielding- (Cricket)</b> Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling.</p> <p><b>OAA</b> Confidently orientate self and others to solve a problem in a more unfamiliar environment. Develop skills to solve problems in intellectual and physical challenges.</p>
<p><b>YEAR 5 &amp; 6</b> <b>HAL-</b> I am active for at least 60 minutes daily. I have taken part in a sports festival and I take part in lunch time activities. I can describe what and why some activities help me</p>	<p><b>Netball</b> Develop passing and receiving skills using a netball. Understand the footwork rule. Develop a range of netball passes- chest pass/ overhead pass/ bounce pass and to understand</p>	<p><b>Hockey</b> Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt</p>	<p><b>Gymnastics-counterbalance</b> Identify and practise gymnastic shapes and balances. Create sequences using balancing and linking movements. Use counterbalances and incorporate them into a sequence of movements.</p>	<p><b>Dance</b> When composing it is imaginative, creative and expressive. Movements show control. Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and</p>	<p><b>Athletics</b> Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging</p>	<p><b>Swimming</b> <b>To be able to swim 25 meters by the end of year 6.</b> Develop basic pool safety skills and confidence in the water. Develop travel in vertical and horizontal positions.</p>

<p>to strengthen my bones and muscles.</p> <p><b>SC&amp;SA</b> I can follow the rules of fair play showing respect for others</p> <p>I can set myself relevant personal targets.</p> <p>I am able to take more responsibility in leading activities for others.</p>	<p>when to use these in game situations. Shoot correctly. Defend correctly. Recognise which positions are attacking and defending. Understand the rules of Netball. Consolidate skills learnt previously and develop further confidence.</p> <p><b>Football</b> Begin to apply tactics and rules in a game Gain possession confidently and apply attacking and defending skills. Learn how to tackle safely. Understand the key rules and tactics of football to be able to take part in a match.</p>	<p>them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p><b>Tag rugby</b> Work in a team or alone to gain possession of a ball. Understand the key rules and tactics of tag rugby to be able to take part in a match. Consolidate the year 4 skills and develop further confidence.</p>	<p>Perform and analyse own and others performances.</p> <p><b>Fit to learn- fitness games/ circuits</b> Know the importance of fitness and what the impacts are on our body and mental health. Know the reason why we warm up before exercise. Suggest ideas for warm ups before exercise. Lead a warm up/ exercise including stretches. Take part in high intensity activity (circuit training)</p>	<p>answer questions to reflect. Create a dance individually and within a group.</p> <p><b>Fencing</b> Play a competitive fencing bout using the following skills: on guard position, a lunge, a riposte and counter riposte. Use some attacking and defending tactics in a competitive environment.</p> <p><b>Tri golf</b> Use clubs to hit a ball with the correct technique. Control the distance of the ball that you hit. Hit a ball at a target and develop accuracy</p>	<p>targets for improvement. Analyse own and others performance and offer advice to improve. Use these skills in competition.</p> <p><b>Striking and Fielding (Cricket)</b> Develop skills in batting and fielding. Throw and catch under pressure. Choose fielding techniques. Learn batting control. Learn the role of back stop. Develop bowling skills.</p>	<p>Develop push glides on front and back without any support aids. Show breath control. Introduction to deeper water. Tread water.</p> <p><b>Net Games (Tennis)</b> Use the correct grip of the racket and understand how to get into the ready position. Understand how to serve. Understand how to use a range of shots (drop shot/ clear/ short) Understand the rules and scoring system.</p>
<p><b>Clubs</b></p>	<p>Netball Touch Rugby</p>	<p>Netball Touch Rugby Forest School</p>	<p>Cross Country Gymnastics Football</p>	<p>Cross Country Gymnastics Football</p>	<p>Cross Country Junior ten tors Tennis and ball games Wake and shake</p>	<p>Cross Country Junior ten tors Tennis and ball games Wake and shake</p>
<p><b>Festivals/ Competitions</b></p>	<p>Years 3&amp; 4, 5 &amp; 6 Football Festival and Competition Years 5 &amp; 6 Multi-sport Festival Years 5+6 touch Rugby competition.</p>	<p>Primary Swimming Gala Basketball Festival Multi Skills Year 3+4</p>	<p>Years 4 &amp; 5 Badminton Skills Festival Sports Hall Athletics Tag Rugby</p>	<p>High 5 Netball Festival and Competition YR 5+6 YR 3+4 dance Badminton year 4+5 Tag Rugby Festival Gymnastics year 5+6</p>	<p>Multi Skills Competition Year 1 and Year 2 Years 5 &amp; 6 Athletics Competition KS1 and Years 3 &amp; 4 Tennis Multi skills Competition</p>	<p>Years 3 &amp; 4 Multi Sports Summer Festival KS1 and 2 Wake and Shake Competition Sports Day</p>

<b>Outdoor Learning and Residential</b>	Forest School Year 6 Residential to Pixies Holt, Dartmoor.
<b>Other</b>	Reception - Balance ability Year 1 +2 Clip and Climb - (Roche) Year 5 - Bike ability Year 5 and 6 Climbing (Milton Abbot climbing centre) KS2 trip to Zero Gravity. Year 5+6 Climbing (Milton Abbot climbing centre)

**Please note that some Key Stage 2 groups will be mixed for PE and teachers will design a plan using the objectives from the relevant year groups. At the end of each term and at the end of each academic year, teachers will review learning in PE to ensure appropriate coverage and to inform future planning.**