



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
RECEPTION HAL- 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. SC&SA- ELG - Children are confident to try new activities, and	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Fundamentals- 1 Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise. Gymnastics -1 Ability to listen and observe, show an awareness of space for themselves and others.	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Fundamentals- 2 Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise. Gymnastics Change and link together directions of travel using apparatus.	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Games -1&2 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.	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Dance Under the sea/ fairy tales/ toys 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	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Fundamental Athletics 1 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.	LEAP Functional Movement Manipulative Skills Aesthetic Movement Movement Concepts Fundamental Athletics- 2 Eye-hand co-ordination and control, spatial awareness, striking with different body parts.

<p>to say why they like some activities more than others. They are confident to speak in a familiar group, will 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>Move slowly showing strength and tension in muscles To move with speed to show agility.</p>	<p>Controlling a ball, steering a ball, use a small range of equipment</p>	<p>Change the direction of travel of isolated body parts to include balance</p>		
<p>YEAR 1 +2 HAL- Yr 1 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. Yr 2- 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>Games- 3 Yr 1 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. Yr 2- Improve the way they co-ordinate and control their bodies and a range of equipment.</p>	<p>Net and Wall Games Yr 1- 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. Yr 2- Throw and catch a ball with accuracy. Dance -linked to topic. Year 1- Perform some simple dance moves. Demonstrate rhythm and control. Suggest</p>	<p>Gymnastics - Basic skills Balance on different points of the body. Travel at different speeds in a variety of ways. Multi Skills/ Games 4 Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work.</p>	<p>Games- 2 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. Gymnastics- stretching and curling / Direction and pathways. Show contrasts (e.g.: small / tall, straight</p>	<p>Athletics- 2 Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Explore different jump techniques. Set myself targets to improve my performance. OAA Year 1- Follow a simple map. Find and identify symbols.</p>	<p>Athletics -2 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. Striking and Fielding Cricket Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit</p>

<p>SC&SA Yr 1 I can follow instructions and play safely with others. I can describe my own work in PE. Yr 2- I can describe my actions and those of others using simple terms.</p>	<p>Choose, use and vary simple tactics.</p> <p>Fundamental Movements Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p>	<p>improvements/ give feedback.</p> <p>Yr 2 - Perform dance actions with control and co-ordination. Can choose appropriate movements to communicate mood / feelings / ideas Link two or more actions in a sequence.</p>		<p>/ curved, wide / narrow). Jump in a variety of ways and land with some control and balance. Move, jump in and along different pathways including turns. Put these skills into a sequence.</p>	<p>Yr 2- Use more detailed plans and diagrams that take them from familiar to less familiar areas. Use ideas they have learned in one task and apply them in another.</p>	<p>the game they are playing. Choose and use skills effectively for particular games. Hit a ball with a cricket bat, learn the simple defending techniques.</p>
<p>YEAR 3 HAL- 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 heartbeat faster.</p> <p>SC&SA I am beginning to help set up equipment safely. I can play co-operatively with other children.</p>	<p>Football 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>Tag Rugby Keep and control the possession of a ball. Understand how to pass the ball in rugby. Learn how to defend.</p>	<p>Hockey 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>Alternative sports Take part and learn skills for a range of alternative sports such as lacrosse, fencing, ultimate frisbee and handball.</p>	<p>Gymnastics- flight. Make up a sequence of 6 - 8 actions that link together using the floor and apparatus. Show contrasting shapes, actions and travelling movements within a sequence. Show different levels in a sequence.</p> <p>Basketball Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics</p>	<p>Netball 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>Dance-Rainforests/ Machines Refine movements to create a more complex sequence to match a purpose. Movements are clear and fluent. Suggest</p>	<p>Athletics 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>Net Games (Tennis) Hit the ball over the net and take part in a rally. Hit a moving ball. Hit a ball towards a target.</p>	<p>Striking and Fielding Games Field with control.</p> <p>OAA 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>

			e.g. officiating. Use skills developed in netball to play basketball- passing and shooting. Understand the key rules and tactics of basketball.	new ways of working/ask and answer questions to reflect.		
<p>YEAR 4</p> <p>HAL- 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>SC&SA 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>Football 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>Netball Develop the following skills required to perform in high 5 netball. Footwork, shooting, passing and receiving, finding a space. Begin to understand the</p>	<p>Hockey 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>Tag Rugby 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>Gymnastics Asymmetry/Symmetry Create a sequence of 6 - 8 elements using the floor and apparatus. Name and include both symmetrical and asymmetrical elements and a start and finish position. Show different levels in my sequence and perform with some body tension.</p> <p>Tri golf 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>Basketball 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>Dance 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</p>	<p>Athletics 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>Net Games (Tennis) Hit a moving ball over a net. Keep a ball in a small area. Understand the key rules and tactics of tennis.</p>	<p>Striking and Fielding- (Cricket) Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling.</p> <p>OAA 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>

	positions in a game of High 5 Netball.			working/ask and answer questions to reflect.		
<p>YEAR 5</p> <p>HAL- 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 to strengthen my bones and muscles.</p> <p>SC&SA 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>Netball 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 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>Football Begin to apply tactics and rules in a game. Gain possession confidently and apply</p>	<p>Hockey 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 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>Tag rugby Work in a team or alone to gain possession of a ball. Understand the key rules and tactics of tag rugby to be able</p>	<p>Gymnastics Partner sequences Work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. Travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances. Fit to learn- fitness games/ circuits 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 warmups before exercise. Take part in high intensity activity (circuit training)</p>	<p>Dance When composing it is imaginative, creative and expressive. Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect. Create a dance individually and within a group.</p> <p>Fencing 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>Tri golf Use clubs to hit a ball with the correct technique.</p>	<p>Athletics 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. Analyse own and others performance and offer advice to improve. Use these skills in competition.</p> <p>Striking and Fielding (Cricket) Develop skills in batting and fielding. Throw and catch under pressure. Choose fielding techniques. Learn batting control. Start to develop bowling skills.</p>	<p>Swimming To be able to swim 25 meters by the end of year 6. Develop basic pool safety skills and confidence in the water. Develop travel in vertical and horizontal positions. Develop push glides on front and back without any support aids. Show breath control. Introduction to deeper water. Tread water.</p> <p>Net Games (Tennis) 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)</p>

	<p>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>to take part in a match. Consolidate the year 4 skills and develop further confidence.</p>		<p>Control the distance of the ball that you hit. Hit a ball at a target and develop accuracy</p>		<p>Understand the rules and scoring system.</p>
<p>Year 6 HAL- 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 to strengthen my bones and muscles.</p> <p>SC&SA 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</p>	<p>Basketball Play in a 5 v 5 game. Understand the footwork rule. Develop a range of basketball passes- chest pass/ overhead pass/ bounce pass and to understand when to use these in game situations. Dribble accurately and skilfully while and understand the rules when doing this. Understand how to Shoot correctly. Apply understanding of rules and tactics e.g. officiating.</p> <p>Football Apply tactics and rules in a game. Gain</p>	<p>Hockey 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 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>Handball.</p>	<p>Gymnastics- Counterbalance Work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. Show changes of levels in my sequence. Include 3 or more partner balances and travel in unison and cannon.</p> <p>Fit to learn- fitness games/ circuits 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.</p>	<p>Dance- 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. Create a dance individually and within a group.</p> <p>Fencing Play a competitive fencing bout using the following skills: on guard position, a lunge, a riposte and counter riposte. Use some attacking and</p>	<p>Athletics 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. Analyse own and others performance and offer advice to improve. Use these skills in competition.</p> <p>Striking and Fielding (Cricket) Show skills in batting and fielding. Throw and catch under pressure.</p>	<p>Athletics 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. Analyse own and others performance and offer advice to improve. Use these skills in competition.</p> <p>Net Games (Tennis) Use the correct grip of the racket and understand how to get into the ready position.</p>

<p>in leading activities for others.</p>	<p>possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating.</p>	<p>play a competitive Handball game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay.</p>	<p>Suggest ideas for warmups before exercise. Lead a warmup/ exercise including stretches. Take part in high intensity activity (circuit training).</p>	<p>defending tactics in a competitive environment.</p>	<p>Choose fielding techniques. Learn batting control. Learn the role of back stop. Develop bowling skills.</p>	<p>Understand how to serve. Understand how to use a range of shots (drop shot/ clear/ short) Understand the rules and scoring system.</p>
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Please note that 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.