

Curriculum Progression – Physical Education

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Athletics</u>	<ul style="list-style-type: none"> Travel in a variety of ways. Travel at different levels. Jump and bound between points. Develop a range of throws. 	<ul style="list-style-type: none"> Know and can demonstrate the difference between walking, jogging and sprinting. Develop moving and static jumps Develop push and pull throws Experience 'classic' sports day events 	<ul style="list-style-type: none"> Know and can demonstrate the difference between walking, jogging, running and sprinted Make suggestions on how to improve standing LJ Throw overarm at a raised target accurately Have an understanding of race procedure 	<ul style="list-style-type: none"> Make very basic decisions on pacing based on distance Start to link the skills of running and jumping Introduced to the TJ footwork pattern Make suggestions on how to improve Javelin and seated pushing throws Experience self-competition 	<ul style="list-style-type: none"> Build base stamina and understand its importance Develop their own sprinting action Develop basic LJ and hurdling skills Describe and demonstrate TJ footwork Experience measuring performance Be a part of a relay team 	<ul style="list-style-type: none"> Further develop stamina Develop a standing sprint start stance Make suggestions on how to improve LJ and hurdling skills Improve the weakest part of their TJ Experience a version of a pentathlon 	<ul style="list-style-type: none"> Understand the importance of power Use power to improve field events and sprinting Compare their own performance to elite Measure events with increasing accuracy
<u>Competitive Games</u>	<p>Invasion games:</p> <ul style="list-style-type: none"> Invade another person's space and tag them Avoid being tagged Develop ideas on how to outwit an opponent 1 vs 1 <p>Net and wall:</p>	<p>Invasion games:</p> <ul style="list-style-type: none"> Play as a member of a team in a tagging game Make basic decisions on how to score points Play in simple attacking and defending roles 	<p>Invasion Games:</p> <ul style="list-style-type: none"> Score points as a member of a team Develop a variety of simple tactics to score points Describe ways in which your team can improve 	<p>Basketball:</p> <ul style="list-style-type: none"> Dribble with control with dominant hand Change direction whilst dribbling Get into a defensive stance <p>Hockey:</p> <ul style="list-style-type: none"> Use the correct grip 	<p>Basketball:</p> <ul style="list-style-type: none"> Dribble and switch the ball from hand to hand Make decisions on when to pass or shoot Play in an age appropriate game <p>Hockey:</p>	<p>Hockey:</p> <ul style="list-style-type: none"> Use a slap hit Move the ball towards opposition goal using appropriate tactics Understand what a short and long corner are <p>Netball:</p>	<p>Basketball:</p> <ul style="list-style-type: none"> Develop shooting skills Develop attacking and defensive skills around the backboard Move the ball from defence to attack quickly <p>Netball:</p>

	<ul style="list-style-type: none"> • Experience games with throwing and catching • Strike a balloon with hand to keep it from the floor <p>Striking and fielding:</p> <ul style="list-style-type: none"> • Develop gross motor skills • Play a 1vs 1 game (Striker and fielder) 	<p>Dodgeball:</p> <ul style="list-style-type: none"> • Develop throwing and catching skills • Follow the most basic version of dodgeball rules <p>Net and wall:</p> <ul style="list-style-type: none"> • Play a throw and catch rally over an obstacle • Hit a balloon with a racket over an obstacle <p>Striking and fielding:</p> <ul style="list-style-type: none"> • Develop accuracy in throwing and catching • Play as a member of a team when fielding 	<p>Dodgeball:</p> <ul style="list-style-type: none"> • Develop throwing skills by playing games with 'full hits' • Try to get develop tactics to get team mates back into the game <p>Tennis:</p> <ul style="list-style-type: none"> • Hold a racket and have a starting stance • Hit a moving ball <p>Striking and fielding:</p> <ul style="list-style-type: none"> • Strike a ball off of a tee • Think about where to stand when fielding 	<ul style="list-style-type: none"> • Dribble using forehand and reverse stick • Use a block tackle <p>Netball:</p> <ul style="list-style-type: none"> • Know and demonstrate the 4 key passes • Keep possession of the ball • Mark a player <p>Badminton:</p> <ul style="list-style-type: none"> • Use a backhand serve • Play a clear shot over a net • Score a simple game <p>Cricket:</p> <ul style="list-style-type: none"> • Strike a dropped ball • Bowl under arm with some accuracy • Play in a simplified game <p>Volleyball:</p> <ul style="list-style-type: none"> • Hit serves over a tall net • Play a simplified throw and catch version of a game 	<ul style="list-style-type: none"> • Dribble and pass with increasing accuracy • Push the ball into space for a teammate • Play in an age appropriate game <p>Tag Rugby:</p> <ul style="list-style-type: none"> • Use various footwork to carry the ball forward • Develop a swing pass • Develop 1vs1 defensive skills <p>Badminton:</p> <ul style="list-style-type: none"> • Serve with increasing accuracy • Develop smash and drop shots • Play in singles and doubles games <p>Cricket:</p> <ul style="list-style-type: none"> • Strike a bowled ball • Chain field with increasing accuracy 	<ul style="list-style-type: none"> • Play in 'high 5 positions' • Use various tactics to create scoring opportunities • Develop shooting skills <p>Tag Rugby:</p> <ul style="list-style-type: none"> • Pass the ball on the move • Always get 'go forward' • Understand your role in a defensive team <p>Badminton:</p> <ul style="list-style-type: none"> • Develop footwork and recover to the centre of the court • Use a low and clear serve • Be able to umpire games <p>Cricket:</p> <ul style="list-style-type: none"> • Strike an under arm bowled ball • Bowl over arm with increasing accuracy • Play as a wicket keeper <p>Dodgeball:</p>	<ul style="list-style-type: none"> • Understand how the game restarts from various positions • Plays as a pair in GA and GS • Win rebounds in defence and attack <p>Tag Rugby:</p> <ul style="list-style-type: none"> • Receive the ball whilst moving • Apply pressure in attack and defence • Develop 'strike moves' from restarts <p>Cricket:</p> <ul style="list-style-type: none"> • Strike an overarm bowled ball • Hit off of both leg side and off side • Set up a defensive field <p>Tennis:</p> <ul style="list-style-type: none"> • Develop and overarm serve • Play net shots • Score a simplified game <p>Volleyball:</p>
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<u>Dance</u>	<ul style="list-style-type: none"> Explore movements such as wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, hanging upside down, starting, stopping and falling. Performing - includes the important aspect of rehearsing - 	<ul style="list-style-type: none"> Explore movement ideas Respond imaginatively to a range of stimuli Move confidently and safely in their own space Use changes of speed, level and direction 	<ul style="list-style-type: none"> Chose and link actions to make short dance phrases Express an idea Express a mood Express a feeling Remember and repeat a short dance phrase Show control, co-ordination and special awareness Perform dance phrases using rhythmic and dynamin qualities Show some sensitivity to the 	<ul style="list-style-type: none"> Show imaginative response to stimuli through movement Use different qualities and dynamics Explore and develop new actions whilst working with a group/partner Create dances and movements that convey a definite idea Change speed and levels within a performance 	<ul style="list-style-type: none"> Think about character and narrative ideas Respond through movement Explore and develop new actions whilst working with a group/partner Combine special patterns, speed, tension and continuity Work by self, partner and groups 	<ul style="list-style-type: none"> Explore and improvise to create new motifs in a chosen dance style Specific skills and movement patterns for different dance styles Compose, develop and adapt motifs to make dance phrases Use these in longer dances 	<ul style="list-style-type: none"> Respond to a range of stimuli Improvise freely Controlled movements and patterns Create motifs that demonstrate their dance idea Perform with clarity and sensitivity to an accompaniment Create a dance idea on their own Create a dance idea with a partner Create a dance idea with a group

	<p>repeating, practising and developing the movements. This includes working on skills and technique, as well as accuracy and perfecting the quality of movement.</p>		<p>accompaniment</p>				
<p><u>Gymnastics</u></p>	<ul style="list-style-type: none"> • Hold large and small shapes whilst balancing • Demonstrate a safe (chair) landing when jumping • Perform as straight jump from a bench • Travel sideways using a roll • Transfer weight from hands to feet (bunny hop) 	<ul style="list-style-type: none"> • Perform 8 basic shapes with control • To be still while holding balances on various body parts • Perform 2 jumps with control • Develop skills for a forward roll • Transfer weight from hands to feet using a bench 	<ul style="list-style-type: none"> • Link 4 shapes smoothly • Demonstrate changes in speed smoothly linking 3 balances • Jump for height and perform a shape whilst in the air • Perform a tuck jump with control • Perform rolls in a circular movement • Create sequences with low and high apparatus with 4 parts 	<ul style="list-style-type: none"> • Demonstrate and hold 10 basic shapes with control • Perform contrasting balances with a change of level and speed • To perform matching actions with a partner using contrasting shapes • Transfer weight from hands to feet with rhythm and control • Perform contrasting shapes and rolls on low apparatus 	<ul style="list-style-type: none"> • Perform 3 shapes with a partner including a twisted shape • Move into balances from different starting positions • Perform a shoulder roll in opposite directions • Explore ways of turning from varying levels • To take weight on hands from a bench • Practise and remember a sequence for taking off from a vault 	<ul style="list-style-type: none"> • Be able to perform 5 symmetrical shapes with a partner in unison • Work with a partner to perform matching and mirroring balances • Hold counter balances with a partner and different heights • Perform 3 symmetrical jumps with a partner • To link different actions together e.g. a roll into a jump 	<ul style="list-style-type: none"> • Work with a partner to perform weight bearing balances safely • With control, move from a balance into a roll • With control turn during flight and land • Travel on over and around apparatus taking weight on hands • Perform a group balance • Adapt and amend a sequence to include twisting and turning • Create a group sequence using

						<ul style="list-style-type: none"> Land with control after flights 	both unison and canon
<u>Outdoor Adventurous Activities</u>				<ul style="list-style-type: none"> The importance of rules How to care for the environment The importance of teamwork and taking a team member role How to be patient To have the will to succeed How behaviour impacts on how others see us 	<ul style="list-style-type: none"> How to work together towards a shared goal To see the purpose of rules and the responsibility of sticking to them To be patient and think before acting Use appropriate language to express themselves To be self-controlled even under pressures 	<ul style="list-style-type: none"> Understand there are two sides to a story To think in order to solve problems That actions have different benefits Try different things even if they lack confidence in them The implications of peer pressure Learn about rules and the reasons for them 	<ul style="list-style-type: none"> How to show determination and complete challenges The importance of self-discipline under pressure How to make people feel respected and valued The difference between just and unjust situations The importance of being patient To try to do something even when difficult
<u>Swimming</u>					<ul style="list-style-type: none"> By the end of Key Stage 2 (Year 6) pupils should be taught to swim unaided for a distance of at least 25 metres, using recognised strokes on their front and back Demonstrate an understanding of water safety 		