<u>Curriculum Progression – Physical Education</u>

	<u>EYFS</u>	Year 1	Year 2	Year 3	Year 4	Year 5	<u>Year 6</u>
Athletics	 Travel in a variety of ways. Travel at different levels. Develop a tall running posture Jump and bound between points. Develop a range of throws. 	 Know and can demonstrate the difference between walking, jogging and sprinting. Develop agility Develop moving and static jumps Develop push and pull throws Experience 'classic' sports day events 	Know and can demonstrate the difference between race walking, jogging, running and sprinting Make suggestions on how to improve standing LJ Throw overarm at a raised target accurately Have an understanding of race procedure	 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 	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	 Further develop stamina Develop a standing sprint start stance Make suggestions on how to improve LJ and hurdling skills To have equal distance/rhyth m for each part of their TJ Develop rotation on a push throw Experience a version of a pentathlon 	Understand the importance of power Use power to improve field events and sprinting Develop a sling throw Compare their own performance to elite Measure events with increasing accuracy Steps to high jump
Competitive Games	Invasion games: Invade another person's space and tag them Avoid being tagged Develop ideas on how to outwit an opponent 1 vs 1 Net and wall:	Invasion games: 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	Invasion Games: 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	Basketball: Dribble with control with dominant hand Change direction whilst dribbling Get into a defensive stance Hockey: Use the correct	Basketball: Dribble and switch the ball from hand to hand Make decisions on when to pass or shoot Play in an age appropriate game	Hockey: Use a slap hit Move the ball towards opposition goal using appropriate tactics Understand what a short and long corner are	Basketball: Develop shooting skills Develop attacking and defensive skills around the backboard Move the ball from defence to attack quickly Netball:
				grip	Hockey:	Netball:	

throwing and catching skills Strike a balloon with hand to keep it from the floor being the floor being and fielding: Develop gross motor skills Play a 1s-1 game (Striker and fielder) Play a 1s-1 game (Striker and fielder) Striking and fielding: Use a back into the game and fielder) Striking and fielding: Use a rackt skills Play as a game accuracy Striking and fielding: Use a skills by playing games with full hits' version of the floor dodgeball rules Net and wall: Barne (Striker and fielder) Striking and fielding: Use a rackt skills Striking and fielding: Use a rackt safely Striking and fielding: Use various accuracy the ball towards the oppositions game starcity of the forehand and backhand in floor Tennis Use a rackt safely Striking and fielding: Use various tackle wellow tackle to game the skills of a team when to them one starting stance Use various accuracy in thrown to them one starting stance Use various accuracy in thrown to them one starting stance Use a backhand in floor Tennis Use a backhand in floor tennis Use a backhand in serve Score a simple game Use a rackt safely Striking and fielding: Use various the skells Use with a ball off of a tee with a ball off	• Experience	Dodgeball:	Dodgeball:	Dribble using	Dribble and	Play in 'high 5	 Understand
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overarm • Strike a • Play as a wicket • Play net sl				•	Cricket:		overarm serve
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Termis.				Tennis:		· ·	,
● Hit a serve a ● Chain field simplified						Кесреі	simplified game
serve over a net with Tennis:						Tennis:	Spca Barrie
Return a serve increasing							
accuracy from opponents						· ·	

				Score a simple	Score	Hit ground	Rounders:
				game	points/deny	strokes with	Bowl accurately
				Burrie	points in	increasing	Strike a bowled
					various ways	accuracy	ball
					,	Understand and	Understand the
					Tennis:	be able to play	various ways of
					Serve with	both 'winning'	getting an
					greater power	shots and rallies	opponent out
					Develop a		when fielding
					forehand rally		
					Start to hit		Volleyball:
					backhand		 Play as a
					shots		member of a
							team in both
							seated and
							standing games
							 Spike the ball
							for a teammate
							 Develop
							blocking skills
<u>Dance</u>	 Explore 	 Explore 	Chose and	• Show	Think about	Explore and	Respond to a
	movements	movement	link actions to	imaginative	character and	improvise to	range of stimuli
	such as	ideas -	make short	response to	narrative	create new	Improvise freely
	wriggling,	Respond	dance	stimuli through	ideas	motifs in a	 Controlled
	rolling,	imaginatively	phrases	movement	Respond	chosen dance	movements and
	balancing, jumping,	to a range of	Express an idea	Use different	through	style • Specific skills	patterns
	skipping,	stimuli • Move	Express a	qualities and dynamics	movement • Explore and	and movement	Create motifs
	twirling,	confidently	mood	Explore and	develop new	patterns for	that demonstrate
	turning,	and safely in	Express a	develop new	actions whilst	different dance	their dance idea
	spinning,	their own	feeling	actions whilst	working with	styles	Perform with
	hopping,	space	Remember	working with a	a	• Compose,	clarity and
	swaying,	 Use changes 	and repeat a	group/partner	group/partne	develop and	sensitivity to an
	stamping,	of speed,	short dance	Create dances	r	adapt motifs to	accompaniment
	rocking,	level and	phrase	and movements	Combine	make dance	Create a dance
	clapping,	direction	Show control,	that convey a	special	phrases	idea on their
	bouncing,		co-ordination	definite idea	patterns,	 Use these in 	own
	kicking,		and special	 Change speed 	speed,	longer dances	Create a dance
	twisting,		awareness	and levels	tension and		idea with a
	sliding, hanging				continuity		partner

	upside down,	• P	erform	within a	•	Work by self,		•	Create a dance
	starting,		ance	performance		partner and			idea with a
	stopping and		hrases using			groups			group
	falling.	· ·	nythmic and			Gp-			0 - 5-15
	Performing -		ynamin						
	includes the		ualities						
	important	· · · · · · · · · · · · · · · · · · ·	how some						
	aspect of		ensitivity to						
	rehearsing -		ne '						
	repeating,	a	ccompanime						
	practising and	n							
	developing the								
	movements.								
	This includes								
	working on								
	skills and								
	technique, as								
	well as								
	accuracy and								
	perfecting the								
	quality of								
	movement.								
Gymnastics	Hold large and		ink 4 shapes •	Demonstrate	•	Perform 3	 Be able to 	•	Work with a
	small shapes	· · · · · · · · · · · · · · · · · · ·	moothly	and hold 10		shapes with a	perform 5		partner to
	whilst		emonstrate	basic shapes		partner	symmetrical		perform weight
	balancing •		hanges in	with control		including a	shapes with a		bearing
	Demonstrate a	ĕ ,	peed	Perform		twisted shape	partner in		balances safely
	safe (chair)		moothly	contrasting	•	Move into	unison	•	With control,
	landing when		nking 3	balances with a		balances from	 Work with a 		move from a
	jumping	Professional Control of the Control	alances	change of level		different	partner to		balance into a
	Perform as		ump for	and speed		starting	perform		roll
	straight jump	•	eight and	To perform		positions	matching and	•	With control
	from a bench	· ·	erform a	matching		Perform a	mirroring		turn during
	• Travel •	· · · · · · · · · · · · · · · · · · ·	hape whilst In the air	actions with a		shoulder roll	balances		flight and land
	sideways using			partner using		in opposite	Hold counter	•	Travel on over
	a roll		erform a	contrasting		directions	balances with a		and around
	• Transfer •		uck jump vith control	shapes		Explore ways	partner and different		apparatus
	weight from	Weight Hom	nui control	Transfer weight		of turning			taking weight
	hands to feet	hands to feet		from hands to		from varying	heights		on hands
	(bunny hop)	using a bench		feet with		levels			

	 Perform rolls in a circular movement Create sequences with low and high apparatus with 4 parts 	rhythm and control Perform contrasting shapes and rolls on low apparatus	 To take weight on hands from a bench Practise and remember a sequence for taking off from a vault 	 Perform 3 symmetrical jumps with a partner To link different actions together e.g. a roll into a jump Land with control after flights 	 Perform a group balance Adapt and amend a sequence to include twisting and turning Create a group sequence using both unison and canon
Outdoor Adventurous Activities		 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 	 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 	 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 	 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

Swimming		•	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