

# St John's PE PROGRESSION MAP

## Early years Progression maps

30-50 months:

### Physical Development

#### Moving and handling

- To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- To mount stairs, steps or climbing equipment using alternate feet.
- To walk downstairs, two feet to each step, while carrying a small object.
- To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- To stand momentarily on one foot when shown.
- To catch a large ball.
- To draw lines and circles using gross motor movements.

#### Health and Self care

- To observe the effects of activity on their bodies
- To understand that equipment and tools have to be used safely

### Expressive Arts and Designs

#### Exploring and Using Media and Materials

- To enjoy joining in with dancing and ring games
- To begin to move rhythmically.
- To imitate movement in response to music.
- To tap out simple repeated rhythms.

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| Being Imaginative                  | <ul style="list-style-type: none"> <li>• To develop preferences for forms of expression.</li> <li>• To use movement to express feelings.</li> <li>• To create movement in response to music.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> </ul>   |
| <b>40-60 months</b>                |  |
| <b>Physical Development</b>        |  |
| Moving and handling                | <ul style="list-style-type: none"> <li>• To experiment with different ways of moving.</li> <li>• To jump off an object and land appropriately.</li> <li>• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> |
| Health and Self care               | <ul style="list-style-type: none"> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practice some appropriate safety measures without direct supervision.</li> </ul>   |
| <b>Expressive Arts and Designs</b> |  |
| Being Imaginative                  | <ul style="list-style-type: none"> <li>• To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>   |

# ELG

## Physical Development

Moving and handling

To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self care

To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## Expressive Arts and Designs

Being Imaginative

To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

# **KS1 and KS2 PE PROGRESSION MAP**

Each of the 8 threads create a bank of statements which show a clear development year by year. These learning outcomes can be used to support the school community to understand the development of a child through PE.

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| <b>National Curriculum Aims</b>  |   |
| The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"><li>• develop competence to excel in a broad range of physical activities</li><li>• are physically active for sustained periods of time</li><li>• engage in competitive sports and activities</li><li>• lead healthy, active lives.</li></ul>   |   |
| <b>National Curriculum Statement:</b>  |   |
| <b>Key Stage 1</b>   | <b>Key Stage 2</b>  |
| Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. |

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| <b>Objectives:</b>  |  |  |   |  |   |
| <b>Key Stage 1</b>  |  | <b>Lower Key Stage 2</b>   |   | <b>Upper Key Stage 2</b>   |   |
| Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination; |  | Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination   |   | Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success  |   |
| <b>Learning Outcomes:</b>   |  |  |   |  |   |
| <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
| Be able to evaluate their performance using time;<br><br>Know and understand quicker and slower ways of travelling;<br><br>Develop fundamental movement skills.               | Be able to attempt a variety of throwing techniques in order to improve accuracy;<br><br>Know and understand how the position of the body affects throwing performance;<br><br>Develop fundamental movement skills, becoming | Run at fast, medium and slow speeds, changing speed and direction;<br><br>Be able to run, jump and throw using a variety of techniques<br><br>Know and understand how altering the | Link running and jumping activities with some fluency, control and consistency;<br><br>Make up and repeat a short sequence of linked jumps;<br><br>Take part in a relay activity, remembering | Understand and demonstrate the difference between sprinting and running for sustained periods;<br><br>Know and demonstrate a range of throwing techniques;<br><br>Throw with some accuracy and | Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;<br><br>Show control at take-off in |

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| <p>E.g. hopping, skipping...;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p> | <p>increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p> | <p>movement of any parts of the body during performance affects end results</p> <p>Learn to use skills in different ways and link them to make actions</p> <p>Develop an understanding of how to improve in different physical activities</p> | <p>when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p> | <p>power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p> | <p>jumping activities;</p> <p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is</p> |
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|  |  |  |  |  | good, using agreed criteria |
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## Dance

### National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

### National Curriculum:

| Key Stage 1  | Key Stage 2  |
|--|--|
| Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to |

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| <p>their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>                  | <p>improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>  |   |
| <p><b>Objectives:</b></p>   |  |   |
| <p><b>Key Stage 1</b></p>   | <p><b>Lower Key Stage 2</b></p>  | <p><b>Upper Key Stage 2</b></p>   |
| <p>Be able to link and perform a series of movements based on an imaginary character;</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;</p> | <p>Know and understand how to maximise personalities by making powerful face and body movement changes;</p> <p>Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;</p> <p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;</p> | <p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;</p> <p>Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;</p> |
| <p><b>Learning Outcomes:</b></p>  |  |   |



| Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
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| <p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance phrases and simple dances;</p> <p>Move with control;</p> | <p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p> | <p>Improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of</p> | <p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p> <p>Show sensitivity to the dance idea and the accompaniment;</p> | <p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p> | <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p> <p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to</p> |

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| <p>Vary the way they use space;</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement</p> | <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of Movements based on imaginary characters</p> | <p>warming up and cooling down;</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p> | <p>Show a clear understanding of how to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance,</p> <p>Using appropriate language</p> | <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p> | <p>evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p> |
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## (Fundamental) Games

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

### **National Curriculum:**

#### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

#### **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Objectives:**

| <b>Key Stage 1</b>   | <b>Lower Key Stage 2</b>   |               | <b>Upper Key Stage 2</b> |               |               |
|--|--|---------------|--------------------------|---------------|---------------|
| <p>Develop fundamental movement skills, becoming increasingly competent and confident;</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> |  |               |                          |               |               |
| <b>Learning Outcomes:</b>  |  |               |                          |               |               |
| <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b> | <b>Year 4</b>            | <b>Year 5</b> | <b>Year 6</b> |
| <p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p>   | <p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> |               |                          |               |               |

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| <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to</p> | <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed'</p> |  |  |  |  |
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| <p>understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p> | <p>Be aware of space and use it to support team-mates and cause problems for the opposition;</p> |  |  |  |  |
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# Gymnastics

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

## **National Curriculum:**

### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## **Objectives:**

| <b>Key Stage 1</b>   | <b>Lower Key Stage 2</b>  | <b>Upper Key Stage 2</b>   |
|--|---|--|
| Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement | Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements;<br><br>Enjoy communicating and collaborating; |

**Learning Outcomes:**

| <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
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| <p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these</p> | <p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions</p> | <p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting actions;</p> | <p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and</p> | <p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a</p> | <p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and</p> |



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| <p>actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p> | <p>with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p> <p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p> | <p>Adapt sequences to suit different types of apparatus and their partner's ability;</p> <p>Explain how strength and suppleness affect performance;</p> <p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p> <p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to</p> | <p>quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Understand that strength and suppleness can be improved;</p> <p>Recognise criteria that lead to improvement, <i>e.g. changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p> <p>Be able to perform a sequence</p> | <p>wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p> | <p>applying a range of compositional principles;</p> <p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects</p> |
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|  |  | <p>teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p> | <p>following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>lead a partner through short warm-up routines;</p> | <p>Lead small groups in warm-up activities;</p> | <p>that need improving</p> <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p> <p>Understand the importance of warming up and cooling down;</p> |
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# Invasion Games

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

## National Curriculum:

### Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## Objectives:

| Key Stage 1 | Lower Key Stage 2   | Upper Key Stage 2  |
|-------------|---|--|
|             | <p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;</p> | <p>Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement;</p> <p>Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> <p>Further develop and understand resilience and fairness in sports;</p> |

**Learning Outcomes:**

| Year 1 | Year 2 | Year 3   | Year 4   | Year 5   | Year 6  |
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|        |        | <p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> | <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> | <p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards</p> | <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> |

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|  |  | <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p> <p>Suggest warm-up activities;</p> | <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by</p> | <p>the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept</p> | <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> |
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|  |  |  | <p>playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p> <p>Lead a partner through short warm-up routines;</p> | <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p> | <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game;</p> <p>Understand the importance of warming up and cooling down;</p> |
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## Net and Wall Games

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

### **National Curriculum:**

#### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

#### **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Objectives:**

| <b>Key Stage 1</b>   | <b>Lower Key Stage 2</b>   | <b>Upper Key Stage 2</b>  |
|--|--|---|
| <p>Develop fundamental movement skills, becoming increasingly competent and confident;</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> | <p>Know and understand how to position themselves to make defending an area easier;</p> <p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> | <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> |

**Learning Outcomes:**

| <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
|--|--|---|---|---|--|
| <p>Able to send an object with increased confidence using hand or bat;</p> | <p>Demonstrates basic sending skills in isolation and small games;</p> | <p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game</p> | <p>Explores shots on both sides of the body and attempt with confidence;</p> <p>introduction of</p> | <p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> | <p>Uses forehand, backhand and overhead shots with more confidence in games;</p> |



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| <p>Moves towards a moving ball to return with hand or bat;</p> <p>Scores points against opposition over a line/net;</p> <p>Selects and applies skills to win points;</p> <p>Chases, stops and controls balls and other objects such as beanbags and hoops;</p> <p>Identifies space to send a ball;</p> <p>Be able to send an object in isolation;</p> <p>Moves towards a moving ball to return it with hand or bat;</p> | <p>Tracks the path of ball over a line/net and move towards it;</p> <p>Hits a ball using both hand and racquet with some consistency;</p> <p>Returns a ball coming towards them using hand or racquet;</p> <p>Plays in a modified game send and returning the ball over a line/barrier;</p> <p>Decides on and play with dominant hand;</p> <p>Be able to send a ball in small games with increased confidence;</p> <p>Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending</p> | <p>using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p> <p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p> <p>Suggest warm-up activities;</p> | <p>forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p> <p>Chooses ways to send the ball to make it difficult for</p> | <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing on their own and with others;</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim;</p> <p>Be able to describe their scoring system;</p> <p>Understand the need for warming</p> | <p>Makes appropriate choices in games about the best shot to use;</p> <p>Starts games with the appropriate serve;</p> <p>Begins to use full scoring systems;</p> <p>Develops doubles play (team play for volleyball);</p> <p>Applies tactics in games effectively;</p> <p>Understand the importance of warming up and cooling down;</p> |
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| <p>Be able to demonstrate basic sending skills in isolation;</p> | <p>skills in isolation and basic games;</p> |  | <p>opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p> | <p>up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p> |  |
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# Outdoor and Adventurous Activities

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

## National Curriculum:

### Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

|                           |               |   |   |  |                               |
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| <b>Objectives:</b>        |               |   |   |  |                               |
| <b>Key Stage 1</b>        |               | <b>Lower Key Stage 2</b>  |   | <b>Upper Key Stage 2</b>   |                               |
|                           |               | <p>Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;</p> <p>Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success;</p> <p>Become increasingly competent in a range of skills, and access a broad range of activities;</p> <p>Apply and develop these skills, learning to use them in different ways</p> |   | <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> |                               |
| <b>Learning Outcomes:</b> |               |   |   |  |                               |
| <b>Year 1</b>             | <b>Year 2</b> | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>                 |
|                           |               |   | Identify where they are by using simple plans and diagrams of | Use maps and diagrams to orientate themselves and to   | Choose and perform skills and |

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|  |  |  | <p>familiar environments;</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> | <p>travel around a simple course;</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p> <p>Identify parts of the work that were successful;</p> <p>Respond to feedback on how to go about their work differently</p> <p>Respond to feedback on how</p> | <p>strategies effectively;</p> <p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p> <p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> |
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|  |  |  | <p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p> <p>Comment on how they went about tackling tasks</p> | <p>to go about their work differently</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p> | <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety;</p> <p>Identify what they do well, as individuals and as a group;</p> <p>Suggest ways to improve individuals and as a group</p> <p>Work independently</p> <p>Complete activities with confidence and competence</p> |
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## Striking and Fielding Games

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

### **National Curriculum:**

#### **Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

#### **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Objectives:

| Key Stage 1 | Lower Key Stage 2  | Upper Key Stage 2  |
|-------------|--|--|
|             | <p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other;</p> <p>Start to develop and understand how to improve, and learn to evaluate and recognise their own success;</p> | <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To know and understand the tactics in a range of striking and fielding games. E.g. in cricket multiple fielders attempt to stop the batter's play;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other;</p> |

**Learning Outcomes:**

| Year 1 | Year 2 | Year 3   | Year 4   | Year 5   | Year 6  |
|--------|--------|--|--|--|---|
|        |        | Use a range of skills, <i>e.g. throwing, striking,</i> | Use a range of skills, <i>e.g. throwing, striking,</i> | Strike a bowled ball with some accuracy; use a | Strike a bowled ball with precision ball; use a range |



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|  |  | <p><i>intercepting and stopping a ball, with some control and accuracy;</i></p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;<br/>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get ready to play games;</p> | <p><i>intercepting and stopping a ball, with good control and accuracy;</i></p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> | <p>range of fielding skills, e.g. <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p> | <p>of fielding skills, e.g. <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> |
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|  |  | <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p> | <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p> | <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> | <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p> |
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|  |  |  |  | Lead small groups<br>in warm-up<br>activities; |  |
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# Vocabulary

Vocabulary is extremely important and should be used in all lessons and children should be encouraged to use. Here is age appropriate vocabulary that we would expect teachers to use and pupils to understand in each unit.

|              | <b>Y1</b>  | <b>Y2</b>  | <b>Y3</b>   | <b>Y4</b>  | <b>Y5</b>   | <b>Y6</b>  |
|--------------|--|--|---|--|---|--|
| <b>Games</b> | Avoiding;<br>Tracking a ball;<br>Rolling;<br>Striking;<br>Overarm<br>throwing;<br>Bouncing;<br>Catching; Free<br>space; Own<br>space;<br>Opposite team | Rebound;<br>Tracking;<br>Following the<br>movement of a<br>ball; Aiming;<br>Speed;<br>Direction;<br>Passing;<br>Controlling;<br>Shooting;<br>Scoring;            |   |  |   |  |
| <b>Dance</b> | Travel;<br>Stillness;<br>Gallop; Skip;<br>Jump; Hop;<br>Bounce;<br>Spring; Turn;<br>Spin; Freeze;<br>Statue;<br>Direction;<br>Forwards;                | Stimulus; High;<br>Medium; Low;<br>Direction;<br>Pathways;<br>Curved; Zigzag;<br>Happy; Angry;<br>Calm; Excited;<br>Sad; Lonely;<br>Tired; Hot;<br>Sweaty; Heart | Dynamics;<br>Space;<br>Relationships;<br>Square; Circle;<br>Line; Partner;<br>Copy; Follow;<br>Lead; Unison;<br>Canon; Repeat;<br>Structure; Motif; | Character;<br>Narrative;<br>Costume;<br>Props;<br>Describe;<br>Analyse;<br>Interpret;<br>Evaluate;<br>Communication; | Dance style;<br>Technique;<br>Formation;<br>Pattern;<br>Gesture;<br>Rhythm; Haka;<br>Motif; Variation | Style; High<br>energy; Fast<br>footwork;<br>Contact work;<br>Lean;<br>Push; Pull; Lift;<br>Unison; Canon;<br>Lindy Hop;<br>Scarecrow; Frog;<br>Stamina |

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|                   | Backwards;<br>Sideways;<br>Space; Near;<br>Far; In and out;<br>On the spot;<br>Beginning;<br>Middle; End;<br>Mood;<br>Feelings; Jolly;<br>Stormy; Fast;<br>Strong; Gentle   | rate; Warm up;<br>Cool down   | Improvisation;<br>Explore   | Gesture;<br>Unison;<br>Canon;<br>Repetition;<br>Action;<br>Reaction;<br>Question and<br>answer; Myth;<br>Legend;<br>Mobilise joints;<br>Diet  |   |   |
| <b>Gymnastics</b> | Jump; Land;<br>Rock; Roll;<br>Grip; Hang;<br>Push; Pull;<br>Bounce; Hop;<br>Skip; Step;<br>Spring; Crawl;<br>Slide; Speed;<br>Stop; Still;<br>Slowly; Shape;<br>Tall; Long;<br>Wide; Narrow;<br>Up; Down;<br>Forwards;<br>Level; High;<br>Low; Zigzag;<br>Straight; Feet; | Hang; Swing;<br>Sequence;<br>Copy; Upside-<br>down; Take off;<br>Smooth;<br>Quarter-turn;<br>Fast; Shape;<br>Twisted;<br>Curled; Wide;<br>Narrow;<br>Medium;<br>Backwards;<br>Sideways;<br>Zigzag;<br>Angular; Legs;<br>Arms; Hips;<br>Fingers; | Inverted;<br>Contrasting;<br>Flow;<br>Combinations;<br>Half-turn;<br>Sustained;<br>Explosive; | Rotation; 90°;<br>180°; 270°;<br>Spinning; Axis;<br>Strength;<br>Suppleness;<br>Stamina;<br>Combine;<br>Approaching;<br>Leaving; Height;<br>Inversion;<br>Against;<br>Towards; Away;<br>Across; Balance | Asymmetry;<br>Symmetry;<br>Display;<br>Matching;<br>Flight; Feet<br>apart; Feet<br>together;<br>Crouch;<br>Inclined | Counterbalance;<br>Counter-tension;<br>Tension;<br>Obstacle;<br>Straddle over;<br>Aesthetic;<br>Judgement |

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|                  | <p>Hands; Toes;<br/>Heels;<br/>Knees; Head;<br/>Elbows;<br/>Bottom; Back;<br/>Tummies;<br/>Along; Around;<br/>Across; On;<br/>Off; Over;<br/>Under;<br/>Through;<br/>Tension;<br/>Extension;<br/>Relaxation</p> | <p>Shoulders;<br/>Tummy; Sides;<br/>Under;<br/>Through;<br/>Towards; In<br/>front; Behind;<br/>Over</p> |  |   |   |   |
| <b>Athletics</b> |   |   |  | <p>Run; Catch;<br/>Hop; Skip; Step;<br/>Sideways;<br/>Forwards;<br/>Backwards;<br/>Throw; High;<br/>Low; Far; Near;<br/>Straight; Aim;<br/>Drop; Bounce;<br/>Fast; Medium;<br/>Slow; Safely</p> | <p>Sprint; Jog;<br/>Pace; Steady;<br/>Fast; Medium;<br/>Slow; Sling;<br/>Push; Pull;<br/>Power;<br/>Stamina;<br/>Speed; Safety;<br/>Relay; Time;<br/>Measure;<br/>Record;</p> | <p>Race; Run-<br/>up; Position of<br/>feet on last<br/>stride; Pacing;<br/>Stamina;<br/>Strength; Speed;<br/>Power;<br/>Suppleness;<br/>Safety; Rules;<br/>Relay take-over<br/>area; Time;<br/>Measure;<br/>Record; Set<br/>targets</p> |

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| <b>OAA</b>            |  |  |  | Listen; Explore; Plan and do; Maps; Diagrams; Pictures; Symbols; Follow a trail; Seek and find; Challenges; problem solving; Plan, do and talk | Maps; Diagrams; Symbols; Scale; Orienteering; Controls; Challenges; Problem solving; Plan alone; Plan in pairs; Groups; Try; Review | Maps; Diagrams; Orienteering; Planning a journey; Challenges; Problem solving; Plan; Strategies; Try review try again; Improve; Talk about; Agree good ways of working; Team work; Collaborate; Roles and responsibilities |
| <b>Invasion games</b> |  |  | Keeping possession; Keeping the ball; Scoring goals; Keeping the score; Making space; Pass; Send and receive; Dribble; | Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics   | Passing; Dribbling; Shooting; Shielding the ball; Width; Depth; Support; Marking; Covering  | Possession; Repossession; Attackers; Defenders; Marking; Covering; Supporting; Team play; Team positions   |

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|                              |  |  | Travel with the ball; Back up; Support partners   |  |  |  |
| <b>Striking and Fielding</b> |  |  | Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score                       |  | Stance; Crease; Batting point; Non-striker; Leg-side; Offside; Home base; Pitch; Over; Innings   |  |
| <b>Net / Wall games</b>      |  |  | Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points |  | Forehand; Backhand; Volley; Overhead; Rally; Singles; Doubles; Width; Depth; Changing direction; Changing speed; Short tennis; Badminton; Defending court; Covering court; Partner |  |