



# Curriculum Progression for PE

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## INTENT

At Frodsham C of E Primary School, we encourage our children to develop an enthusiasm and enjoyment of Physical Education. We create and foster opportunities to be physically active within the school curriculum, through our extra-curricular programme and by being apart of community sporting events in our local area and beyond.

Using the curriculum plan Complete PE, we plan a broad, balanced and adapted PE curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of PE. Furthermore, we aim to inspire in pupils a love and enjoyment in Sport that will remain with them for the rest of their lives.

We begin development in locomotion, ball skills and health and well being. Moving onto an understanding of attack and defence, team building and an in depth understanding of a wide range of games. All children will receive an education in gymnastics, dance, swimming, athletics and OAA. We endeavour to ensure that the PE curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

## IMPLEMENTATION

The understanding of key Physical Education knowledge is an integral part of our PE lessons. The progression of skills for working in the PE curriculum are developed through the year groups and skills of enquiry are of key importance within lessons.

At Frodsham C of E Primary, teachers create a positive attitude to PE and reinforce an expectation that all children are capable of achieving high standards.

PE is taught weekly and is planned using the comprehensive Complete PE curriculum guide. Our strategy is to enable all children to be catered for through adapted planning suited to their abilities. We plan for children to become able and confident in leadership skills, where they are confident independent learners. Children will be able to recognise themselves, areas of success and development in themselves and their peers. This leadership and independence is celebrated within lessons. Planning involves teachers creating practical, engaging lessons with opportunities for precise questioning to test knowledge and understanding, and assess children regularly to identify those children with gaps in learning.

Our curriculum is progressive. We build upon the learning and skill development of the previous years. Physical education skills are embedded into lessons to ensure these skills are being developed throughout the children's school career, and new vocabulary and challenging concepts are introduced through direct teaching. Teachers demonstrate how to use specific equipment, to a high standard. Through the professional sporting calendar, we promote sporting events around the world, thus raising the profile of sport in our school. We allow time for the children to engage in these exciting events through linked intra school competitions and tournaments and extra-curricular activities.



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## NURSERY

### Children can...

- Explore climbing using outdoor equipment, exploring different ways of moving.
- Begin to develop ball skills, throwing, catching, aiming, dribbling, pushing, patting and kicking.
- Participate in dance related activities, moving to music, spin, rock, tilt, fall, slide and bounce.
- Explore a range of wheeled resources for children to balance, sit or ride on, or pull and push using two wheeled balance bikes, scooters wheelbarrows, prams.
- Develop skills of balance, children will move with confidence.
- Look at the importance of the different aspects of a healthy lifestyle, children encouraged to be highly active.
- Explore obstacle activities moving over, under, through and around equipment.
- Participate in races / team games involving gross motor movements.

### Key vocabulary:

climb, movement, throw, catch, aim, dribble, push, pat, kick, spin, rock, tilt, fall, slide, bounce, balance, pull, healthy, active, obstacles, over, under, through, around, race, team, games.

| Walking  | Jumping   | Dance- Ourselves  | Feet 1  | Rackets, Bats, Balls and Balloons   | Games for Understanding   |
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| <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore walking using different body parts in different directions, at different levels and at different speeds.</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore jumping, in different directions, at different speeds, different levels, heights and distances.</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore different movements using different parts of the body, adding emotion and expression.</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore moving with a ball using their feet.</li> <li>• Develop their technique of dribbling the ball and understand where and why we dribble beginning to keep control</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore different ways of pushing/hitting a balloon.</li> <li>• Understand why we need to push/hit a balloon with accuracy and control.</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Explore why we need to follow the rules and keep the score during a game.</li> </ul> |
| <b>Key vocabulary:</b><br>Walking, marching, tag   | <b>Key vocabulary:</b>  | <b>Key vocabulary:</b>  | <b>Key vocabulary:</b><br>Dribble, control  | <b>Key vocabulary:</b><br>Hitting, pushing  | <b>Key vocabulary:</b><br>Rules, tag, sharing   |



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|  | Jumping, landing,<br>space, speed, height  | Champion dancers,<br>beat, rhythm  |   |  |   |
| <b>RECEPTION</b>   |  |  |   |  |   |
| <b>Dance - nursery rhymes</b>  | <b>Gymnastics – high, low, over, under</b>   | <b>Ball skills – Hands 1</b>   | <b>Gymnastics - moving</b>  | <b>Ball skills - Hands 2</b>   | <b>Athletics – sports day</b>   |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>• Move in sequence</li> <li>• Create our own movements</li> <li>• Create simple movement sequences</li> <li>• Respond in movement to words and music</li> <li>• Explore contrasting tempos</li> <li>• Explore character movements</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Be introduced to high, low, over and under</li> <li>• Be introduced to the apparatus</li> <li>• Apply high and low on apparatus</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Explore pushing</li> <li>• Explore rolling</li> <li>• Explore bouncing</li> <li>• Explore bouncing into space</li> <li>• Combine pushing and rolling</li> <li>• Combine rolling, pushing and bouncing</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Explore/develop walking</li> <li>• Explore walking in different pathways</li> <li>• Sustain walking</li> <li>• Explore marching</li> <li>• Apply walking into a game</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Explore throwing overarm</li> <li>• Explore throwing underarm</li> <li>• Explore rolling</li> <li>• Explore stopping a ball</li> <li>• Explore catching</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Begin to understand the correct technique for; sprinting, egg and spoon, sack race, bouncy hopper and relay races.</li> <li>• Begin to learn how to stay in their own lane, correct use of arms, legs and eyes and setting pace.</li> </ul> |
| <b>Key vocabulary:</b><br>Movement, body parts, create, sequence, words, music, travel, character, partner.  | <b>Key vocabulary:</b><br>High, low, over, under, shapes, safety, apparatus, explore.  | <b>Key vocabulary:</b><br>Push, roll, bounce, control, possession, partner, team, defender.  | <b>Key vocabulary:</b><br>High, low, big, small, under, over, through, around, on, along  | <b>Key vocabulary:</b><br>Racket, bat, balloon, beanbag hit, force   | <b>Key vocabulary:</b><br>Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.   |
| <b>• YEAR 1</b>  |  |  |   |  |   |



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| Health and well being   | Jumping   | Team building  | Gymnastics – body parts  | Feet  | Rackets, bats and balls  |
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| <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to demonstrate agility, balance and co-ordination.</li> <li>• Understand what agility means and explore ways of being more 'agile', 'balanced' and 'coordinated' when moving.</li> <li>• Understand why we need to be agile, balanced and coordinated when playing sport.</li> </ul> | <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to understand jumping and skipping in different directions, at different speeds and different levels and how this affects our bodies.</li> <li>• Begin to understand the different reasons when, where and why we jump in different ways and apply this to a competition.</li> <li>• Begin to develop understanding of how to jump efficiently.</li> <li>• Begin to learn how we jump applying the most effective technique using</li> </ul> | <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to understand teamwork to become an effective team.</li> <li>• Begin to understand why it is important to include everyone when working as a team and how it feels to be left out.</li> <li>• Begin to learn and understand what makes an effective team and to trust each other.</li> <li>• Begin to develop their communication skills, enabling them to create simple strategies to</li> </ul> | <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to apply 'champion gymnastics' to explore movements and balances using the 'big' and 'small' parts of our bodies on the floor and on apparatus.</li> <li>• Begin to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') creating combinations and sequences on different apparatus and explore how we can make them more creative.</li> </ul> | <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to learn the different ways of using our feet to move with a ball.</li> <li>• Begin to develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</li> <li>• Begin to develop using the inside and outside of their feet to dribble the ball.</li> </ul> | <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Begin to explore using a racket and a ball together.</li> <li>• Begin to explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.</li> <li>• Continue to develop an understanding of why moving a ball into a space is so important to evade defenders.</li> <li>• Begin to explore hitting (pushing) a ball using a racket accurately.</li> <li>• Begin to understand</li> </ul> |



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|   | our head, arms and feet.  | complete a challenge and solve a problem.  |  |   | why we need to aim at a target when hitting (pushing) the ball in a variety of games.  |
| <b>Key vocabulary:</b><br>Agility, balance, coordination  | <b>Key vocabulary:</b><br>Jumping, skipping, direction, speed, levels.  | <b>Key vocabulary:</b><br>Team work, inclusion, effective, communication, strategies, problem solving.   | <b>Key vocabulary:</b><br>Balance, big and small body parts, floor, apparatus, narrow, wide, curled, combinations, sequences, explore, creativity.   | <b>Key vocabulary:</b><br>Feet, movement, control, dribble, inside, outside.  | <b>Key vocabulary:</b><br>Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.  |
| <b>Running</b>  | <b>Gymnastics – wide, narrow, curled</b>  | <b>Dance – Heros</b>   | <b>Hands</b>   | <b>Games for understanding</b>  | <b>Sports day – athletics</b>  |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to explore running, they will apply this to a competitive game, beginning to understand the basic principles</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to apply 'champion gymnastics' to explore movements and balances in a wide, narrow and curled way on the floor and on apparatus.</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to create a range of controlled movements that represent a superhero character, showing a narrative of rescuing / saving,</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to develop bouncing (dribbling) and stopping the ball. Pupils will understand why we need to keep the ball away from the defender and</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to understand the basic principles of attack and defence.</li> <li>Begin to learn what 'attacking' and 'defending' means and where / why we attack and</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Begin to understand the correct technique for; sprinting, egg and spoon, sack race, bouncy hopper and relay races.</li> <li>Begin to learn how to stay in</li> </ul> |



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| <p>of attack and defence.</p> <ul style="list-style-type: none"> <li>• Begin to explore running using different body parts and different techniques and begin to understand how to run efficiently.</li> <li>• Begin to develop their running technique applying it into a game.</li> <li>• Begin to develop their understanding of where we need to run and why and at what speed for a racing context.</li> <li>• Begin to apply pupils understanding and application of running over a longer</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to explore different ways of transitioning between each shape and linking them together using apparatus.</li> </ul> | <p>someone/something, a villain and real-life heroes.</p> <ul style="list-style-type: none"> <li>• Begin to learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).</li> </ul> | <p>keep possession.</p> <ul style="list-style-type: none"> <li>• Begin to explore different ways of sending (passing) and receiving the ball with their partner.</li> <li>• Begin to learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</li> <li>• Begin to learn why we need to send a ball using different force and speeds.</li> </ul> | <p>defend during a game.</p> <ul style="list-style-type: none"> <li>• Begin to understand why we need to prevent the attackers from scoring.</li> </ul> | <p>their own lane, correct use of arms, legs and eyes and setting pace.</p> |
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| duration and as part of a team  |   |  |  |   |   |
| <b>Key vocabulary:</b><br>Run, fast, slow, pace, speed, sole, feet, arms, legs.   | <b>Key vocabulary:</b><br>Balance, wide, narrow, curled, floor, apparatus, transition, shape, link.   | <b>Key vocabulary:</b><br>Control, coordinate, balance, movement, character, superhero, villain, narrative, rescue, save, perform.   | <b>Key vocabulary:</b><br>Bouncing, dribbling, stop, defender, possession, send, pass, receive, accuracy, force, speed.  | <b>Key Vocabulary:</b><br>Attacking, defending, scoring.  | <b>Key vocabulary:</b><br>Technique, sprint, pace, strategy.  |
| <b>YEAR 2</b>   |   |  |  |   |   |
| <b>Health and Wellbeing</b>   | <b>Jumping</b>  | <b>Team building</b>   | <b>Hands</b>   | <b>Feet</b>   | <b>Rackets, bats and balls</b>  |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Consolidate our understanding of agility, balancing and coordination and when this is applied during sport.</li> <li>Develop different ways of moving at speed and will understand the consequence</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>Recap jumping, in different directions, at different speeds and different levels.</li> <li>Begin to understand the different reasons when, where and why we jump in different ways.</li> <li>Begin to develop their understanding of how to</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to teamwork.</li> <li>Understand why it is important to include everyone when working as a team and how it feels to be left out.</li> <li>Start to learn and understand what makes an effective team and to trust their team</li> <li>Develop their communication and</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Develop and consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.</li> <li>Experience a competition against other pupils, developing their ability to collaborate</li> <li>Work in a team, applying their</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Develop dribbling using our feet in order to keep control and possession of the ball.</li> <li>Develop and combine passing and receiving using our feet in order to keep possession of the ball and score a point as a team.</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations and games.</li> <li>Start to consider the application of power as they attempt to hit targets that are of varying distances away.</li> <li>Be challenged to work with a partner and then against their</li> </ul> |



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| <p>s of not being agile.</p> <ul style="list-style-type: none"> <li>• Explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.</li> <li>• Understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills when</li> </ul> | <p>jump and skip efficiently and apply this to a game, a competition and a tournament.</p> <ul style="list-style-type: none"> <li>• Recap how we jump, applying the most effective technique using our head, arms and feet and how this affects our bodies.</li> </ul> | <p>cooperation skills, enabling them to create strategies to complete a challenge and solve a problem.</p> | <p>understanding of underarm throwing and the basic principles of attack vs defence to win a game and to beat and opponent.</p> <ul style="list-style-type: none"> <li>• Be introduced to overarm throwing, applying their understanding of overarm throwing to win a game or competition.</li> </ul> |  | <p>partner as they become opponents and work to win games.</p> <ul style="list-style-type: none"> <li>• Begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.</li> </ul> |
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| playing sport.   |  |  |   |   |   |
| <b>Key vocabulary:</b><br>Agility, balance, coordination, speed, kicking, dribbling.   | <b>Key vocabulary:</b><br>Jumping, direction, speeds, skip, levels, body, head, arms, feet.  | <b>Key vocabulary:</b><br>Teamwork, effective, trust, communication, cooperation, problem solving.   | <b>Key vocabulary:</b><br>Underarm, overarm, accuracy, competition, collaborate, attack, defence,   | <b>Key vocabulary:</b><br>Dribble, control, possession, passing, receiving.   | <b>Key vocabulary:</b><br>Accuracy, completion, power, distance, opponent.  |
| <b>Dodging</b>   | <b>Gymnastics – Linking</b>  | <b>Dance – explorers</b>   | <b>Gymnastics – pathways</b>  | <b>Games for Understanding</b>  | <b>Sports Day – Athletics</b>   |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Explore dodging and learn how to dodge effectively and apply this to game.</li> <li>Apply pupils' knowledge of how, where and why to dodge, into game situations.</li> <li>Learn the roles of attacking and defending and start to understand</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Apply 'champion gymnastics' to explore different movements that pupils can link together jump, roll and balance on and off apparatus, creating sequences.</li> <li>Perform their completed sequences.</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Respond to the stimulus using a range of different, controlled movements.</li> <li>See how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</li> <li>Develop our character work, adding movements, expression and</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Apply 'champion gymnastics' exploring different pathways (zig-zag, curved), creating movements that pupils can link together on apparatus into a sequence.</li> <li>Perform their completed sequences.</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Create and understand simple attacking principles, applying them as a team into a game.</li> <li>Develop their understanding of what 'attacking' and 'defending' means and when and why we attack as a team during a game.</li> <li>Understand the transition from defence into attack and apply these tactics to a team game.</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Understand the correct technique for; sprint, egg and spoon, sack race, bouncy hopper and relay races.</li> <li>Learn how to staying in their own lane, correct use of arms, legs and eyes and setting pace.</li> </ul> |



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| when we attack and when we defend while working in a team as part of a competition.                           |   | emotion to our motif. <ul style="list-style-type: none"> <li>Pupils will create a 'frozen' position showing a reaction creating an emotion.</li> <li>Develop motifs with a partner including some different elements of choreography.</li> </ul> |  | <ul style="list-style-type: none"> <li>Learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</li> <li>Develop their understanding of how their role changes from defence to attack.</li> </ul> |   |
| <b>Key vocabulary:</b><br>Dodging, effective, attack, defence, team, competition.                             | <b>Key vocabulary:</b><br>Link, jump, roll, balance, apparatus, sequence, perform.                                  | <b>Key vocabulary:</b><br>Stimulus, control, movements, coordinate, character, expression, emotion, motif, reaction, choreography.   | <b>Key vocabulary:</b><br>Pathways, zig zag, curved, link, apparatus, sequence.                                    | <b>Key vocabulary:</b><br>Attacking, defending, transition, adapting, tactics.  | <b>Key vocabulary:</b><br>Technique, pace.  |
| <b>YEAR 3</b>   |   |  |  |   |   |
| <b>Communication and tactics</b>  | <b>Dance – Witches and wizards</b>  | <b>Gymnastics – Symmetry and asymmetry</b>   | <b>Netball</b>   | <b>Cricket</b>  | <b>Rounders</b>   |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Look at what makes an effective team</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Respond to different stimuli being able to</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Apply the concept of 'excellent</li> </ul>   | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to passing and receiving in</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to the concept</li> </ul>   | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to the concept</li> </ul> |



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| <p>with the focus being on creating tactics as a team with focus on</p> <ul style="list-style-type: none"> <li>• Collaboration and communication</li> <li>• Learn why they need to work as a team to create simple tactics.</li> <li>• Look at what makes an effective team leader.</li> <li>• Develop the qualities required to lead a team effectively and solve problems.</li> </ul> | <p>sustain our character whilst adding drama and emotion to the dance.</p> <ul style="list-style-type: none"> <li>• Extend their characters' ideas and explore the theme of witches and wizards in more depth.</li> <li>• Use their creative skills to create short sequences of movements representing spell creation.</li> <li>• Link their movements together, in character, ensuring they flow and are interconnectin</li> <li>• Use characterisation expression and creativity pupils will be able to finish the story</li> </ul> | <p>gymnastics', the class will focus on exploring movements and balances in a symmetrical and asymmetrical way.</p> <ul style="list-style-type: none"> <li>• Re-create pupils symmetrical and asymmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</li> <li>• Start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus</li> </ul> | <p>order to keep possession of the ball.</p> <ul style="list-style-type: none"> <li>• Concentrate on the attacking players, keeping possession.</li> <li>• Develop an understanding of how to win the ball back (defending and attacking), at a later stage, but questions to provoke thinking are appropriate.</li> <li>• Use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</li> <li>• Understand not just how we shoot but also where we shoot in terms</li> </ul> | <p>of batting and fielding.</p> <ul style="list-style-type: none"> <li>• Be introduced to throwing overarm and underarm.</li> <li>• Develop an understanding of how, when and why to throw a ball overarm and underarm with power and distance.</li> <li>• Introduce catching.</li> <li>• Introduce striking the ball with intent away from fielders to score runs (points).</li> <li>• Learn why they need to strike the ball with intent to score runs.</li> </ul> | <p>of batting and fielding.</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the purpose of each team.</li> <li>• Be introduced to throwing overarm.</li> <li>• Develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders.</li> <li>• Recap throwing underarm and overarm developing their understanding of when, where and why they use this skill during a game of rounders.</li> </ul> |
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|  | through sequencing their movements.   | creating their asymmetrical balance to end the sequence.   | of court position and why?<br><ul style="list-style-type: none"> <li>Use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.</li> </ul> | <ul style="list-style-type: none"> <li>Start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce ways of stopping the ball.</li> <li>Learn when, where and to they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible.</li> </ul> |
| <b>Key vocabulary:</b><br>Effective, tactics, focus, collaboration, communication, problem solving.  | <b>Key vocabulary:</b><br>Stimulus, character, emotion, expression, ideas, theme, depth, creative, linking, flow, interconnecting, sequencing.                | <b>Key vocabulary:</b><br>Balance, symmetrical, asymmetrical, apparatus, sequence, traveling.  | <b>Key vocabulary:</b><br>Passing, receiving, possession, attack, defend, technique.  | <b>Key vocabulary:</b><br>Batting, fielding, throwing, overarm, underarm, power, distance, catching, striking, speed, direction.  | <b>Key vocabulary:</b><br>Batting, fielding, throwing, overarm, underarm, power, distance, catching, striking, speed, direction.   |
| <b>Tag Rugby</b>   | <b>Football</b>   | <b>Dodgeball</b>   | <b>Tennis</b>   | <b>Athletics</b>  | <b>Mindfulness</b>   |
| <b>Children can.....</b> <ul style="list-style-type: none"> <li>Learn to move a ball, passing and receiving in order to keep possession.</li> <li>Begin to understand the</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Introduce/develop dribbling keeping control</li> <li>Introduce passing and receiving</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>Develop changing direction</li> <li>Begin to throw and catch with accuracy</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>Begin to understand tennis, outwitting an opponent</li> <li>Create space to win a point</li> </ul>   | <b>Children can...</b> <ul style="list-style-type: none"> <li>Explore running for speed</li> <li>Explore acceleration</li> <li>Introduce /develop relay:</li> </ul>             | <b>Children can....</b> <ul style="list-style-type: none"> <li>Explore relaxation techniques</li> <li>Apply relaxation techniques and</li> </ul>   |



## Curriculum Progression for PE

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| <p>purpose of tagging, when, where and why this is applied.</p> <ul style="list-style-type: none"> <li>Begin to understand the purpose of attacking and the need to create space when they are attacking.</li> <li>Bring together the suggested sequence of learning to take part in a level 1 tournament.</li> </ul> | <ul style="list-style-type: none"> <li>Combine dribbling and passing to create space</li> <li>Develop passing, receiving and dribbling</li> </ul>  | <ul style="list-style-type: none"> <li>Develop moving, changing direction at speed</li> </ul>   | <ul style="list-style-type: none"> <li>Consolidate how to win a game introduce rackets</li> <li>Begin to introduce the forehand</li> </ul>   | <p>Running for speed in a team</p> <ul style="list-style-type: none"> <li>Throwing: Accuracy vs distance</li> <li>Perform a Standing Long Jump</li> </ul>         | <p>use them effectively</p> <ul style="list-style-type: none"> <li>Perform balanced meditative poses</li> <li>Use props to help us balance in our meditative poses</li> </ul> |
| <b>Key Vocabulary:</b><br>Attack, Tag, defend   | <b>Key Vocabulary:</b><br>Dribble, pass, receive   | <b>Key Vocabulary:</b><br>Throw, catch, dodge, block  | <b>Key Vocabulary:</b><br>Forehand   | <b>Key Vocabulary:</b><br>Relay, accuracy, distance, tactics speed  | <b>Key Vocabulary:</b><br>Relaxation, pose, meditate  |
| <b>YEAR 4</b>   |  |   |  |   |   |
| <b>Athletics</b>  | <b>Basketball</b>  | <b>Dodgeball</b>  | <b>Football</b>  | <b>Tag Rugby</b>  | <b>World War II</b>   |
| <p>Children can...</p> <ul style="list-style-type: none"> <li>Develop running at speed</li> <li>Explore their stride pattern</li> <li>Explore running at pace</li> </ul>  | <p>Children can...</p> <ul style="list-style-type: none"> <li>Refine dribbling</li> <li>Refine passing and receiving</li> <li>Refine passing and dribbling creating space</li> <li>Refine passing and dribbling</li> </ul> | <p>Children can...</p> <ul style="list-style-type: none"> <li>Be introduced to jumping and ducking</li> <li>Develop throwing with accuracy and power over an</li> </ul> | <p>Children can...</p> <ul style="list-style-type: none"> <li>Refine dribbling</li> <li>Be introduced to turning</li> <li>Refine passing and receiving</li> <li>Develop passing and</li> </ul> | <p>Children can...</p> <ul style="list-style-type: none"> <li>Be introduce moving with the ball, passing and receiving</li> <li>Be introduce tagging •</li> </ul> | <p>Children can...</p> <ul style="list-style-type: none"> <li>Explore the behaviours of people in 1939</li> <li>Create sequences in small groups that show</li> </ul>         |



## Curriculum Progression for PE

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>Understand and apply tactics when running for distance</li> <li>Begin to throw a Javelin</li> <li>understand Triple Jump</li> </ul>   | <p>creating shooting opportunities</p> <ul style="list-style-type: none"> <li>Introduce marking</li> </ul>   | <p>increased distance</p> <ul style="list-style-type: none"> <li>Develop catching</li> <li>Consolidate dodging, jumping and ducking</li> </ul>  | <p>dribbling creating space</p> <ul style="list-style-type: none"> <li>Introduce shooting</li> </ul>   | <ul style="list-style-type: none"> <li>Create space when attacking</li> <li>Develop passing and moving</li> <li>Combine passing/moving to create attacking opportunities</li> </ul>   | <p>character emotion</p> <ul style="list-style-type: none"> <li>Create movements that interconnect</li> </ul>           |
| <p><b>Key vocabulary:</b><br/>Tactics, speed distance, pace, power, stride pattern</p>   | <p><b>Key vocabulary:</b><br/>Possession, marking space, bounce pass, pivot</p>  | <p><b>Key vocabulary:</b><br/>Attacker, defender, dodge, ducking, jumping, aiming</p>   | <p><b>Key vocabulary:</b><br/>Attacker, transition, defender, goalkeeper, dragback, turning</p>  | <p><b>Key vocabulary:</b><br/>Space, attacker, defender, forward pass, offside</p>  | <p><b>Key vocabulary:</b><br/>Excellent dancers, expression, creativity, emotion, motif, interconnecting, character</p> |
| <b>Netball</b>   | <b>Cricket</b>   | <b>Communication and Tactics</b>  | <b>Bridges</b>   | <b>Swimming X2</b>  |   |
| <p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Develop passing and creating space</li> <li>Develop passing, moving and shooting</li> <li>Combine passing and shooting</li> </ul> | <p><b>Children can....</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of batting and fielding</li> <li>Introduce bowling underarm</li> <li>Develop stopping and returning the ball</li> <li>Develop retrieving and</li> </ul> | <p><b>Children can ....</b></p> <ul style="list-style-type: none"> <li>Complete the benches and mats challenge</li> <li>Complete the round the clock card challenge</li> <li>Complete the pen challenge</li> <li>Complete the river rope challenge</li> </ul> | <p><b>Children can ....</b></p> <ul style="list-style-type: none"> <li>Be introduced to bridges</li> <li>Learn the application of bridge learning onto apparatus</li> <li>Develop sequences with bridges</li> <li>Sequence formation</li> <li>Sequence completion</li> </ul> | <p><b>Children can....</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> |   |



## Curriculum Progression for PE

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Introduce defending</li> </ul>  | <ul style="list-style-type: none"> <li>returning the ball</li> <li>Strike the ball at different angles and speeds</li> </ul>  | <ul style="list-style-type: none"> <li>Complete the caving challenges</li> </ul>  |  | <ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations</li> </ul>   |  |
| <b>Key vocabulary:</b><br>Attacker, defender, possession, chest pass, foot work  | <b>Key vocabulary:</b><br>Retrieving, bowling, strike, batting, fielding, The Long Barrier  | <b>Key vocabulary:</b><br>Communication, teamwork, tactics, strategy, responsibility, listening, trust  | <b>Key vocabulary:</b><br>Excellent gymnastics, control, extension, interesting, bridge, levels, flow  | <b>Key vocabulary:</b><br>Stroke, front crawl, breathe   |  |
| <b>YEAR 5</b>  |   |   |  |  |  |
| <b>Athletics</b>   | <b>Basketball</b>   | <b>Hockey</b>   | <b>Football</b>  | <b>Netball</b>   | <b>Counter Balance and Counter Tension</b>   |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Finish a race</li> <li>Evaluate their performance</li> <li>Sprint: their personal best</li> <li>Relay changeovers</li> <li>Take part in Shot Put</li> <li>Be introduced to the Hurdle</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Apply passing, footwork and shooting into mini games</li> <li>Introduce officiating</li> <li>Introduce defending</li> <li>Explore the function of other passing styles</li> </ul> | <b>Children can ....</b> <ul style="list-style-type: none"> <li>Develop defending; blocking and tacking</li> <li>Refine dribbling/passing to create attacking opportunities</li> <li>Refine attacking skills, passing, dribbling and shooting</li> <li>Refine defending skills</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Refine dribbling and passing to maintain possession</li> <li>Introduce and develop defending</li> <li>Develop shooting</li> <li>Refine attacking skills, passing, dribbling and shooting, introduce officiating</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Explore the function of other passes</li> <li>Develop defending and marking the player with the ball</li> <li>Tactical Play</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to Counter Balance</li> <li>Apply Counter Balance learning onto apparatus</li> <li>Sequence formation</li> <li>Counter Tension</li> <li>Sequence completion</li> </ul> |



## Curriculum Progression for PE

|  |   |   |  |  |   |
|--|---|---|--|--|---|
|  |   | developing<br>transition from<br>defence to<br>attack   |  |  |   |
| <b>Key vocabulary:</b><br>Tactics, Speed,<br>Distance, Evaluation,<br>change over, personal<br>best, Lap   | <b>Key vocabulary:</b><br>Tactics, transition,<br>marking, rebound,<br>travelling, double<br>dribble  | <b>Key vocabulary:</b><br>Attacker, defender,<br>space, possession,<br>Intercepting, barrier,<br>Shooting   | <b>Key vocabulary:</b><br>Tactics, marking, tackle,<br>pressure, shadowing,<br>tracking back   | <b>Key vocabulary:</b><br>Tactics, transition,<br>marking, possession,<br>shoulder pass, bounce<br>pass  | <b>Key vocabulary:</b><br>Excellent gymnastics,<br>interesting, levels, flow,<br>counter balance,<br>counter tension,<br>unison, canon  |
| <b>Problem Solving</b>   | <b>Health related Exercise</b>  | <b>Street Art</b>   | <b>Sports Hall Athletics</b>   | <b>Communication and<br/>Tactics</b>   | <b>Rounders</b>   |
| <b>Children can....</b> <ul style="list-style-type: none"> <li>• Experience face orienteering</li> <li>• Experience cone orienteering</li> <li>• Experience point and return</li> <li>• Experience point to point</li> <li>• Experience timed course Orienteering competition</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Explore and understand cardio fitness</li> <li>• Explore and understand flexibility fitness</li> <li>• Explore and understand strength fitness</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Use movement to create Street Artists' 'Tags'</li> <li>• Use a variety of concepts/relationships to change and develop our Street Art movements</li> <li>• Combine Breakdance with Street Art</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Finish a race</li> <li>• Evaluate our performance</li> <li>• Sprint: My personal best</li> <li>• Relay changeovers</li> <li>• Shot Put</li> <li>• Introducing the Hurdles</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Create and apply simple tactics</li> <li>• Develop leadership</li> <li>• Develop communication as a team</li> <li>• Communicate to create defending and attacking tactics as a team</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Develop fielding tactics maximising players</li> <li>• Understand what happens if the batter misses the ball</li> <li>• Refine fielding tactics, what players where?</li> <li>• Apply tactics in mini games</li> </ul> |
| <b>Key vocabulary:</b><br>Communication,<br>teamwork, tactics,<br>strategy, adapt,   | <b>Key Vocabulary:</b><br>Cardiovascular system,<br>strength, flexibility,  | <b>Key Vocabulary:</b><br>Excellent dancers,<br>expression, creativity,<br>emotion, stimulus,   | <b>Key Vocabulary:</b><br>Tactics, speed,<br>evaluation, distance,   | <b>Key Vocabulary</b><br>Communication,<br>teamwork, tactics,  | <b>Key Vocabulary:</b><br>Tactics, fielder,<br>bowling, batting and   |





## Curriculum Progression for PE

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| motivation, cooperation   | fitness, circuits, fitness test  |  | change over, personal best  | strategy, leadership, team member   | bowler square, no ball, out   |
| <b>YEAR 6</b>   |  |  |   |   |   |
| <b>Athletics</b>  | <b>Basketball</b>  | <b>Health Related Exercise</b>   | <b>Carnival</b>   | <b>Matching and Mirroring</b>   | <b>Leadership</b>   |
| <b>Children can...</b> <ul style="list-style-type: none"> <li>Run for speed competition</li> <li>Run for distance competition</li> <li>Take part in a throwing competition</li> <li>Take part in a Jumping competition</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Consolidate keeping possession and officiating</li> <li>Consolidate defending</li> <li>Create, understand and apply attacking tactics in game situations</li> <li>Create, understand and apply defending tactics in game situations</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Develop a secure understanding of cardio fitness</li> <li>Develop a secure understanding of flexibility fitness</li> <li>Develop a secure understanding of strength fitness</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Perform with technical control and rhythm in a group</li> <li>Create rhythmic patterns using the body</li> <li>Experience dance from a different culture</li> <li>Choreograph elements including still imagery</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Be introduced to matching /mirroring</li> <li>Apply matching mirroring learning onto apparatus</li> <li>Sequence development</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>Understand what makes an effective leader</li> <li>Communicate as a leader</li> <li>Introducing the STEP principle: Space , Task, Equipment and People</li> </ul> |
| <b>Key vocabulary:</b><br>Tactics, teamwork, speed, distance, evaluation, false start, events   | <b>Key vocabulary:</b><br>Tactics, transition, counter account, high press, backcourt violation, man to man marking  | <b>Key vocabulary:</b><br>Cardiovascular system, strength, flexibility, fitness, circuits, fitness test  | <b>Key vocabulary:</b><br>Excellent dancers, expression, creativity, emotion, stimulus, choreography, rhythm  | <b>Key vocabulary:</b><br>Excellent gymnastics, flow, levels, matching, mirroring, unison, cannon   | <b>Key vocabulary:</b><br>Communication, teamwork, tactics, strategy, leadership, team member   |
| <b>Communication and Tactics</b>  | <b>Tag Rugby</b>   | <b>Netball</b>   | <b>Sports Hall Athletics</b>  | <b>Cricket</b>  | <b>Rounders</b>   |



## Curriculum Progression for PE

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <b>Children can.....</b> <ul style="list-style-type: none"> <li>• Understand what makes an effective leader</li> <li>• Communicating as a leader</li> <li>• Introducing the STEP principle: Space , Task, Equipment and People</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Consolidate passing and moving</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations</li> <li>• Consolidate attacking and defending in min games</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Consolidate attacking</li> <li>• Consolidate defending</li> <li>• Understand and apply attacking tactics to game scenarios</li> <li>• Understand and apply defending tactics in game situations</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Run for speed competition</li> <li>• Run for distance competition</li> <li>• Throw for competition</li> <li>• Jump for competition</li> </ul> | <b>Children can...</b> <ul style="list-style-type: none"> <li>• Consolidate batting, fielding and bowling</li> <li>• Create, understand and apply attacking and defensive tactics in game</li> </ul> | <b>Children can....</b> <ul style="list-style-type: none"> <li>• Be introduced to full rounders</li> <li>• Consolidate fielding tactics</li> <li>• Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>• Batting considerations</li> </ul> |
| <b>Key vocabulary:</b><br>Communication, teamwork, tactics, strategy, leadership, team member   | <b>Key Vocabulary:</b><br>Tactics, transition, offside, formations, knock on, advantage  | <b>Key Vocabulary:</b><br>Tactics, transistion, umpire, netball positions, markings   | <b>Key Vocaublary:</b><br>Tactics, speed, evaluation, distance, team work, events, false start   | <b>Key vocabulary:</b><br>Tactics, umpire, boundary, four runs, six runs, over   | <b>Key Vocabulary:</b><br>Tactics, fielder, bowling, run out, umpire, outfielder   |