

Physical Education Progression Mapping

EYFS: Nursery

EYFS coverage:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (Development matters p.66).
- Go up steps and stairs, or climb up apparatus, using alternate feet (Development matters p.66).
- Skip, hop, stand on one leg and hold a pose for a game like musical statues (Development Matters p.68).
- Take part in some group activities which they make up for themselves, or in teams.
- increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width (Development matters p.66).

Term/unit	Healthy participation	Fundamental movement skills	Disciplinary Application: rules, strategies and tactics	Vocabulary	Enrichments
Autumn 1 Unit 1 Personal skills	<i>I can enjoy working on simple tasks with help.</i> <i>Begins to demonstrate an understanding of how to be safe, follow instructions with support, take turns, share space and equipment.</i>	Body Management Skills Be able to <u>climb</u> apparatus confidently using alternative feet. Develop a sense of <u>balance</u> through activities that involve holding poses, including a one leg balance (musical statues, hopscotch etc.). Object control skills Beanbags, bikes, large equipment Locomotor skills Understand how to move in different ways begin to skip and hop with growing consistency (locomotor skills).	Enhanced and continuous provision Active games Child led activities Rhymes and action songs	Turn-taking Balance Still Hop Skip Safe share	Explore school grounds
Autumn 2 Unit 2 Social skills	<i>I can play with others and take turns and share with help</i>	Body Management Skills Use large muscle movements to wave flags and streamers, paint and make marks Develop core body strength through a range of seated balances (front supports). Object control skills Beanbags, bikes, large equipment, flags, paint Locomotor skills Match their developing physical skills to tasks and activities Jumping, landing, walking and running.	Enhanced and continuous provision Active games Child led activities Rhymes and action songs	Crawl Walk Run Balance Jump Landing	Home learning challenges
Spring 1 Unit 3 Cognitive Learning focus	<i>I can follow simple instructions</i> <i>I can listen carefully</i>	Body Management Skills Start taking part in some group activities which they make up themselves or in teams. Choose the right resources to carry out their own plan. Show a range of dynamic and static balances.	Enhanced and continuous provision. Active games Child led activities	Co-ordination opposite Balance Control Ideas Plan	Exploring the school grounds Home learning challenges



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	<i>Follow the rules for each activity.</i>	<p>Object control skills Large construction, balls, beanbags, bikes</p> <p>Locomotor skills Across the curriculum increasingly use and remember sequences and patterns of movements (related to music and rhythm). Apply and refine a range of developing practical skills(movements) to different activities within the setting.</p>	Rhymes and action songs	team	
Spring 2 Unit 4 Creative Learning focus	<p><i>I can observe and copy others</i></p> <p><i>Take taking part in self-initiated group activities. Creating rules and instructions themselves and in collaboration with their friends.</i></p>	<p>Body Management Skills Experiment with counterbalances (coordination).</p> <p>Object control skills Experiment with different ball movements. Maintaining control of the ball (both directions, increasingly smooth movements).</p> <p>Locomotor skills Crawling, walking, turning</p>	<p>Enhanced and continuous provision</p> <p>Active games</p> <p>Child led activities</p> <p>Rhymes and action songs</p>	<p>Co-ordination Balance Rolling Crawling Throwing catching</p>	<p>Local community</p> <p>Home learning challenges</p>
Summer 1 Unit 5 Physical Learning focus	<i>I can move confidently in different ways</i>	<p>Body Management Skills Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks</p> <p>Object control skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Locomotor skills Revise fundamental movement skills they have acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). Skip, hop stand on one leg and hold a pose for a game like musical statues.</p>	<p>Enhanced and continuous provision</p> <p>Active games</p> <p>Child led activities</p> <p>Rhymes and action songs</p>	<p>Co-ordination Balance Rolling Crawling Top Bottom Up down To the side</p>	Home learning challenges
Summer 2 Unit 6 Health & Fitness Learning focus	<p><i>I am aware of the changes to the way I feel when I exercise</i></p> <p><i>Recognise how different movements feel.</i></p>	<p>Body Management Skills Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Object control skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Locomotor skills Revise and refine the fundamental movement skills they have acquired (rolling, crawling, walking, jumping, running, hopping, skipping, and climbing).</p>	<p>Enhanced and continuous provision</p> <p>Active games</p> <p>Child led activities</p> <p>Rhymes and action songs</p>	<p>Co-ordination Balance Rolling Crawling</p>	<p>Sports leaders event</p> <p>Home learning challenges</p>
<p>Resources:</p> <ul style="list-style-type: none"> • PE Foundation real PE • Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk) • Putting the EYFS into practice – Physical development p.44-57 					

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EYFS: Reception

EYFS coverage:

- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Term	Healthy participation	Fundamental movement skills	Disciplinary Application: rules, strategies and tactics	Vocabulary	Enrichments
Autumn 1 Unit 1 Personal learning focus	<p><i>I can enjoy working on simple tasks with a little help</i></p> <p><i>I can follow instructions and practice safely</i></p> <p><i>Talk about how different movements feel.</i></p>	<p>Body Management Skills Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Begin to explore a <u>standing one leg static balance</u> experimenting with change in height, movement, choice of leg and body shape (One leg for 10 seconds (dominant leg).</p> <p>Object control skills Collect and balance different pieces equipment on different parts of the body</p> <p>Locomotor skills Explore different footwork including marching, running, side-stepping, galloping, hopping, skipping and bouncing.</p> <p>Begin to combine different movements.</p>	<p>Enhanced and continuous provision</p> <p>Outdoor games (learning through play)</p> <p>Child led activities</p> <p>Rhymes and action songs</p>	<p>Sideways</p> <p>Forward</p> <p>Backwards</p> <p>direction</p> <p>balance</p>	<p>Gymnastics specialist teaching</p> <p>Home learning challenges</p> <p>Active classroom learning</p>
Autumn 2 Unit 2 Social Learning focus	<p><i>I can play with others and take turns and share with help</i></p> <p><i>Begins to demonstrate an understanding of how to practice safely, follow instructions, take</i></p>	<p>Body Management Skills Through Gymnastics teaching and learning. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Introduce a <u>seated balance</u> experimenting with different degrees of floor contact/support (duration of 10 seconds).</p>	<p>Enhanced and continuous provision (learning through play)</p> <p>Football (outdoors provision)</p> <p>Rhymes and action songs</p>	<p>Strength</p> <p>Dance</p> <p>Gymnastics</p> <p>Stretching</p> <p>Extending</p> <p>Leaping</p> <p>rotation</p>	<p>Gymnastics specialist teaching</p> <p>Home learning challenges</p> <p>Active classroom learning</p>



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	<i>turns, share space and equipment.</i>	<p>Object control skills Collect and balance different equipment on different parts of the body whilst in a <u>floor balance</u>.</p> <p>Locomotor skills Revise and refine fundamental movement skills focusing upon elements of <u>jumping and landing</u> (swinging arms, bending knees and change in direction).</p>		mirror	
<p>Spring 1</p> <p>Unit 3 Cognitive Learning focus</p>	<p><i>I can follow simple instructions</i></p> <p><i>I can understand and follow simple rules</i></p> <p><i>Watch other is you are unsure</i></p>	<p>Body Management Skills Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility focusing upon <u>dynamic balance</u> both forwards and backwards upon a line.</p> <p>Explore stance staying on the balls of your feet.</p> <p>Object control skills Experiment with throwing and catching a ball while on the balls of your feet.</p> <p>Locomotor skills Skills include throwing, catching, kicking, passing, batting and aiming</p>	<p>Enhanced and continuous provision (learning through play)</p> <p>Hockey (outdoors provision)</p> <p>Target games (bean bag throwing)</p> <p>Rhymes and action songs</p>	<p>Teamwork</p> <p>Coordination</p> <p>Instructions</p> <p>Throw</p> <p>Kick</p> <p>Passing</p> <p>Aiming</p> <p>batting</p>	<p>Home learning challenges</p> <p>Real PE at Home (Tilly the Train's Big Day active story)</p>
<p>Spring 2</p> <p>Unit 4 Creative Learning focus</p>	<p><i>I can observe and copy others</i></p> <p><i>Watch carefully when others demonstrate</i></p> <p><i>Try different ways to find what feels right</i></p>	<p>Body Management Skills Progress towards a more fluent style of moving, with developing control and grace</p> <p>Explore a <u>Counterbalance</u> working towards well balanced, coordinated movements with partner.</p> <p>Object control skills Move a ball from one hand to the other Roll a ball along the floor (imaginary shape) Roll a ball around different objects</p> <p><i>(Maintaining <u>control of the ball</u>, able to move the ball in both directions, smooth movements with the ball).</i></p> <p>Locomotor skills Explore and refine different movements (jumping, running).</p>	<p>Enhanced and continuous provision (learning through play)</p> <p>Rhymes and action songs</p>	<p>Observe</p> <p>Watch</p> <p>Listen</p> <p>control</p>	<p>Home learning challenges</p> <p>Real PE at Home</p> <p>Visit the Clown theme and read clowning Around active story</p>

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<p>Summer 1</p> <p>Unit 5 Physical Learning focus</p>	<p><i>I can move confidently in different ways</i></p>	<p>Body Management Skills Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <hr/> <p>Object control skills</p> <p>Further develop and refine a range of ball skills including throwing, catching, chasing, stopping (reacting and moving quickly, catching the ball, slowly down with control after catch).</p> <p>Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.</p> <hr/> <p>Locomotor skills (movement skills) Move energetically, such as running, jumping, hopping, skipping).</p>	<p>Enhanced and continuous provision (learning through play)</p> <p>Tennis (outdoors provision)</p> <p>Target games (bean bag throwing)</p> <p>Rhymes and action songs</p>	<p>Speed Timing</p> <p>Catch Throw Kick Pass Target Space</p>	<p>Home learning challenges Real PE at Home Visit the Fairytale theme explore oving and ainging to the song RINGO</p>
<p>Summer 2</p> <p>Unit 6 Health and Fitness Learning focus</p>	<p><i>I am aware of the changes to the way I feel when I exercise (increased heart rate)</i></p> <p><i>With a little support I am aware of why exercise is important for good health (strengthens our hearts)</i></p> <p><i>Exercise can have a positive effect on our mood and how we feel.</i></p>	<p>Body Management Skills Combine different movements with ease and fluency (agility). <u>Starting and stopping</u> quickly.</p> <p>Maintain balance within a <u>mini-front support</u> position. Begin to build confidence by rotating the body round to point to the ceiling.</p> <hr/> <p>Object control skills Explore ball chasing with a partner or against a wall focusing upon balance/control when collecting the ball with different parts of their bodies (hands, feet, heads).</p> <hr/> <p>Locomotor skills (movement skills) Explore and refine different movements introduced so far.</p>	<p>Enhanced and continuous provision (learning through play)</p> <p>Rhymes and action songs</p>	<p>Health Heart Emotions Feelings changes</p>	<p>St Mary's sports leaders' sports enrichment event</p> <p>EYFS Sports day</p> <p>Home learning challenges Real PE at Home Visit the Squirrel theme and read Sammy Squirrel and his Rolling Nuts Active story with an adult.</p>
<p>EYFS: Reception EY Framework Coverage Physical development, Development matters ELG Core Real PE: Reception Unit 1, Unit 2, Unit 3, Unit 4, Unit5 Physical and Unit 6 Health and Fitness</p>					
<p>Resources:</p> <ul style="list-style-type: none"> • PE Foundation real PE • Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk) • Putting the EYFS into practice – Physical development p.44-57 • Intro Booklet Inners.indd (ccea.org.uk) 					

Physical Education Progression Mapping

KS1: Year 1

KS1 PE National Curriculum coverage:

- 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 be taught to: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Term	Healthy participation	Motor competencies Fundamental movement skills	Disciplinary Application: rules, strategies and tactics	Vocabulary	Enrichments
Autumn 1 Unit 1 Personal skills	<p><i>I can work on simple tasks by myself</i></p> <p><i>I can try several times if at first I don't succeed and I ask for help when appropriate</i></p> <p><i>I can follow instructions and practice safely</i></p> <p><i>Think about who you can ask for help.</i></p> <p><i>Recognizes the value of physical activity.</i></p>	<p>Body Management Skills Develop sense of balance (maintaining balance on 1 leg for 10 seconds) through a range of stop and freeze activities.</p> <p>Keeping your head up and staying within marked areas</p> <p>Premier Can use arms and legs simultaneously Shape – pike, straddle, tuck, straight, star Balance – using shapes (pike, straddle, tuck, star, straight) Mirrored & Supported Balances</p> <p>Object control skills Ball chasing Beanbags Quoits</p> <p>Premier Can collect and carry sensibly alone, when prompted and used for its intended purpose</p> <p>Locomotor skills (footwork with fluency and control) Hopping (either foot) skipping Side-step in both directions Gallop (leading with either foot)</p> <p>Premier Use a variety of level, direction including jumps and rolls. Rolling – log, egg, teddy bear</p>	<p>Gymnastics weekly sessions</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class.</p> <p>Explore cross curricular humanities subjects' terms and vocabulary within the dance routines</p> <p>Clear intent of direction when travelling, managing their weight</p> <p>Team games, competency in a variety of motor skills, movement patterns.</p> <p>Discuss how the shapes are contrasting to each other (wide, tall, curved - straddle, straight, tuck etc.</p> <p>Stay within an area whilst moving, managing all body parts in isolation</p>	<p>Control Pivot Hopscotch Skipping Galloping Side-stepping Extending Stretching Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Mirror Match Unison Link sequence</p>	<p>Extracurricular clubs</p> <p>Daily mile</p>



Physical Education Progression Mapping

		Sequence Creation (Using learning from previous weeks). Jumping using shapes			
Autumn 2 Unit 2 Social	<i>I can work sensibly with others, taking turns and sharing.</i>	<p>Body Management Skills Become increasingly competent and confident jumping and landing (agility).</p> <p>Premier Balance on Different Parts of the Body</p> <p>Object control skills</p> <p>Premier Roll and track a ball Use a stick to maneuver a ball Overarm and Overhead Throw</p> <p>Locomotor skills Develop fundamental skills including revising and applying standing/seated, dynamic and static balances, to a range of activities individually and with others.</p> <p>Premier Moving at different speeds in different ways Jumping over objects Changing speed and direction</p>	<p>A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey</p> <p>A variety of equipment including balls, goals and hockey sticks</p> <p>Working in small team Simple competition in pairs and small teams</p> <p>Praise and encourage others, play with others, take turns.</p>	<p>Take off Height Balance Control Landing Space block Intercept tactics</p>	<p>Home challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p>
Spring 1 Unit 3 Cognitive	<p><i>I can name some things I am good at</i></p> <p><i>Safely negotiate spaces: Can remain in an area without colliding with others or objects</i></p> <p><i>Able to identify heart beating faster and sweating</i></p>	<p>Body Management Skills Developing balance, agility, and co-ordination, and begin to apply these in a range of activities (Dynamic balance- one a line, Static balance – stance).</p> <p>I can understand and follow simple rules.</p> <p>Premier Agility: Change direction quickly Balance on Different Parts of the Body</p> <p>Object control skills</p> <p>Premier A variety of equipment including balls, goals and hockey sticks Roll and track a ball Use a stick to maneuver a ball Overarm and Overhead Throw</p>	<p>Invasion Games Principles:</p> <p>Attack - create space to get through defense and score</p> <p>Defend - prevent opposition from scoring by closing space and retaining possession</p> <p>Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p> <p>Tactics for attacking tactics for defending- Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Space Block Intercept tactics Control</p>	<p>Home challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p>



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		<p>Locomotor skills Change direction quickly Run Chase Avoid Jump</p> <p>Premier Moving at different speeds in different ways Jumping over objects Changing speed and direction</p>	<p>Can identify the correct role based on possession and can create and close space Can maintain possession</p> <p>Multi skills-based activities with an emphasis on space</p> <p>A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey</p> <p>Working in small team Simple competition in pairs and small teams</p>		
<p>Spring 2</p> <p>Unit 4 Creative</p>	<p><i>I can explore and describe different movements</i></p> <p><i>I can perform a single skill or movement with some control</i></p>	<p>Body Management Skills Explore and develop coordination skills through a range of activities (ball skills).</p> <p>Exploring a broad range of opportunities to extend their agility, balance with others (counterbalance).</p> <p>Perform dances using simple movement patterns.</p> <p>Premier</p> <p>Object control skills</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	<p>Dance:</p> <p>Simple dance routines (individual and in collaboration with others) combining elements of key motor competencies, balance and agility.</p>	<p>Counterbalance Review Pattern Repetition movement</p>	<p>Home challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p>
<p>Summer 1</p> <p>Unit 5 Physical</p>	<p><i>I can perform a small range of skills and link two movements together.</i></p>	<p>Body Management Skills Develop sense of balance and agility. Reacting and responding quickly and efficiently in a range of activities.</p>	<p>Tennis</p> <p>Engaging in competitive (both against self and against others).</p>	<p>Sending Receiving Control</p>	<p>Extracurricular clubs</p> <p>Daily mile</p>



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	<i>I can perform a single skill or movement with some control</i>	<p>Premier</p> <p>Object control skills Master basic movements and coordination including throwing and catching (sending and receiving).</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>			
<p>Summer 2</p> <p>Unit 6 Health and Fitness</p>	<i>I am aware of why exercise is important for good health</i>	<p>Body Management Skills Develop sense of balance and agility. Reacting and responding quickly and efficiently in a range of activities (ball chasing).</p> <p>Master basic movements including static floor balances and begin to apply these in a range of activities.</p> <p>Premier</p> <p>Object control skills</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	<p>Athletics/rounders (Long distance. Sprinting, long jump, high jump, javelin, hurdles, relay).</p>	<p>Bouncing Pushing Bending dodging</p>	<p>School sports day</p> <p>Extracurricular clubs</p> <p>Daily mile</p>
<p>Resources:</p> <ul style="list-style-type: none"> • PE Year 1 real PE • National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk) 					

Physical Education Progression Mapping

KS1: Year 2

KS1 PE National Curriculum coverage:

- 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 be taught to:
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Substantive knowledge including motor competencies and rules, strategies, tactics

Term	Healthy habits	Motor competencies (fundamental movement skills)	Application	Vocab	Enrichments
Autumn 1 Unit 1 Personal	<i>I try several times if at first, I don't succeed and I ask for help when appropriate</i>	<p>Body Management Skills</p> <p>Individually and in groups revise and refine 1 footed balance. Applying this to a range of activities.</p> <p>Premier Balance on Parts of the Body Using Shapes Paired balances on & off apparatus</p> <p>Object control skills</p> <p>Premier Small – using objects when moving and balancing Large – jump off low platforms</p> <p>Locomotor skills Master basic movements including footwork patterns, changing direction quickly and in a controlled manner.</p> <p>Premier Rolling – egg, log, dish/arch roll Jumping leading to rolling with shapes Spinning – pivot and seated Spinning Sequences Jumping & Rolling for speed</p>	<p>Gymnastics</p> <p>Keep your head up, bend your knees to help balance, work off the balls of your feet.</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class.</p> <p>Exploring humanities subjects terms and vocabulary within the dance routines.</p>	<p>Control Balance Movement Shape Travel Rotation Match Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching – Making shapes as if in a mirror Link Sequence</p>	<p>Daily mile Movement breaks Extracurricular clubs</p>



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<p>Autumn 2</p> <p>Unit 2 Social</p>	<p><i>I can help praise and encourage others in their learning</i></p> <p><i>I can work sensibly with others, taking turns and sharing</i></p>	<p>Body Management Skills Develop fundamental skills including revising and applying standing/seated, dynamic and static balances, to a range of activities individually and with others.</p> <p>Premier</p> <p>Object control skills</p> <p>Premier Balancing objects on the body</p> <p>Locomotor skills Experiment with introducing elements of shape and direction into jumping and landing (agility) activities.</p> <p>Premier Moving in different ways Travel over under and through objects Underarm throw Throwing and catching - Can use arms and legs simultaneously to send, receive and intercept</p>	<p>Multi-skills</p> <p>Multi skills based activities with an emphasis on space A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey A variety of equipment including balls, goals and hockey sticks Working in small team Simple competition in pairs and small teams</p> <p>Moving to defend or attack</p> <p>How can you anticipate the movements of your opponent? Where should your eyes be?</p> <p>Show and tell others the jumps you have been working on.</p> <p>Share ideas and listen to each other on different ways to combine jumps.</p>	<p>Shape Techniques Direction Landing position Take off Landing Height Distance</p>	<p>Extracurricular clubs</p> <p>Daily mile Movement breaks</p>
<p>Spring 1</p> <p>Unit 3 Cognitive</p>	<p><i>I With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</i></p> <p><i>Able to discuss the more exercise they do, the hotter they get and the need for more air.</i></p> <p>Provide a relevant example of what they can do better.</p>	<p>Body Management Skills I can perform a range of skills with some control and consistency.</p> <p>Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance</p> <p>Stabilization skills – turn, twist, stretch</p> <p>Premier</p> <p>Object control skills (Balls goals and hockey sticks)</p> <p>Can use arms and legs simultaneously to send, receive and intercept.</p> <p>Send - throw/kick a ball, push an object with a hockey stick (</p>	<p>Multi-skills activities with an emphasis on space</p> <p>A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Can maintain possession, create and close space and react accordingly when possession is lost or gained</p> <p>Personal challenge/ competition</p> <p>Demonstrate some understanding of simple tactics for attacking and defending</p>	<p>Hockey (attacker, center pass, defender, hit, pass, pitch, shoot and scoop) Dribble Send Receive Invasion games</p>	<p>Extracurricular clubs</p> <p>Daily mile Movement breaks</p>



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		<p>Receive - catch with hands, softly cradle with feet/stick</p> <p>Dribble - continuously with hand(s), using feet to move- a ball, pushing an object with a stick</p> <p>Pick up - static or moving object</p> <p>Carry - run with an object in hands</p> <p>Bounce - bounce-catch/bounce pass Kick - kick ball into area/at a target</p> <hr/> <p>Premier Balancing objects on the body Throwing and catching</p> <hr/> <p>Locomotor skills Perform a range of movements fluidly (lunges), following varied pathways both individually and with others.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <hr/> <p>Premier Moving in different ways</p> <p>Travel over under and through objects Underarm throw</p> <p>Change direction quickly avoiding others. Run Chase Avoid jump</p>	<p>Invasion Games Principles:</p> <p>Attack - create space to get through defence and score</p> <p>Defend - prevent opposition from scoring by closing space and retaining possession</p> <p>Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p> <p>Moving to defend or attack</p> <p>Can maintain possession, create and close space and react accordingly when possession is lost or gained</p>		
<p>Spring 2 Unit 4 Creative</p>	<p><i>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</i></p>	<p>Body Management Skills Think about different parts of the body and how they move when comparing movements and skills.</p> <p>Link movements smoothly and with control</p> <hr/> <p>Premier</p> <hr/> <p>Object control skills</p>	<p>Dance</p>	<p>Routine Tall Short Fast Slow Spin leap</p>	<p>Extracurricular clubs</p> <p>Daily mile Movement breaks</p>

Physical Education Progression Mapping

		<p>Try lots of different movements and think about how you are using your body and equipment.</p> <p>Premier</p> <p>Locomotor skills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Premier</p>			
<p>Summer 1</p> <p>Unit 5 Applying Physical</p>	<p><i>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</i></p>	<p>Body Management Skills Reaction and response</p> <p>What can help us react and respond more quickly?</p> <p>Premier</p> <p>Object control skills Master basic movements including catching a small tennis ball after bouncing.</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	<p>Tennis</p>	<p>Sequence Movement Level Direction</p>	<p>Extracurricular clubs</p> <p>Daily mile Movement breaks</p>
<p>Summer 2</p> <p>Unit 6 Health and Fitness</p>	<p><i>I can say how my body feels before, during and after exercise.</i></p> <p><i>I use equipment appropriately and move and land safely</i></p> <p><i>Describe why it is important to exercise frequently.</i></p>	<p>Body Management Skills Static balance – floor work (mini front support, mini-back support, using a range of equipment).</p> <p>Premier</p> <p>Object control skills Watching ball to time actions correctly.</p>	<p>Athletics/ rounders</p> <p>Athletics (long distance. Sprinting, long jump, high jump, javelin, hurdles, relay).</p>	<p>Starting Stopping Timing Drive accelerate</p>	<p>School sports day</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>

Physical Education Progression Mapping

		Premier			
		Locomotor skills Demonstrate strong levels of Agility. Accelerating quickly, driving arms and watching ball to time actions correctly.			
		Premier			

KS2: Year 3

KS2 PE National Curriculum coverage:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Substantive knowledge including motor competencies and rules, strategies, tactics

Term	Healthy participation	Motor competencies Fundamental movement skills	Disciplinary Application: rules, strategies and tactics	Vocabulary	Enrichments
Autumn 1 Unit 1: Personal	<i>I know where I am in my learning and I have begun to challenge myself</i> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best (exploring, refining and improving).</i>	Body Management Skills Coordination- footwork Demonstrate increasing levels of control within a static 1 leg balance (small base balance). Premier Sequence Creation - Can sequence a series of movements with increasing control. Transition seamlessly from one movement to another. Object control skills Balloons, ball balances, cones	Communicating, collaborating, competing, evaluate, reflection Modified competitive games Talk about what they are doing using appropriate vocabulary linked to movements Working alone, in pairs, small groups and as a whole class.	Isolation Combination Still Focus Balance Body parts Hurdle-step Spring-board Formation Synchronised	Personal best challenges Extracurricular clubs Daily mile



Physical Education Progression Mapping

	<p><i>Follow rules in activities and reinforce to others respectfully when needed</i></p>	<p>Premier Jumping with objects Jumping with hoops Hurdle step to a springboard</p> <p>Locomotor skills (fluency and control) With fluency and control, starting slowly and then at maximum speed (red challenge): 1. I can hopscotch forwards and backwards, alternating my hopping leg each time. 2. I can complete 3 step zigzag patterns forwards. 3. I can complete 3 step zigzag patterns backwards.</p> <p>Premier Jumping off apparatus – pike, star, straddle, tuck, straight Synchronized jumping. Hurdle step to tuck jump off a springboard</p>	<p>Performing parts of a sequence and entire sequences to small groups and to the class.</p> <p>Using creative ideas to build on sequences and create brand new movements.</p> <p>Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines.</p>		
<p>Autumn 2</p> <p>Unit 2: Social</p>	<p><i>I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas.</i></p> <p><i>What changes happen to the body during and after exercise?</i></p> <p><i>Why does being creative help with strategies and tactics?</i></p>	<p>Body Management Skills Dynamic balance Static balance-seated balance</p> <p>Premier</p> <p>Object control skills Transfer cone on and off back in full front support</p> <p>Premier Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Shoot – kick, throw or strike/push a ball with intent into a goal or net</p> <p>Locomotor skills Create, practice, improve and perform simple movement sequences. Agility - Jumping and landing</p>	<p>Invasion Games Principles</p> <p>Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p> <p>Decision making on when to shoot/distance from goal/net</p> <p>Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result</p>	<p>Space Jumping Landing Distance Strategy Tactic Shooting Accuracy Marking</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



Physical Education Progression Mapping

		<p>Premier Fundamental movement skills Spatial awareness – width, depth</p> <p>Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession</p> <p>Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot</p>	<p>Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this</p> <p>Competition Improving performance</p> <p>Ball manipulation Attack and defend principles Strategies and tactics</p>		
<p>Spring 1</p> <p>Unit 3 Cognitive</p> <p>Explain why</p>	<p><i>I can understand the simple tactics of attacking and defending.</i></p> <p><i>I can explain what I am doing well and I have begun to identify areas for improvement.</i></p> <p><i>Manage energy levels to last for the duration of a game.</i></p>	<p>Body Management Skills Stopping quickly to respond to opponents Rotating body to shoot</p> <p>Premier</p> <p>Object control skills Through hockey skill sessions learn a range of sending and receiving skills including striking a large ball along ground with alternate hands x 5 (coordination).</p> <p>Premier Ball manipulation Attack and defend principles Spatial awareness – width, depth</p> <p>Locomotor skills I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>Premier Fundamental movement skills Spatial awareness – width, depth</p> <p>Locomotion skills (Attack) Run – identifying space to move into to receive the ball. Varying speed and locomotion skills/agility to beat defender. Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession</p>	<p>Hockey sessions weekly</p> <p>Chance to shine (Cricket coaching weekly sessions).</p> <p>Improving performance Attack and defend principles Strategies and tactics</p> <p>Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p> <p>Decision making on when to shoot/distance from goal/net</p> <p>Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result</p>	<p>Hockey Attacker center pass Defender Hit Pass Pitch shoot and scoop Accuracy Marking Shooting Tactic strategy</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



Physical Education Progression Mapping

		<p>Locomotion skills (Defend) Run – closing space not allowing any gaps. Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Competition Improving performance</p>		
<p>Spring 2 Unit 4 Creative</p>	<p><i>I can respond differently to a variety of tasks</i> <i>I can make up my own rules and versions of activities</i></p>	<p>Body Management Skills Counter balance with a partner</p> <p>Premier</p> <p>Object control skills Coordination sending and receiving: From 3 metres, react and catch a tennis ball after 1 bounce, balancing on one leg x 3</p> <p>Premier</p> <p>Locomotor skills Begin to link actions and develop sequenced of movement that express my own ideas</p> <p>Premier</p>	<p>Dance weekly sessions</p>	<p>Sequence Movement Level Direction</p>	<p>Personal best challenges Extracurricular clubs Daily mile Movement breaks</p>
<p>Summer 1 Unit 5 Physical</p>	<p><i>I can select and apply a range of skills with good control and consistency</i> <i>I can perform and repeat longer sequences with clear shapes and controlled movement</i></p>	<p>Body Management Skills Static balance floor work</p> <p>Premier</p> <p>Object control skills Agility reaction and response:</p>	<p>Tennis</p>		<p>Personal best challenges Extracurricular clubs Daily mile Movement breaks</p>



Physical Education Progression Mapping

		From 3 meters, react and catch a tennis ball after 1 bounce, balancing on one leg x 3 (kick a ball with alternate feet x 5)			
		Premier			
		Locomotor skills Dodge			
		Premier			
Summer 2 Unit 6: Health and fitness	<i>I can explain why we need to warm-up and cool down</i> <i>I can describe how and why my body changes during and after exercise</i>	Body Management Skills Static balance	Athletics/rounders (long distance. Sprinting, long jump, high jump, javelin, hurdles, relay).	Starting Stopping Timing Drive accelerate	Personal best challenges Extracurricular clubs Daily mile School sports day
		Premier			
		Object control skills Agility – ball chasing			
		Premier			
		Locomotor skills			
		Premier			
Resources: <ul style="list-style-type: none"> • Balance folder2.indd (ccea.org.uk) • Intro Booklet Inners.indd (ccea.org.uk) 					

Physical Education Progression Mapping

KS2: Year 4

KS2 PE National Curriculum coverage:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Term	Healthy participation	Motor competencies (fundamental movement skills)	Application	Vocabulary	Enrichments
Autumn 1 Unit 1 Personal	<p>I have begun to challenge myself</p> <p>I know where I am with my learning.</p> <p>I cope well and react positively when things become difficult.</p> <p>I try several times if at first, I don't succeed and I ask for help when appropriate.</p>	<p>Body Management Skills Through gymnastics demonstrate controlled Static Balance – for example one leg 5 squats with eyes closed.</p> <p>Premier Balance on Parts of the Body Using Shapes Paired balances on & off apparatus</p> <p>Object control skills Balloon balance</p> <p>Premier Apparatus: Small – using objects when moving and balancing Large – jump on and off low platforms</p> <p>Locomotor skills Continue to develop coordination skills including footwork (Move forwards in a 3-step zigzag pattern at speed with knee raise /heel raise)</p> <p>Premier Rolling – egg, log, dish/arch roll Jumping leading to rolling with shapes Spinning – pivot and seated</p>	<p>Gymnastics</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class.</p> <p>Using creative ideas to build on sequences and create brand new movements.</p> <p>Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines.</p> <p>Confidently demonstrate creativity in their work with control</p> <p>Demonstrate how strategies and tactics can improve their work</p> <p>Demonstrate improvements to their work Perform fundamental movement skills in a range of activities</p>	<p>Communication Sequence Actions self-reflection pattern Hurdle-step - Take off from one foot and land on two feet. Spring-board - A piece of apparatus with extra spring for a higher jump – used in vaulting Formation - A shape created together as a group for effect - usually a starting or ending position Synchronized - Together at exactly the same time</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



Physical Education Progression Mapping

		Spinning Sequences Jumping & rolling for speed	Understanding of effective leadership		
Autumn 2 Unit 2 Social	<p>I am happy to show and tell others about my ideas</p> <p>I show patience and support others, listening carefully to them about our work</p> <p>Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance.</p>	<p>Body Management Skills Dynamic balance to agility I can perform a variety of movements with good body tension. I can link action together so that they flow in running, jumping and throwing activities</p> <p>Premier</p> <p>Object control skills</p> <p>Premier Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent</p> <p>Locomotor skills Explore and develop Jumping and landing in isolation (jumping from 1 foot to 1 foot sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3 and across a range of different contexts.</p> <p>Premier Can sequence a series of movements with consistent control (e.g. dribble then pass) Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Multi-skills</p> <p>Are inventive with their own movements and actions and gain an advantage</p> <p>Identify and implement changes to performance that gain an advantage over their opponent</p> <p>Can suggest characteristics of an effective leader and explain why it is important and how it benefits the team</p> <p>Follow rules in activities and reinforce to others. Begin to officiate own activities with little guidance</p>	<p>Ideas Link Mov Strategy Tactic Shooting Accuracy Marking</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
Spring 1 Unit 3 Cognitive	I can understand ways (criteria) to judge performance and I can	<p>Body Management Skills Dynamic balance on a line</p>	<p>Hockey Invasion Games Principles</p>	Hockey (attacker, center pass, defender, hit, pass, pitch, shoot and scoop)	Personal best challenges



Physical Education Progression Mapping

	<p>identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>Premier</p> <p>Object control skills Coordination – ball skills Throw and catch 2 balls in a circuit (in both directions) x 5</p> <p>Premier Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent</p> <p>Locomotor skills</p> <p>Premier Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net Decision making on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this</p>		<p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
<p>Spring 2</p> <p>Unit 4 Creative</p>	<p>I can recognize similarities and differences in movements and expression.</p> <p>I can make up my own rules and versions of activities.</p>	<p>Body Management Skills Counter balance – with a partner</p> <p>Premier</p> <p>Object control skills Coordination – sending and receiving</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	<p>Dance</p>	<p>Sequence Movement Level Direction</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
<p>Summer 1</p> <p>Unit 5: Physical</p>	<p>I can perform and repeat longer sequences with clear</p>	<p>Body Management Skills Static balance – floor work</p>	<p>Tennis</p>		<p>Personal best challenges</p> <p>Extracurricular clubs</p>



Physical Education Progression Mapping

	<p>shapes and controlled movements</p> <p>I can select and apply a range of skills with good control and consistency</p>	<p>Premier</p> <p>Object control skills Agility – reaction/ response From 3 meters, react and catch a tennis ball after 1 bounce, with step and hand across body x 3</p> <p>Transfer tennis ball on and off back and tummy in full back support</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>			<p>Daily mile</p> <p>Movement breaks</p>
<p>Summer 2</p> <p>Unit 6: Health and Fitness</p>	<p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>Link with quality</p> <p>I can perform a variety of movements with good body tension. I can link action together so that they flow in running, jumping and throwing activities.</p>	<p>Body Management Skills Static balance – stance</p> <p>Premier</p> <p>Object control skills Agility – ball chasing: From 3 metres, react and catch a tennis ball after 1 bounce, with step and hand across body x 3</p> <p>Premier</p> <p>Locomotor skills I can perform a variety of movements with good body tension.</p> <p>Premier</p>	<p>Athletics/ rounders (long distance. Sprinting, long jump, high jump, javelin, hurdles, relay).</p>	<p>Starting Stopping Timing Drive accelerate</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p> <p>School sports day</p>

Physical Education Progression Mapping

KS2: Year 5

KS2 PE National Curriculum coverage:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Term	Healthy participation	Motor competencies (fundamental movement skills)	Application	Vocabulary	Enrichment
Autumn 1 Unit 1 Personal	<p><i>I can cope well and react positively when things become difficult</i></p> <p><i>I can persevere with a task and improve my performance through regular practice</i></p> <p><i>How can you respond positively when you find something challenging?</i></p> <p><i>Consistently improve their work</i></p> <p><i>Describe and comment on their own and others' performance with accuracy of actions</i></p> <p><i>Know what has made</i></p>	<p>Body Management Skills Agility reaction and response</p> <p>Premier Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Counterbalancing with another person or group. Co-ordination Synchronizing limbs when performing an action.</p> <p>Object control skills Ball skills coordination What sports can you think of where good ball handling is important?</p> <p>Premier Apparatus: Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus</p>	<p>Effectively transfer skills and movements across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave. Synchronization – moving together at the same time to create effect</p> <p>Working alone, in pairs, small groups and as a whole class.</p> <p>Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to design new sequences.</p> <p>Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance.</p>	<p>Tactics</p> <p>Adapt</p> <p>Combine</p> <p>Health and fitness</p> <p>Decisions</p> <p>Support</p> <p>Cartwheel</p> <p>Handstand competition</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



Physical Education Progression Mapping

	<i>their performance effective</i>	<p>Locomotor skills</p> <p>Premier Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Sequencing Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence.</p>			
Autumn 2 Unit 2 social	<p>I help organize roles and responsibilities and can guide a small group through a task</p> <p>I cooperate well with others and give helpful feedback.</p>	<p>Body Management Skills Dynamic balance on a line Counterbalance with a partner</p> <p>Premier</p> <p>Object control skills</p> <p>Premier Ball manipulation skills (Attack) Increasing control and consistency when sending, receiving and shooting from a static position and on the move Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p> <p>Locomotor skills</p>	<p>Swimming (whole year group) TAG Rugby</p> <p>Competition in different games Scenario activities, small-sided matches Scenario cards Apply game principles/rules</p> <p>Attack Disguise a form of shot or pass Identifying weakness in defense/organization of defense and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management</p> <p>Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards</p>	<p>Non-verbal communication Patterns of play Zonal marking</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



Physical Education Progression Mapping

		Premier Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal			
Spring 1 Unit 3 cognitive	<i>I can use awareness of space/others to make good decisions.</i> I can understand ways (criteria) to judge performance.	Body Management Skills Static balance stance Coordination – footwork Premier Object control skills Premier Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net Locomotor skills Premier Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal	Hockey Competition in different games Scenario activities, small-sided matches Scenario cards Apply game principles/rules Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario card	Offense Defense Hockey (attacker, center pass, defender, hit, pass, pitch, shoot and scoop) Non-verbal communication Patterns of play Zonal marking	Personal best challenges Extracurricular clubs Daily mile Movement breaks
Spring 2 Unit 4 Creative	I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of	Body Management Skills Static balance seated Static balance floor work Premier Object control skills	Dance	Sequence Movement Level Direction	Professional athlete visit (scooter) Personal best challenges Extracurricular clubs Daily mile



Physical Education Progression Mapping

	movements that express my own ideas.	Premier Locomotor skills Premier			Movement breaks
Summer 1 Unit 5 Physical	I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components.	Body Management Skills Dynamic balance to agility jumping and landing Static balance one leg Premier Object control skills Premier Locomotor skills Premier	Tennis		Personal best challenges Extracurricular clubs Daily mile Movement breaks
Summer 2 Unit 6 Health and Fitness		Body Management Skills Coordination – sending and receiving Agility – ball chasing Premier Object control skills Premier Locomotor skills Premier	Athletics/ rounders (long distance. Sprinting, long jump, high jump, javelin, hurdles, relay).	Pace Starting Stopping Timing Drive accelerate	Personal best challenges Extracurricular clubs Daily mile Movement breaks School sports day

Physical Education Progression Mapping

KS2: Year 6

KS2 PE National Curriculum coverage:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Term	Healthy participation	Motor competencies (fundamental movement skills)	Application	Vocabulary	Enrichments
Autumn 1 Unit 1		Body Management Skills Premier Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Counterbalancing with another person or group. Co-ordination Synchronizing limbs when performing an action. Partner balances on & off platforms	Gymnastics Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to design new sequences. Using the vocabulary and terminology of Science and Humanities subjects within the routine. # Using video to capture and critique own and others performance. Sequence Creation for Competition	Cartwheel Handstand Competition	Personal best challenges Extracurricular clubs Daily mile Movement breaks
		Object control skills Premier Apparatus: Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus			
		Locomotor skills Premier Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star,			



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		<p>straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Choreography of Movement - small apparatus Sequence creation using rolls, varied forms of travel and counter balances</p>			
<p>Autumn 2 Unit 2</p>		<p>Body Management Skills</p>	<p>Tag Rugby</p> <p>Attack and defend principles Strategies and tactics Leadership</p> <p>Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management</p> <p>Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards</p>		<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
		<p>Premier Consistent control and intent when performing skills in different sports</p>			
		<p>Object control skills</p>			
		<p>Premier Ball manipulation Scenario activities Leadership Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>			
		<p>Locomotor skills</p>			
		<p>Premier Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal</p>			
<p>Spring 1 Unit 3</p>	<p><i>Compete respectfully and fairly following rules</i> <i>Eagerly participate in</i></p>	<p>Body Management Skills</p>	<p>Hockey</p> <p>Attack and defend principles Strategies and tactics Leadership</p>	<p>Patterns of play Zonal markings Non-verbal communication</p>	<p>Friendly matches</p> <p>Personal best challenges</p>



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	<p><i>every PE/Sport lesson displaying excellent sporting attitudes</i> <i>Effectively communicate and collaborate with each other</i> <i>Work independently for extended periods of time without the need for guidance</i></p> <p><i>Consistently improve their work</i> <i>Describe and comment on their own and others' performance with accuracy of actions</i> <i>Know what has made their performance effective</i></p>	<p>Premier Consistent control and intent when performing skills in different sports Clear intent when sending, receiving and shooting with consistent control and accuracy</p> <p>Object control skills</p> <p>Premier Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p> <p>Locomotor skills</p> <p>Premier Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal</p>	<p>Small sided matches Leadership Analysis of performance</p> <p>Competition Leadership Analysis of performance</p> <p>Competition in different games Scenario activities, small-sided matches Scenario cards Apply game principles/rules</p>		<p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
<p>Spring 2</p>	<p>Unit 4</p>	<p>Body Management Skills</p> <p>Premier</p> <p>Object control skills</p> <p>Premier</p> <p>Locomotor skills</p>	<p>Dance</p>		<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>



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		Premier			
Summer 1 Unit 5	<p>I can record and monitor how hard I am working.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can describe the basic fitness components.</p>	<p>Body Management Skills</p> <p>Premier</p> <p>Object control skills</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	Tennis		<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p>
Summer 2	Unit 6	<p>Body Management Skills</p> <p>Premier</p> <p>Object control skills</p> <p>Premier</p> <p>Locomotor skills</p> <p>Premier</p>	Athletics/rounders	<p>Starting</p> <p>Stopping</p> <p>Timing</p> <p>Drive</p> <p>accelerate</p>	<p>Personal best challenges</p> <p>Extracurricular clubs</p> <p>Daily mile</p> <p>Movement breaks</p> <p>School sports day</p>