



# PE - Whole School Progression Map

## Discovery MAT – PE Curriculum Statement

### Quotes that guide us:

'Every winner was once a beginner.'

'A healthy mind in a healthy body.' famous Latin quotation

### Why is it important to teach PE? (Intent)

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (National Curriculum for PE 2014)

We believe that it is important for children to understand and embrace the links between physical activity and mental wellbeing. Children are encouraged to take part in regular physical activity, which lay the foundation for a healthy and active lifestyle. Alongside the physical benefits of a high-quality physical education curriculum, we recognise the positive impact it has on children's social and cognitive skills. Through a broad, well-taught curriculum, pupils will develop skills in decision making, analysis, resilience and collaboration.

### Key Concepts:

- Promoting the importance of exercise and physical activity
- Sport and physical activity is for everyone
- Develop competence to excel in a broad range of physical activities
- Competition is an important part of sport and we all need to learn to win and to lose
- That skills in sport are transferrable to other sports but also other areas in life
- Working as part of a team is important in sport and in life
- Physical activity also supports our mental health and helps us to be happy
- That physical movement can bring us joy
- It is important to understand how our body works and how we can keep it healthy

### Curriculum Design (Implementation)

All three schools within Discovery Multi-Academy Trust use **Cambridgeshire SoW for Physical Education**, which is a has been produced to support the planning and delivery of National Curriculum Physical Education as a response to the 2014 review. It is about teaching PE in a way that engages and challenges EVERY child in primary school. Cambridgeshire SoW involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including reocognisable sporting applications, swimming, OAA and dance.

The notion of 'learning to move; moving to learn' underpins a high-quality Physical Education curriculum and aims to support staff to deliver consistently high quality Physical Education lessons.

### What we do well as a Trust (Impact)

Our curriculum is designed so that children are taught a variety of activities throughout their Key Stage and there is a progression journey through all of these. All three schools follow the same PE scheme, which gives consistency across the MAT.

Children in all three schools, have the opportunity to take part in extra-curricular activities and demonstrate their new skills in intra and inter sport competitions through the Plymouth Schools Sport Partnership. The partnership also offers CPD opportunities for staff to improve PE teaching. In addition to this, pupils across the MAT have swimming lessons to achieve the National Curriculum objective to be able to swim 25 metres unaided and use a range of strokes effectively. They are also taught about water safety.



# PE - Whole School Progression Map

PE National Curriculum & EYFS Framework		
EYFS	KS1	KS2
<p>Physical development is a prime area within the EYFS Framework. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. There are 2 strands within the area.</p> <p><b>Gross Motor Skills</b> Revise and refine the fundamental movement skills. 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. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.</p> <p><b>ELG</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b> Use one-handed tools and equipment. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>ELG</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns.</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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> <li>• perform safe self-rescue in different water-based situations</li> </ul>



# PE - Whole School Progression Map

PE Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals 1 Gymnastics 1	Fundamentals 1 Gymnastics 2	Fundamentals 2 Dance 1	Fundamentals 2 Dance 2	Games- multi-skills Athletics	Games- multi-skills Athletics
Y1	Fundamentals 1 Gymnastics 1	Fundamentals 1 Gymnastics 2	Fundamentals 2 Dance 1	Fundamentals 2 Dance 2	Games- multi-skills Athletics	Games- multi-skills Athletics
Y2	Fundamentals 1 Gymnastics 1	Fundamentals 1 Gymnastics 2	Fundamentals 2 Dance 1	Fundamentals 2 Dance 2	Games- multi-skills Athletics	Games- multi-skills Athletics
Y3	Games– ball handling Gymnastics 1	Games- ball handling Gymnastics 2	Games- multi-skills Dance 1	Games- striking and fielding Dance 2	Games- striking and fielding Athletics	OAA Athletics
Y4	Games– ball handling Gymnastics 1	Games- ball handling Gymnastics 2	Games- multi-skills Dance 1	Games- striking and fielding Dance 2	Games- striking and fielding Athletics	OAA Athletics
Y5	Invasion games Gymnastics 1	Invasion games Gymnastics 2	Invasion games Dance 1	Games- striking and fielding Dance 2	Games- striking and fielding Athletics	OAA Athletics
Y6	Invasion games Gymnastics 1	Invasion games Gymnastics 2	Invasion games Dance 1	Games- striking and fielding Dance 2	Games- striking and fielding Athletics	OAA Athletics

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## Gymnastics Progression of Learning

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Acquire and Develop Skills</b>	Create a short sequence of movements. Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Recognise and copy contrasting actions (small/tall, narrow/wide). Carry out simple stretches. Move around, under, over, and through different objects and equipment with control and care.	Copy, explore and remember actions and movements to create their own sequence.  Climb onto and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.	Create a sequence of actions that fit a theme. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances.
<b>Rolls</b>	Curled side roll, log roll, teddy bear roll.	Controlled log roll, curled side roll, teddy bear roll.	Log roll, curled side roll (egg roll), teddy bear roll (controlled), rocking forward roll, crouched forward roll.	Crouched forward roll, forward roll from standing, rucked backward roll.	Forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle.	Forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle.	Forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll.
<b>Jumps</b>	Straight jump, tuck jump, jumping jack, half turn jump.	Straight jump, tuck jump, jumping jack, half turn jump, cat spring.	Straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle.	Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, cat leap.	Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn.	Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, split leap.	Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, cat leap full-turn, split leap, stag leap.
<b>Travelling</b>	Tiptoe, step, jump and hop	Tiptoe, step, jump, hop, hopscotch skipping, galloping.	Tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump half-turn.	Tiptoe, step, jump and hop, Hopscotch, skipping, chassis	Tiptoe, step, jump and hop, Hopscotch, skipping, chassis steps, straight jump half turn,	Tiptoe, step, jump and hop, Hopscotch, skipping, chassis steps, straight jump half turn,	Tiptoe, step, jump and hop, Hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap,



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				steps, straight jump half turn, cat leap.	straight jump full turn, cat leap, cat leap half turn, pivot.	straight jump full turn, cat leap, cat leap half turn, pivot.	cat leap half turn, cat leap full turn, pivot.
<b>Shapes and Balance</b>	Standing balances	Standing and kneeling balances, pike, tuck, star, straight, straddle shapes.	Standing and kneeling balances, large body part balances, balances on apparatus, balances with a partner, pike, tuck, star, straight, straddle shapes, front and back support.	Large and small body part balances, including standing and kneeling balances; balances on apparatus,; matching and contrasting partner balances; pike, tuck, star, straight, straddle shapes; front and back support.	1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner, Pike, tuck, star, straight, straddle shapes, Front and back support.	1, 2, 3 and 4- point balances, balances on apparatus, part body weight partner balances, Pike, tuck, star, straight, straddle shapes, Front and back support.	1, 2, 3 and 4- point balances, Balances on apparatus, Develop technique, control and complexity of part-weight partner balances, Group formations, Pike, tuck, star, straight, straddle shapes, front and back support.
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers' performances and evaluate these.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

### Dance Progression of Learning

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Dance skills</b>	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use choreographic devices such as unison, canon and mirroring.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements.	Identify and repeat the movement patterns and actions of a chosen dance style with confidence. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs.



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		Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression.	Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
<b>Compete/Perform</b>	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

# PE - Whole School Progression Map

Games Progression of Learning							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
<b>Striking and Hitting</b>	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
<b>Throwing, Catching and Ball Possession</b>	Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands.  Move a ball in different ways, including bouncing and kicking.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Know how to pass the ball in different ways.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Pass the ball in two different ways in a game situation with some success.	Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Consolidate different ways of throwing and catching and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together. Keep and win back possession of the ball effectively in a team game.	Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Attacking and Defending</b>	Play a range of chasing games following simple rules.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Adapt rules to alter games.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Devise and adapt rules to create their own games.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully.



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							Communicate plans to others during a game. Lead others during a game
<b>Compete/perform</b>	Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

## Athletics Progression of Learning

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.  Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.
<b>Running</b>	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail-leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run.





# PE - Whole School Progression Map

							Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
<b>Jumping</b>	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step, and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
<b>Throwing</b>	Roll equipment in different ways. Throw underarm. Throw an object at a target	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
<b>Compete/perform</b>	Control their body when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements



# PE - Whole School Progression Map

Outdoor Adventurous Activities PE Progression of Learning							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Fitness</b>				Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Trails</b>				Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with increasing confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
<b>Problem-solving</b>				Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Compete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
<b>Preparation</b>				Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
<b>Communication</b>				Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
<b>Compete/perform</b>				Begin to complete activities in a set period of time. Begin to offer evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.	Complete an orienteering course on multiple occasions, due to improved technique. Offer a detailed and effective evaluation of both personal



## PE - Whole School Progression Map

					Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.
<b>Evaluate</b>				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

<b>PE Vocabulary</b>							
<b>Vocabulary</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	Watch, Copy	Turn, direction	React, respond	Static, coordination	Agility, awareness	Tension, flow	Simultaneously, combination
	Hop skip	Travel shape	Sequence, similarities	Adapt, persevere	Broad, narrow	Rhythm, manipulation	Fluent, expression
	Sidestep, footwork	Movement, control	Rules, pulse	Co-operate, feedback	Marking defending	Outwit, success	Analyse, disguise
	Hold, throw	Pivot, perform	Speed, accuracy	Circuit, fitness	Criteria, creativity	Targets, outcomes	Motivate, teamwork
	Balance, support	Flight, rotation	Evaluate, improve	Apparatus, climb	Flexible, stretch	Strengths, weakness	Audience, effective
	Jump, land	Send, receive	Resilience, challenge	Tactics, position	Attacking, dodging	Scoring, opponents	negotiate



## PE - Whole School Progression Map

Classroom Environment	Working Walls	Planning	Teaching	Books/Marking	Resources	Interventions/ Assessments
<p>PSHE/feelings themed books available in corners.</p> <p>Worry box/What I want my teacher to know box in every classroom which is checked regularly.</p> <p>KSI can have faces that they can write their names on.</p> <p>Display for feelings regulation in every classroom.</p> <p>Recognition board in each classroom with a daily/weekly focus.</p>	<p>Some work from each unit displayed on working wall e.g. sheets.</p>	<p>Follow the PSHE association and use the program builder for Learning objectives.</p> <p>Use key vocab from LTP in planning.</p>	<p>At least 6 lessons per short term, using PSHE association LO's.</p> <p>At least once a week, class discussion/ reflection about what has gone well during the week and how they are feeling. Whole class discussions on how to manage our feelings/ conflicts during the week.</p>	<p>At least 3 pieces of written work in PSHE books per topic/short term. These can be sheets or written work.</p> <p>Annotate planning when lessons are discussion based.</p>	<p>PSHE association</p> <p>R-time?</p>	<p>Additional lessons depending on needs of the class.</p> <p>Data put onto insight.</p>