

# *PE Curriculum Progression*

<b><i>Aspirational</i></b>	The PE curriculum ensures pupils develop their skills in all areas. We expect children to give it their best at all times so they can reach their full potential and achieve their individual goals. We plan for challenge in all lessons and encourage children to be leaders in small groups and in larger competitive situations. The curriculum helps equip the children with confidence, independence and the team skills that will develop the whole child. Pupils are encouraged to take part in extracurricular activities and links with local clubs allows them to pursue their passions in the wider world.
<b><i>Global</i></b>	The curriculum develops tolerance and inclusivity through a shared experience. The pupils work together for a common aim making collaborative decisions and supporting each other. Cultural differences are explored through the dance curriculum and highlighting global sporting events. Fundraising events for Sports Relief demonstrate how sport has an important role in overcoming political, social and cultural barriers.
<b><i>Health</i></b>	Teachers and coaches promote a healthy ethos across the school. The curriculum and lesson plans ensure children are active for the maximal time. We promote the need for an hour of vigorous activity a day through our Daily Mile and Fit 15 initiatives. The children are aware of the effect of exercise on their bodies and the benefits to their physical and mental health. We encourage active breaks in lessons to improve cognition and the children's readiness to learn.

<b><i>Dance</i></b>	<b><i>EYFS</i></b>	<b><i>Year 1</i></b>	<b><i>Year 2</i></b>	<b><i>Year 3</i></b>	<b><i>Year 4</i></b>	<b><i>Year 5</i></b>	<b><i>Year 6</i></b>
	I can experiment with differed ways of moving.	I can copy and explore basic movements and body patterns	I can copy and explore basic movements with clear control.	I am beginning to improvise independently to create a simple dance.	I can confidently improvise with a partner or on my own.	I am beginning to exaggerate dance movements and motifs (using expression when moving)	I can exaggerate dance movements and motifs (using expression when moving)
	I can show good control and coordination in large and small movements	I can remember and perform simple movements and dance steps	I can vary levels and speed in sequence	I am beginning to improvise with a partner to create a simple dance.	I am beginning to create longer dance sequences in a larger group.	I can demonstrate strong movements throughout a dance sequence.	I can perform with confidence, using a range of movement patterns and strong movements.
	I can create simple representations of events, people and objects through movement	I can link movements to sounds and music.	I can vary the size of my body shapes	I can translate ideas from stimuli into movement with support.	I can demonstrate precision and some control in response to stimuli.	I can combine flexibility, techniques and movements to create a fluent sequence.	I can demonstrate a strong imagination when creating own dance sequences and motifs.
	I can initiate movement and gesture in order to	I can respond to range of stimuli	I can add a change of direction to a sequence	I am beginning to compare and adapt movements and motifs to create a larger sequence.	I am beginning to vary dynamics and develop actions and motifs.	I can move appropriately and with	I can move appropriately and with the required style in
			I can use space well and negotiates space clearly.				

	express feeling, ideas or experience.		<p>I can describe a short dance using appropriate vocabulary.</p> <p>I can respond to range of stimuli</p>	<p>I use simple dance vocabulary to compare and improve work.</p>	<p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work</p>	<p>the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I am beginning to show a change of pace and timing in my movements.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to compare and improve work.</p>	<p>relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can demonstrate consistent precision when performing dance sequences. I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to compare and improve work.</p>
<b>Vocabulary</b>	<p><b>Dance EYFS</b></p> <p>Movement words: slither, gallop, shuffle, roll, crawl etc</p> <p>Instructions: lead, follow and copy</p> <p>directional words body parts emotions</p>	<p><b>Dance Yr1</b></p> <p><i>Traveling words: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i></p> <p>Words to describe the nature of movement (dynamic qualities), e.g. <i>fast, strong, gentle</i></p>	<p><b>Dance Yr2</b></p> <p>Words to describe levels, e.g. <i>high, medium, low</i></p> <p>Words to describe pathways, e.g. <i>curved, zigzag</i></p> <p>Words to describe moods, ideas and feelings, e.g. <i>happy, angry, calm, excited, sad, lonely</i></p>	<p><b>Dance Yr3</b></p> <p>Words to describe actions, dynamics, space and relationships</p> <p>Words to describe group formations, eg square, circle, line</p> <p>Partner, copy, follow lead repeat</p> <p>Structure</p> <p>Motif</p> <p>Dance phrase</p> <p>Improvisation, explore</p>	<p><b>Dance Yr4</b></p> <p>Character</p> <p>Narrative, Describe, analyse, interpret, evaluate</p> <p>Communication</p> <p>Words to describe choreographic devices, unison, canon, repetition, action and reaction,</p> <p>Myth, legend</p>	<p><b>Dance Yr5</b></p> <p>Dance style, technique</p> <p>Formation, pattern, gesture, rhythm</p> <p>Language specific to particular dance styles, eg pavane (slow processional dance), haka</p> <p>Motif, variation</p>	<p><b>Dance Yr6</b></p> <p>Improvisation</p> <p>Unison, canon, action and reaction</p> <p>Motif, phrase, section</p> <p>Form, eg AB, ABA, ABAC</p> <p>Artistic intention</p> <p>Exploration</p> <p>Dance framework</p> <p>Interpret</p>

Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can experiment with different ways of moving.</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>I can stand momentarily on one leg</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p>	<p>I can copy and explores basic movements with some control and coordination.</p> <p>I can perform different body shapes</p> <p>I can perform 2 footed jumps</p> <p>I can use equipment safely</p> <p>I can balance with some control</p> <p>I can link 2-3 simple movements</p>	<p>I can explore and creates different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence</p> <p>I can perform at different levels</p> <p>I can link 3-4 movements together to create a sequence</p>	<p>I can copy, explore and remembers a variety of movements and uses these to create a sequence.</p> <p>I can describe my own work using simple gym vocabulary.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I am beginning to show flexibility in movements</p> <p>I am beginning to develop good technique when travelling, balancing and using equipment</p>	<p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I am beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can create sequences using various body shapes, movement and equipment</p> <p>I can practice and perform a routine which incorporates many different pathways.</p>	<p>I can make complex extended sequences. I can combine action, balance and shape.</p> <p>I can use increasingly complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can practice and perform a routine which incorporates many different pathways and equipment.</p> <p>I can create and perform a routine independently.</p>	<p>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>I use a range of complex gym vocabulary to describe how to improve and refine performances.</p> <p>I am developing strength, technique</p>

							and flexibility throughout performances.
<b>Vocabulary</b>	<b>EYFS</b>  Roll, jump, land,  Balance, climb  Move, stretch	<b>Gymnastics Yr1</b>  Space, travel, crab, control, crawl, sequence, evaluate, balance, agility.	<b>Gymnastics Yr2</b>  Coordination, speed, direction, body awareness, teddy bear roll, pencil roll, pace,	<b>Gymnastics Y3</b> Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility.	<b>Gymnastics Yr4</b>  Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll, transition, stride, pathway	<b>Gymnastics Yr5</b>  Front/back support, collaboratively, scorpion position, pathway	<b>Gymnastics Yr6</b>  Handstand, flight, asymmetrical, element, headstand,
<b>Athletics</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>I can move freely with pleasure and confidence.</p> <p>I can run skilfully and negotiate space.</p> <p>I can adjust speed and direction to avoid obstacles.</p> <p>I can run over an increasing distance.</p>	<p>I can run at different speeds.</p> <p>I can jump from a standing position</p> <p>I can perform a variety of throws with basic control.</p> <p>I can practise short distance running</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy.</p> <p>I can perform a variety of throws with control and co-ordination.</p> <p>I can explore the technique used in javelin and shot put</p> <p>I can use equipment safely</p>	<p>I am beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>I can jump in a number of ways, using a run up where appropriate.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>Throw with accuracy to hit a target or cover a distance</p>	<p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>I can demonstrate accuracy in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p>	<p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component.</p> <p>I am beginning to record peers' performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance</p>	<p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can combine sprinting with low hurdles over 60 metres.</p> <p>I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>I can show control in take-off and landing.</p> <p>I am beginning to record peers'</p>

			<p>I can hurdle an obstacle</p> <p>I can complete an obstacle course</p>	<p>I can use equipment safely and with good control.</p> <p>I can run an increasing distance</p>	<p>I can use equipment safely and with good control.</p>	<p>using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I can understand what pacing is and when it should be used.</p>	<p>performances, and evaluate these.</p> <p>I can throw accurately and refine my performance by analysing technique and body shape.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I can use pacing to run over a long distance (cross country)</p>
<b>OAA</b>	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>		<b>Upper Key Stage 2</b>		
<p><b>Orientation</b></p> <p><b>Communication</b></p>	<p><b>Child initiated activities in outdoor provision</b></p>	<p>I can identify where I am on simple maps</p> <p>I can Identify where I am on diagrams of familiar environments</p> <p>I can use a simple maps and diagrams to follow a trail</p> <p>I can work and behave safely when working co-operatively with others</p> <p>I can work with friends to plan and share ideas</p> <p>I can comment on how I went about tackling a task</p>	<p>I can orientate simple maps and plans</p> <p>I can mark control points in correct position on my map or plan (e.g. where they find an object when following a photo trail)</p> <p>I can find my way back to a base point</p> <p>I can co-operate to share roles within a group</p> <p>I can listen to other’s ideas when planning a task</p> <p>I can change my ideas if they are not working</p> <p>I can take responsibility for a role within the group</p>	<p>I can draw my own maps and plans and set trails for others to follow</p> <p>I can use the eight points of the compass to orientate myself</p> <p>I can make a plan before starting an orienteering challenge</p> <p>I can collaborate, plan and share roles within the group based on each other’s strengths</p> <p>We can change roles or ideas if they are not working</p> <p>I can recognise my own and others’ feelings</p>			

<b>Problem Solving</b>		<p>I can discuss how to follow trails and solve problems</p> <p>I can work with friends to select appropriate equipment for the task</p>	<p>I am aware that some outdoor adventurous activities can be dangerous</p> <p>I can follow rules to keep self and others safe</p> <p>I can select appropriate equipment/route/people to solve a problem successfully</p> <p>I can choose effective strategies and change ideas if not working</p>	<p>I recognise and talk about the dangers of tasks</p> <p>I am aware of how to keep myself and others safe</p> <p>I can plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>I can implement and refine strategies</p> <p>I can recognise what went well and why, what I would do differently next time</p> <p style="text-align: right;"><b>Robinwood – Year 6</b></p>
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<b>EYFS</b>	<p style="background-color: #90ee90; display: inline-block; padding: 2px;"><b>Ball Skills</b></p> <p>I can catch a large ball</p> <p>I can throw a large ball</p> <p>I can bounce a large ball</p> <p>I can kick a large ball</p> <p>I can roll a large ball</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>I can play simple games using equipment.</p> <p>I can experiment with a range of balls and equipment and try to improve my performance.</p>	<p style="background-color: #90ee90; display: inline-block; padding: 2px;"><b>Multi Skills</b></p> <p>I can copy simple fitness moves including star jumps, jumping jacks, Criss cross jumps and lunges.</p> <p>I understand the importance of exercise in contributing to good health.</p> <p>I can follow simple instructions</p> <p>I can follow simple rules in activities and games.</p> <p>I can work as part of a team in relay events</p> <p>I can use a hula hoops, quoits and bean bags in a range of ways.</p> <p>I can take turns and play fairly</p>
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<b>Year 1 Games</b>	<b>Ball Skills</b>	<b>Field Games</b>	<b>Multi Skills</b>
	I can master basic sending and receiving techniques.	I can perform basic striking, sending and receiving.	I can combine a number of co-ordination drills, using upper and lower body movements.
	I am developing balance, agility and co-ordination.	I can use throwing and catching skills in a game.	I can aim a variety of balls and equipment accurately.
	I show control when sending and receiving equipment.	I can improve the accuracy of throwing and be consistent with catching.	I can time running to stop or intercept the path of a ball.
	I am developing balance, agility and co-ordination.	I can strike with a racket or bat.	I can travel in different ways, showing clear transitions between movements.
I can use ball skills in game based activities.	I can play a game fairly and in a sporting manner.	I can travel in different directions (side to side, up and down) with control and fluency.	

<b>Year 2 Games</b>	<b>Ball Skills</b>	<b>Field Games</b>	<b>Multi Skills</b>
	I can use hand-eye coordination to control a ball.	I can position my body to strike a ball.	I can send the ball to others in a range of ways.
	I can catch a variety of objects.	I am developing catching skills.	I can apply and combine a variety of skills (to a game situation)
	I can vary types of throw.	I can throw a ball for distance.	I can use and negotiate space to play games
	I can kick and move with a ball.	I can play a game fairly and in a sporting manner.	I can make my own games with peers.
	I am developing catching and dribbling skills.		I understand the importance of rules in games.
	I can use ball skills in a mini game		I can use simple tactics appropriately.
		I am beginning to develop an understanding of attacking/defending	
		To practise ABC (agility, balance and coordination) at circuit stations.	

<b>Year 3 Games</b>	<b>Cricket/Field Games</b>	<b>Badminton/Tennis</b>	<b>Football</b>	<b>Netball</b>	<b>Rugby</b>
	I am developing different ways of throwing and to know when it is appropriate to use them.	I can use rackets to perform simple shots.	I can understand the difference between attack and defence.	I am developing skills in the range of passes – chest pass, overhead pass, bounce pass.	I can manipulate the rugby ball in both hands
	I can practise the correct technique for catching a ball and use it in a game.	I can accurately serve underarm.	I can pass with the instep of my foot.	I can pivot whilst passing a ball.	I can throw and catch a rugby ball in the air I can pass a rugby ball over and under to a partner
	I am consolidating and developing a range of skills in striking and fielding.	I can get the ball/shuttle into play.	I can use the laces of my feet to hit (shoot) a ball with power.	I can play sided game situations based on possession.	I can practise scoring a try by running and placing the ball on the ground.
	I am practising the correct batting technique and use it in a game situation.	I can build up a rally.	I can tackle in a safe manor.	I understand the basic concept of movement off the ball.	I am able to pass the ball backwards.
	I can strike the ball for distance.		I can dribble the ball with the laces of my feet.	I can play a small sided game with an end product.	I can to use body position to help with tackling. (Tag Rugby)
			I can use skills within small sided games.		

<b>Year 4 Games</b>	<b>Cricket/Field Games</b>	<b>Badminton/Tennis</b>	<b>Football</b>	<b>Netball/Basketball</b>	<b>Rugby</b>	<b>Hockey</b>	
	I am developing different ways of throwing, and to know when each is appropriate.	I can build a rally, focusing on accuracy of strokes.	I can pass the ball with the instep of my foot over a varied distance.	I am developing skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.	I can pass a rugby ball to others with increasing speed	I can hold the Hockey stick correctly.	
	I can use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.	I can play a variety of shots in a game situation and to explore when different shots should be played.	I can use tactics within defence and attack.	I can begin to shoot from a variety of distances.	I can understand the basic rules of tag rugby.	I can dribble with the ball, using the push technique.	I can use the push pass.
	I can use hand-eye coordination to strike a moving and a stationary ball.	I can demonstrate and use the correct grip of the racket and understand how to get into the ready position.	I can tackle in a safe manor.	I can begin to dribble in a range of directions.	I am able to pivot on the ball.	I can work as a team, using ball-handling skills.	I can tackle safely.
	I can consistently catch a range of different shape balls.		I can use skills within 7 a side games.	I understand how to make space by moving away and coming.	I can pass and carry a ball using balance and coordination.	I can understand some rules of the sport.	I can use skills within small sided game situations.
I am able to use striking, throwing and catching skills within a game situation.			I am able to shoot using the correct technique.	I am able to consistently pass the ball accurately.			



				<p>I understand the rules of High 5 Netball/Basketball</p> <p>I am able to play High 5 Netball/Basketball games.</p>	<p>I can use defensive techniques to 'tag partner'.</p> <p>I am able to use skills within a game situation.</p>	
<p><b>Year 5 Games</b></p>	<p><b>Cricket/Field Games</b></p> <p>I am developing skills in batting and fielding.</p> <p>I know when to run between the wickets.</p> <p>I can run, throw and catch.</p> <p>I am developing a safe and effective overarm throw.</p> <p>I am developing batting control.</p> <p>I can bowl using the overhead legal action.</p> <p>I can use skills within a game of Kwik Cricket/rounders.</p>	<p><b>Badminton/Tennis</b></p> <p>I can identify and apply techniques for hitting a tennis ball/shuttle</p> <p>I am developing the techniques for ground strokes and volleys (tennis)</p> <p>I am developing a backhand technique and use it in a game.</p> <p>I can practise techniques for all strokes.</p> <p>I can use the scoring system and court for singles game</p> <p>I can play a tennis game using an overhead serve and the correct selections of shots.</p> <p>To understand and use doubles scoring in a game.</p>	<p><b>Football</b></p> <p>I can pass using different surfaces of the foot.</p> <p>I can begin to understand different positions.</p> <p>I can shoot with accuracy using varied techniques.</p> <p>I can use jockeying as a defensive technique.</p> <p>I can dribble in a range of directions with different surfaces of the foot.</p> <p>I can use skills in 7 a side games.</p> <p>I can use different techniques to stop the ball and change direction.</p>	<p><b>Netball/Basketball</b></p> <p>I can demonstrate basic passing and receiving skills using a netball/basketball.</p> <p>I use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>I understand the importance of 'getting free' in order to receive a pass.</p> <p>I am able to shoot with more accuracy.</p> <p>I have a deeper understanding of the position within high 5 Netball and to be able to play one specific position well.</p> <p>To play within a game situation.</p>	<p><b>Rugby</b></p> <p>I can pass and receive the ball with some control under pressure</p> <p>I understand the rules of the game</p> <p>I can move into space to help my team</p> <p>I am able to pass the ball backwards using a range of techniques</p> <p>I am able to consistently catch the ball.</p> <p>I can use a range of skills in a game situation.</p> <p>I can referee a game implementing the correct rules.</p>	<p><b>Hockey</b></p> <p>I can hold the hockey stick correctly.</p> <p>I can dribble, being able to rotate the stick when using the back hand.</p> <p>I can use the push pass over different distances.</p> <p>I can control the ball with a hockey stick effectively.</p> <p>I can shoot using the push and slap shot</p> <p>I can understand all the rules of Hockey</p> <p>I can play and referee a game situation.</p>

Year 6 Games	Cricket/Field Games	Badminton/Tennis	Football	Netball/Basketball	Rugby	Pupil choice
	<p>I can throw and catch under pressure.</p> <p>I can use fielding skills to stop the ball effectively.</p> <p>I am learning batting control.</p> <p>I am learning the role of backstop.</p> <p>I am able to bowl accurately using the overhead technique.</p> <p>I understand the rules of cricket/rounders and use this to umpire.</p>	<p>I can use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</p> <p>I understand how to serve the shuttle in order to start the game.</p> <p>I know the difference between the low serve and the high serve.</p> <p>I am developing my ability to perform a range of shots, including a drop shot, overhead clear and smash.</p> <p>I understand how to use different shots to outwit an opponent in a game.</p>	<p>I can pass the ball accurately using different surfaces of the foot over different distances.</p> <p>I can use positions within a game situation.</p> <p>I can shoot accurately.</p> <p>I can use the Cruyff turn and drag back to change direction and stop the ball.</p> <p>I can dribble at varied speeds.</p> <p>I can use skills within 9 aside games.</p>	<p>I understand the different positions in a netball team (five-a-side)/basketball team</p> <p>I am able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>I understand how to intercept a pass.</p> <p>I am able to shoot with accuracy from a range of positions.</p> <p>I am able to play a range of positions within a game situation.</p> <p>I am able to referee a game of Netball/basketball and implement the correct rules.</p> <p>I am beginning to play 7 a side netball/basketball</p>	<p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation.</p> <p>I can use the rules of the game consistently</p> <p>I can create and use space to help my team</p> <p>I can select and apply different movement skills to lose a defender</p> <p>I can use interception to improve my defence.</p> <p>I can referee a game.</p> <p>I can play a range of positions within a game situation.</p>	