

## Progression through the physical education curriculum in our school

National Curriculum content	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p><b>Autumn term 1</b></p> <p><b>(REC- Y2)</b> master basic movements: running, jumping, throwing and catching</p> <p><b>(Y3-Y6)</b> running, jumping, throwing and catching in isolation and in combination</p>		<p><b><u>attack defend shoot unit 1</u></b> Practice basic movements including running, jumping etc, and begin to engage in competitive activities.</p>	<p><b><u>attack defend shoot unit 1</u></b> Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link a combination of skills (dribbling)</p>	<p><b><u>Netball</u></b> Perform basic netball skills such as passing and catching using recognised throws. Use space efficiently to build attacking play. Implement the basic rules of netball.</p>	<p><b><u>Basketball</u></b> Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of handling skills. Use footwork skills in a game situation.</p>	<p><b><u>Netball</u></b> Use specific netball skills in games. Begin to play efficiently in different positions on the court in both attack and defence. Increase power and strength of passes</p>	<p><b><u>Basketball</u></b> Apply aspects of fitness to the game such as power, strength. Choose and implement a range of strategies to play defensively and offensively.</p>	<p><b><u>Netball</u></b> Take a small group warm up for netball. Understand the footwork rule. Demonstrate how to use a picot correctly. Understand the basic rules, court marking and positions. Receive a ball with your right, left and both hands.</p>
<b>Autumn term 2</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Y7 (KS3)</b>

<p><b>(REC-Y2)</b> participate in team games, developing simple tactics for attacking and defending.</p> <p><b>(Y3-Y6)</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>		<p><b><u>attack, defend, shoot unit 2</u></b></p> <p>To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise</p>	<p><b><u>attack, defend, shoot unit 2</u></b></p> <p>Select and apply a small range of simple tactics. Recognise good quality in self and others. Working with others to build basic attacking play.</p>	<p><b><u>Football</u></b></p> <p>Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.</p>	<p><b><u>Football</u></b></p> <p>Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement</p>	<p><b><u>Football</u></b></p> <p>Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.</p>	<p><b><u>Football</u></b></p> <p>Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.</p>	<p><b><u>Football</u></b></p> <p>Organise a small group warm up. Control the ball from various heights. Show 3 different ways of turning with the ball. Shoot the ball on target from the edge of the box, at least 3 times out of 5. Use the width to create space in a game situation. Man-mark an opponent effectively in a practice situation.</p>
<p><b>Spring term 1</b></p>	<p><b>Rec</b></p>	<p><b>Y1</b></p>	<p><b>Y2</b></p>	<p><b>Y3</b></p>	<p><b>Y4</b></p>	<p><b>Y5</b></p>	<p><b>Y6</b></p>	<p><b>Y7 (KS3)</b></p>
<p><b>(REC – Y2)</b> developing balance, agility and co-ordination</p>	<p><b><u>Gymnastics unit 1:</u></b> Develop confidence in fundamental</p>	<p><b><u>Gymnastics unit 1:</u></b> Use simple gymnastic actions and</p>	<p><b><u>Gymnastics unit 1:</u></b> Describe and explain how performers can</p>	<p><b><u>Gymnastics unit 1:</u></b> Modify actions independently using different</p>	<p><b><u>Gymnastics unit 1:</u></b> Become increasingly competent and</p>	<p><b><u>Gymnastics unit 1:</u></b> Create longer and more complex</p>	<p><b><u>Gymnastics unit 1:</u></b> Demonstrate accuracy, consistency and</p>	<p><b><u>Trampolinin g</u></b> Perform a basic</p>

<p><b>(Y3-Y6)</b> develop flexibility, strength, technique, control and balance</p>	<p>movements. Experience jumping, sliding rolling moving over and under apparatus. Develop co ordination and gross motor skills.</p> <p><b><u>Gymnastics unit 2:</u></b> Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.</p>	<p>shapes. Apply basic strength to gymnastic actions.</p> <p><b><u>Gymnastics unit 2:</u></b> Perform a variety of basic gymnastic actions showing control. Introduce turn, twist, spin, rock and roll and link these.</p>	<p>transition and link elements. Perform with control and consistency basic actions.</p> <p><b><u>Gymnastics unit 2:</u></b> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastic elements.</p>	<p>pathways, directions and shapes. Consolidate and improve movements and gymnastics actions.</p> <p><b><u>Gymnastics unit 2:</u></b> Identify similarities and differences in sequences. Develop body management over a range of floor exercises.</p>	<p>confident to perform skills more consistently. Perform in time with a partner and group.</p> <p><b><u>Gymnastics unit 2:</u></b> Develop an increased range of body actions and shapes to include in a sequence. Define groups needed to the core of their body</p>	<p>sequences and adapt performances. Take the lead in a group. Develop symmetry.</p> <p><b><u>Gymnastics unit 2:</u></b> Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their body.</p>	<p>clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas.</p> <p><b><u>Gymnastics unit 2:</u></b> Perform increasingly complex sequences. Combine own ideas with others to build sequences.</p>	<p>trampoline warm up. Bounce 10 times on/around the cross with control. Accurately replicate three basic shapes: tuck, straddle and pike .Link a movement into a half or full twist. Accurately replicate seat landing. Accurately replicate front landing. Accurately replicate back landing.</p>
<p><b>Spring term 2</b></p>	<p><b>Rec</b></p>	<p><b>Y1</b></p>	<p><b>Y2</b></p>	<p><b>Y3</b></p>	<p><b>Y4</b></p>	<p><b>Y5</b></p>	<p><b>Y6</b></p>	<p><b>Y7 (KS3)</b></p>
<p><b>(REC – Y2)</b> perform dances using simple movement patterns</p> <p><b>(Y3-Y4)</b></p>	<p><b><u>Dance unit 1</u></b> Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music</p>	<p><b><u>Dance unit 1</u></b> Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.</p>	<p><b><u>Dance unit 1</u></b> Describe and explain how performers can transition from shapes and balances. Challenge themselves to move</p>	<p><b><u>Dance unit 1</u></b> Practice and put together a performance. Perform using facial expressions. Perform with a prop.</p>	<p><b><u>Dance unit 1</u></b> Work to include freeze frame routines. Practise and perform a variety of different formations in dance.</p>	<p><b><u>Dance unit 1</u></b> Refine and improve dances adapting them to include the use of include the use of space and rhythm and expression.</p>	<p><b><u>Dance Unit 1</u></b> Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with</p>	

perform dances using a range of movement patterns  <b>(Y5-Y6)</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Dance unit 2</b> Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.	<b>Dance unit 2</b> Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phases.	imaginatively responding to music.  <b>Dance unit 2</b> Perform more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions.	<b>Dance unit 2</b> Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamic and partner skills.			understanding, using appropriate language and terminology.	
<b>Summer term 1</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Y7 (KS3)</b>
<b>(REC- Y2)</b>  participate in team games, developing simple tactics for attacking and defending  <b>(Y3- Y6)</b> play competitive games, modified where appropriate.		<b>Y1 Hit, catch, run unit 1</b> Able to hit objects with hand or bat. Track and retrieve a rolling ball.  <b>Y1 hit catch run unit 2</b> Develop sending and receiving skills to benefit fielding as a team.	<b>Y2 Send and return unit 1</b> Be able to track the path of a ball over a net and move it forwards it. Begin to hit and return a ball with some consistency.  <b>Send and return unit 2</b> Be able to make it difficult for their opponents to score a point. Begin to choose specific tactics.	<b>Tennis</b> To identify and explain some rules of tennis. To serve to begin a game. To explore forehand hitting.	<b>Tennis</b> Explore different shots (forehand, backhand). Work to return the serve. Positions in gameplay.	<b>Tennis</b> Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score points and defend points in competitive games.	<b>Tennis</b> Develop backhand shots. Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.	<b>Tennis</b> Lead a small group warm up in tennis. Move your feet and get into correct position to play the ball. Keep the ball off the floor for 10 bounces on the racket. Use a forehand shot to rally a ball five times, from the edge of the service

								box. Understand the basic rules of singles tennis. Hit the ball with both forehand and backhand over the net in a game situation
<b>Summer term 2</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Y7 (KS3)</b>
<p><b><u>(REC -Y2)</u></b> master basic movements including agility and co-ordination, and begin to apply these in a range of activities</p> <p><b><u>(Y3-Y6)</u></b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>(Y3- Y6)</u></b> play competitive games, modified</p>		<p><b><u>Run, Jump, throw unit 1:</u></b> Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p> <p><b><u>Run, jump, throw unit 2</u></b> Increase stamina and core strength. Work collaboratively</p>	<p><b><u>Run, Jump, throw unit 1:</u></b> Throw and handle a variety of objects. Develop power, agility, co ordination and balance. Negotiate obstacles showing increased control.</p> <p><b><u>Run, jump, throw unit 2</u></b> Improve running and jumping movements over sustained</p>	<p><b><u>Athletics</u></b> Control movements in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.</p> <p><b><u>Rounders</u></b> To be able to play simple rounders games. To apply some rules to games.</p>	<p><b><u>Athletics</u></b> Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p> <p><b><u>Cricket</u></b> Apply with cricket rules in a variety of styles of games. Attempt a small range of tactics</p>	<p><b><u>Athletics</u></b> Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.</p> <p><b><u>Rounders</u></b> Link together a range of skills and use in combination. Collaborate with</p>	<p><b><u>Athletics</u></b> Apply strength and flexibility of throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</p> <p><b><u>Cricket</u></b> Apply with cricket rules in variety of styles of games. Attempt a small</p>	<p><b><u>Athletics</u></b> Warm up effectively for different athletic events. Consistently perform a legal long jump using seven strides. To perform a sprint start in practice and race situation. Understand the rules involved with running events (staggered</p>

where appropriate.		on more complex tasks.	periods. Reflect on activities and make connections to healthy active lifestyles.	To develop and use simple rounders skills.	for attacking and defending in the role of bowler, batter and fielder.	a team to choose, use and adapt rules in games.	range of recognised shots.	starts and staying lane). Pace yourself over 800m and 1500 m run. Understand how to measure jumping and throwing events. Pass the baton effectively in practice using an upward or downward sweep.
<b>Spring term 2 and summer term 2</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Y7 (KS3)</b>

<p><b><u>Swimming</u></b></p> <p>We are learning how to swim front crawl competently up to 25m.</p> <p>We are learning how to use various strokes (front crawl, backstroke and breaststroke) to swim efficiently.</p> <p>We are learning how to perform safe rescue in different water based situations.</p>				<p>We are learning how to swim front crawl competently up to 25m.</p>		<p>We are learning how to use various strokes (front crawl, backstroke and breaststroke) to swim efficiently.</p> <p>We are learning how to perform safe rescue in different water based situations.</p>		
<p><b>Year 4 Spring term 2. Year 6 summer term 2</b></p>	<p><b>Rec</b></p>	<p><b>Y1</b></p>	<p><b>Y2</b></p>	<p><b>Y3</b></p>	<p><b>Y4</b></p>	<p><b>Y5</b></p>	<p><b>Y6</b></p>	<p><b>Y7 (KS3)</b></p>
<p><b><u>(Y4 and Y6)</u></b> take part in outdoor and adventurous activity challenges both individually and within a team</p>					<p><b><u>OAA</u></b> Work well in a team or group with defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance and use of maps, compasses and symbols.</p>		<p><b><u>OAA</u></b> Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role.</p>	

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<p><b><u>Health and fitness</u></b></p> <p>Lead physically active lives.</p>	<p><b><u>Health and fitness</u></b></p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p><b><u>Health and fitness</u></b></p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p><b><u>Health and fitness</u></b></p> <p>I am aware of why exercise is important for good health.</p>	<p><b><u>Health and fitness</u></b></p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p><b><u>Health and fitness</u></b></p> <p>I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down</p>	<p><b><u>Health and fitness</u></b></p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>	<p><b><u>Health and fitness</u></b></p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p>	<p><b><u>Health and fitness</u></b></p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. I can plan and follow my own basic fitness programme.</p>



