

PE Content Progression

National curriculum aims in PE

Purpose of study - 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 that 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.

Aims - The national curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods
- engage in competitive sports and activities
- lead healthy, busy lives

Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

PE Intent

Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.

Quality physical Education can develop the whole child:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and to be free-spirited
- Fostering feelings of safety and security
- Be allowed to be creative in a range of activities.
- Play competitively, respecting officials and other players
- Develop spiritually, morally and culturally through diverse activities and opportunities.

Children should:

- experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor Education, athletics, and swimming.
- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time.
- Learn to win and lose, support others and be supported, showing sportsmanship and good character.
- Work as part of a team towards a common goal as well as individually improving their performance

Disciplinary knowledge	Key vocabulary						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children are provided with opportunities to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. When the children know more, they remember more and can do more. As they move through school, their knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time. Through deliberate practice, the aim is for the children to know more, remember more and do more.	Balance	Compose	Unison	Rhythm	Levels	Choreographer	Gesture
	Control	Canon	Mirror	Improvisation	Facial Expression	Formation	Dynamics
	Turn	Sequence	Extension	Combinations	Contrasting	Aesthetics	Asymmetry
	Twist	Shape	Relaxation	Explosive	Fluency	Flexibility	Symmetry
	Climb	Symbol	Key	Coordination	Scale	Compass	Decipher
	Roll	Verbal	Problem-Solving	Tactile	Orienteering	Ingenuity	Orient
	Agility	Relay	Stamina	Power	Accelerate	Force	Optimum
	Travel	Sprint	Static	Pace	Take Off	Sustain	Trajectory
	Apparatus	Attack	Compete	Possession	Intercept	Positions	Counterattack
	Stretch	Defend	Outwit	Space	Teamwork	Regain	Feint
	Cooperate	Batter	Underarm	Feed	Collect	Accuracy	Innings
	Trail	Bowler	Overarm	Field	Retrieve	Stance	Pick up
		Court	Serve	Forehand	Clear	Overhead	Lob
	Hit	Rally	Backhand	Ready Position	Volley	Offensive play	
		Float	Prone	Glide			
		Sculling	Submerging	Propel			
		Stroke	Supine	Technique			

PE Content Progression



EYFS

Autumn		Spring		Summer	
Gymnastics 1 Speed Agility Travel 1	Dance 1 Manipulation & Coordination 2	Body Management 1 Cooperate & Solve Problems 1	Gymnastics 2 Speed Agility Travel 2	Dance 2 Manipulation & Coordination 2	Body Management 2 Cooperate & Solve Problems

Gymnastics		Dance		Body Management	
School Priorities Link: Communication, Community, Mental Health and well-being, legacy		School Priorities Link:		School Priorities Link:	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills 	<ul style="list-style-type: none"> To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> To recognise that actions can be reproduced in time to music; beat patterns and different speeds To perform a wide variety of dance actions both similar and contrasting 	<ul style="list-style-type: none"> To copy, repeat, and perform simple movement patterns To count and move to beats of 8. To copy and repeat movement patterns. To work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> To explore balance and managing own body including manipulating small objects To be able to stretch, reach, extend in a variety of ways and positions To be able to control body and perform specific movements on command 	<ul style="list-style-type: none"> To explore a variety of rolling, sliding and slithering. To jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet To participate in a variety of small group co-operative activities.
Skills covered		Skills covered		Skills covered	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility & Travel		Manipulation and Coordination		Cooperate and Solve Problems	
School Priorities Link:		School Priorities Link:		School Priorities Link:	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To travel with some control and coordination To change direction at speed through both choice and instructions To stop, start, pause, prepare for and anticipate movement in a variety of situations 	<ul style="list-style-type: none"> Through agility-based activities, move and control objects To recognise different actions such as: moving softly, quietly, quickly, powerfully To relate body movements to music and percussion 	<ul style="list-style-type: none"> To send and receive objects with different body parts. To work with others to control objects in space. To coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<ul style="list-style-type: none"> To coordinate similar objects in a variety of ways To differentiate ways to manoeuvre objects To skip in isolation and with rope 	<ul style="list-style-type: none"> To organise and match various items, images, colours and symbols To work with a partner to listen, share ideas, question and choose To move confidently and cooperatively in space 	<ul style="list-style-type: none"> To copy and repeat various patterns and actions To have an understanding of own feelings and others To solve more complex tasks using skills learned To work and play cooperate and take turns
Skills covered		Skills covered		Skills covered	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as an individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.

PE Content Progression



EYFS END POINT (TAKE FROM TARGET TRACKER)

PE Content Progression



Year 1

Autumn		Spring		Summer	
Gymnastics 1 Attack, Defend, Shoot 1	Dance 1 Attack, Defence, Shoot 2	Dance 2 Send & Return 1	Gymnastics 2 Send & Return 2	Run, Jump, Throw 1 Hit, Catch, Run 1	Run, Jump, Throw 2 Hit, Catch, Run 2

Gymnastics		Dance		Attack, Defend, Shoot	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To identify and use simple gymnastics actions and shapes. To apply basic strength to a range of gymnastics actions. To begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. 	<ul style="list-style-type: none"> To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. 	<ul style="list-style-type: none"> To respond to a range of stimuli and types of music. To explore space, direction, levels and speeds. To experiment creating actions and performing movements with different body parts. 	<ul style="list-style-type: none"> To able to build simple movement patterns from given actions. To compose and link actions to make simple movement phrases. To respond appropriately to supporting concepts such as canon and levels. 	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. 	<ul style="list-style-type: none"> To recognise rules and apply them in competitive and cooperative games. To use and apply simple strategies for invasion games. To preparing for, and explaining the reasons why we enjoy exercise
Skills covered		Skills covered		Skills covered	
Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.		Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in round		Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2	
Send & Return		Run, Jump, Throw		Hit, Catch, Run	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To able to send an object with increased confidence using hand or bat. To move towards a moving ball to return it. To send and return a variety of balls/objects such as balloons and beachballs. 	<ul style="list-style-type: none"> To track, intercept and stop a variety of objects such as balls and beanbags. To select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> To link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. To develop throwing techniques to send objects over long distances. 	<ul style="list-style-type: none"> To increase stamina and core strength needed to undertake athletics activities. To take part in a broad range of opportunities to extend strength, balance, agility and coordination. To cooperate with others to carry out more complex tasks. 	<ul style="list-style-type: none"> To able to hit objects with hand or bat. To track and retrieve a rolling ball. To throw and catch a variety of balls and objects. 	<ul style="list-style-type: none"> To develop sending and receiving skills to benefit fielding as a team. To distinguish between the roles of batters and fielders. To introduce the concept of simple tactics
Skills covered		Skills covered		Skills covered	
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.		Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting position		Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.	

PE Content Progression



Year 2

Autumn		Spring		Summer	
Gymnastics 1 Attack, Defend, Shoot 1	Dance 1 Attack, Defend, Shoot 2	Swimming Send & Return 1	Gymnastics 2 Send & Return 2	Run, Jump, Throw 1 Hit, Catch, Run 1	Run, Jump, Throw 2 Hit, Catch, Run 2

Gymnastics		Dance		Attack, Defend, Shoot	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To describe and explain how performers can transition and link gymnastic elements. To perform with control and consistency basic actions at different speeds and on different levels. To challenge themselves to develop strength and flexibility. 	<ul style="list-style-type: none"> To create and perform a simple sequence that is judged using simple gymnastic scoring. To develop body management through a range of floor exercises. To use core strength to link recognised gymnastics elements, e.g., back support and half twist. To attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> To describe and explain how performers can transition and link shapes and balances. To perform basic actions with control and consistency at different speeds and on different levels. To challenge themselves to move imaginatively responding to music. To work as part of a group to create and perform short movement sequences to music. 	<ul style="list-style-type: none"> To perform using more sophisticated formations as well as an individual. To explore relationships through different dance formations. To explain the importance of emotion and feeling in dance. To use the stimuli to copy, repeat and create dance actions and motifs. 	<ul style="list-style-type: none"> To can send a ball using feet and can receive a ball using feet. To refine ways to control bodies and a range of equipment. To recall and link combinations of skills, e.g. dribbling and passing. 	<ul style="list-style-type: none"> To select and apply a small range of simple tactics. To recognise good quality in self and others. To work with others to build basic attacking play.
Skills covered		Skills covered		Skills covered	
Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.		Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.		Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper	
Send & Return		Run, Jump, Throw		Hit, Catch, Run	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To be able to track the path of a ball over a net and move towards it To begin to hit and return a ball using hands and racquets with some consistency To play modified net/wall games throwing, catching and sending over a net 	<ul style="list-style-type: none"> To be able to make it difficult for their opponent to score a point. To begin to choose specific tactics appropriate to the situation. To improve agility and coordination and use in a game. 	<ul style="list-style-type: none"> To develop power, agility, coordination and balance over a variety of activities. To can throw and handle a variety of objects including quoits, beanbags, balls, hoops. To can negotiate obstacles showing increased control of body and limbs. 	<ul style="list-style-type: none"> To improve running and jumping movements, work for sustained periods of time. To reflect on activities and make connections between a healthy active lifestyle. To experience and improve on jumping for distance and height. 	<ul style="list-style-type: none"> To develop hitting skills with a variety of bats. To practice feeding/bowling skills. To hit and run to score points in games. 	<ul style="list-style-type: none"> To work on a variety of ways to score runs in the different hit, catch, run games. To attempt to work as a team to field. To begin to play the role of wicketkeeper or backstop
Skills covered		Skills covered		Skills covered	
Identify dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.		Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques		Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.	

PE Content Progression

Swimming (Beginner)	
Learning	
<ul style="list-style-type: none"> •To swim over greater distances, between 10 & 20 meters with confidence in shallow water. •To begin to use basic swimming techniques including correct arm and leg action. • To explore and use basic breathing patterns. 	<ul style="list-style-type: none"> •To swim over greater distances, between 10 & 20 meters with confidence in shallow water. •To begin to use basic swimming techniques including correct arm and leg action. • To explore and use basic breathing patterns.
Skills Covered	
<ul style="list-style-type: none"> •Jump in from side of pool and submerge. Sink and roll. Front-crawl legs. Surface dive. Linking 3 different types of floating technique. Breast-stroke legs. Somersault in water. Sculling face in water. Kicking while submerged. 	

KS1 END POINT (TAKE FROM TARGET TRACKER)

Key stage 1

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.

PE Content Progression



Year 3

Autumn		Spring		Summer	
Gymnastics Athletics (Indoor)	Swimming Football (Invasion)	Badminton (Net/Wall) Hockey (Invasion)	Dance Tag Rugby (Invasion)	Athletics (Outdoor) Netball (Invasion)	Cricket (Striking & Fielding) Orienteering (OAA)

Gymnastics		Dance		Net/Wall	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To modify actions independently using different pathways, directions and shapes. To consolidate and improve the quality of movements and gymnastics actions. To relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. 	<ul style="list-style-type: none"> To identify similarities and differences in sequences. To develop body management over a range of floor exercises. To attempt to bring explosive moves into floor work through jumps and leaps. To show increasing flexibility in shapes and balances. 	<ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. 	<ul style="list-style-type: none"> Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. 	<ul style="list-style-type: none"> To identify and describe some rules of net/wall games. To serve to begin a game 	<ul style="list-style-type: none"> To explore forehand hitting To play with some understanding of modified court boundaries
Skills Covered		Skills Covered		Skills Covered	
Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.		Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. Demonstrate stylistic elements of barn dance. Apply feedback to improve own performance		Badminton -Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand.	
OAA		Athletics		Invasion	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led To differentiate between when a task is competitive and when it is collaborative. 	<ul style="list-style-type: none"> Control movements and body actions in response to specific instructions. Demonstrate agility and speed. 	<ul style="list-style-type: none"> Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force 	<ul style="list-style-type: none"> To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. To show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. 	<ul style="list-style-type: none"> To implement basic rules of modified games. To develop motor skills to handle sticks with ease and improve agility. To show basic skills to maintain possession. To use space efficiently to build an attack. To link skills to perform as a team. 	
Skills Covered		Skills Covered		Skills Covered	
Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map.		Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.		General – Passing over longer distances, use some marking technique and introduce some defending principles. Football –Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey –Push pass, slap pass, straight dribble, stopping and turning with the ball Netball –Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules Tag Rugby –Picking up and running with ball, correct ball-carrying position, keeping possession.	

PE Content Progression



Striking & Fielding	Swimming (Intermediate)
<p>Learning</p> <ul style="list-style-type: none"> To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency including striking a bowled ball. To work cooperatively with others to complete fielding tasks. 	<p>Learning</p> <ul style="list-style-type: none"> To swim over greater distances, between 10 & 20 meters with confidence in shallow water. To begin to use basic swimming techniques including correct arm and leg action. To explore and use basic breathing patterns. To enter and exit the water in a variety of ways. To take part in problem-solving activities such as group floats and team challenges.
<p>Skills Covered</p> <p>General—Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p>Cricket—Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper.</p>	<p>Skills Covered</p> <p>Jump in from side of pool and submerge. Sink and roll. Front-crawl legs. Surface dive. Linking 3 different types of floating technique. Breast-stroke legs. Somersault in water. Sculling face in water. Kicking while submerged.</p>

PE Content Progression



Year 4

Autumn		Spring		Summer	
Gymnastics Athletics (Indoor)	Dance Football (Invasion)	Badminton (Net/Wall) Hockey (Invasion)	Swimming Tag Rugby (Invasion)	Athletics (Outdoor) Netball (Invasion)	Cricket (Striking & Fielding) Orienteering (OAA)

Gymnastics		Dance		Net/Wall	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To increase competence and confidence to perform skills more consistently. To perform in time with a partner and group. To independently use compositional ideas in sequences such as changes in height, speed and direction. 	<ul style="list-style-type: none"> To develop an increased range of body actions and shapes to include in a sequence. To define muscles groups needed to support the core of their body. To refine taking weight on small and large body parts 	<ul style="list-style-type: none"> To include freeze frames in routines. To practise and perform a variety of different formations in dance. To Develop a dance to perform as a group with a set starting position. 	<ul style="list-style-type: none"> To develop choreography and devising skills in relation to a theme. To explore dynamic quality and formations to communicate character. To focus on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> To explore and use different shots with both the forehand and backhand To demonstrate different net/wall skills To practise some trick shots in isolation 	<ul style="list-style-type: none"> To work to return the serve. To demonstrate different court positions in gameplay.
Skills Covered		Skills Covered		Skills Covered	
Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.		Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.		Badminton: Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play.	
Orienteering (OAA)		Athletics		Invasion	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To work well in a team or group within defined and understood roles To plan and refine strategies to solve problems 	<ul style="list-style-type: none"> To identify the relevance of and use maps, compass and symbols To identify what they do well and suggest what they could do to improve. 	<ul style="list-style-type: none"> To investigate different ways of performing running, jumping and throwing activities. 	<ul style="list-style-type: none"> To using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws 	<ul style="list-style-type: none"> To show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting To develop a wider range of ball-handling skills To use footwork rules in a game situation To explore basic marking. To pass over longer distances. 	<ul style="list-style-type: none"> To move towards the ball to receive the pass. To pass and move with the ball as a team to build attacks. To apply a small range of tactics in a competitive situation. To demonstrate increased speed and endurance during gameplay. To evaluate skills, tactics and teamwork to aid improvement.
Skills Covered		Skills Covered		Skills Covered	
Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.		Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.		General – Passing over longer distances, use some marking technique and introduce some defending principles. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.	
				Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession	

PE Content Progression



Striking & Fielding		Swimming (Advanced)
Learning		Learning
<ul style="list-style-type: none"> To develop the range of striking and fielding skills they can apply in a competitive context To choose and use a range of simple tactics in isolation and in a game context. 	<ul style="list-style-type: none"> To consolidate existing skills and apply with consistency. To strike to ball with intent, use decision making attempt direction. 	<ul style="list-style-type: none"> To bring control and fluency to at least two recognised strokes. To implement good breathing technique to allow for smooth stroke patterns To attempt personal survival techniques as an individual and group with success To link lengths together with turns and attempt tumble turn in isolation and during a stroke.
Skills Covered		Skills Covered
<p>General – Directing hit to score runs. Attempting to stop a bouncing ground ball with some success.</p>	<p>Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand</p>	<p>Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breaststroke arm and leg technique. Head out entry to water</p>

PE Content Progression



Year 5

Autumn		Spring		Summer	
Gymnastics Athletics (Indoor)	Dance Football (Invasion)	Badminton (Net/Wall) Hockey (Invasion)	Orienteering (OAA) Tag Rugby (Invasion)	Athletics (Outdoor) Netball (Invasion)	Cricket (Striking & Fielding) Tri Golf (Striking & Fielding)

Gymnastics		Dance		Net/Wall	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To create longer and more complex sequences and adapt performances. To take the lead in a group when preparing a sequence. To develop symmetry individually, as a pair and in a small group. To compare performances and judge strengths and areas for improvement. 	<ul style="list-style-type: none"> To select a component for improvement. To take responsibility for own warm-up including remembering and repeating a variety of stretches. To perform more complex actions, shapes and balances with consistency. To use information given by others to improve performance. 	<ul style="list-style-type: none"> To perform different styles of dance fluently and clearly. To refine & improve dances adapting them to include the use of space rhythm & expression. To work collaboratively to compose simple dances. To recognise and comment on dances suggesting improvements. 	<ul style="list-style-type: none"> To develop choreography and devising skills in relation to a theme. To explore dynamic quality and formations to communicate character. To concentrate on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> To use different types of serves in-game and new shots learnt in games. To play with others to score and defend points in competitive games. To move confidently around the playing area using footwork techniques. 	<ul style="list-style-type: none"> To develop further ways of playing with others cooperatively and in competition. To introduce volley shots and overhead shots.
Skills Covered		Skills Covered		Skills Covered	
Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.		Perform locomotor and nonlocomotory movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.		Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time.	
Orienteering (OAA)		Athletics		Invasion	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To explore ways of communicating in a range of challenging activities. To navigate and solve problems from memory. To develop and use trust to complete the task and perform under pressure. 	<ul style="list-style-type: none"> To sustain pace over short and longer distances such as running 100m and running for 2 minutes. To run as part of a relay team working at their maximum speed. To perform a range of jumps and throws demonstrating increasing power and accuracy. 	<ul style="list-style-type: none"> To use strength, agility and coordination when defending. To increase power and strength of passes, moving the ball accurately in a variety of situations. To select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. 	<ul style="list-style-type: none"> To relate a greater number of attacking and defensive tactics to gameplay To become more skilful when performing movements at speed. To select and apply appropriate skill in a game situation. To play effectively as a team in defence taking individual responsibility for your role. 		
Skills Covered		Skills Covered		Skills Covered	
Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code.		Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area.		General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.	

PE Content Progression



		<p>Football – Turning with the ball, running with ball, keeping possession, step over.</p>	<p>Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>
Striking & Fielding			
Learning			
<ul style="list-style-type: none"> • To link together a range of skills and use in combination. • To collaborate with a team to choose, use and adapt rules in games. • To recognise how some aspects of fitness apply to striking and fielding • To develop retrieving and returning the ball. • To improve distance accuracy by improving swinging technique • To develop aiming accuracy by deciding on stance position 			
Skills Covered			
<p>General – Throw for accuracy over short distances. Recognise where to play.</p> <p>Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up. Forward defensive shot. Setting a field.</p> <p>Tri-Golf – grip of club, stance, chipping, putting brush the ground technique, tick-tock swing, getting height when chipping.</p>			

PE Content Progression



Year 6

Autumn		Spring		Summer	
Gymnastics Athletics (Indoor)	Dance Football (Invasion)	Badminton (Net/Wall) Hockey (Invasion)	Orienteering (OAA) Tag Rugby (Invasion)	Athletics (Outdoor) Netball (Invasion)	Cricket (Striking & Fielding) Tri Golf (Striking & Fielding)

Gymnastics		Dance		Net/Wall	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To lead group warm-ups showing understanding of the need for strength and flexibility. To demonstrate accuracy, consistency, and clarity of movement. To work independently and in small groups to make up own sequences. To arrange own apparatus to enhance work and vary compositional ideas 	<ul style="list-style-type: none"> To experience flight on and off high apparatus. To perform increasingly complex sequences. To combine own ideas with others to build sequences. To compose and practise actions and relate to music. To show a desire to improve across a broad range of gymnastics actions. 	<ul style="list-style-type: none"> To work collaboratively to include more complex compositional ideas To develop motifs and incorporate into self-composed dances as individuals, pairs & groups To talk about different styles of dance with understanding, using appropriate language & terminology 	<ul style="list-style-type: none"> To develop group devices and greater use of teamwork. To demonstrate narrative through contact and relationships To show tension through pattern and formation 	<ul style="list-style-type: none"> To develop a wider range of shots. To begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning To play with fluency with a partner in doubles/partner scenarios. 	<ul style="list-style-type: none"> To develop backhand shots. To begin to use full scoring systems To continue developing doubles play and tactics to improve.
Skills Covered		Skills Covered		Skills Covered	
Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.		Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.		Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles.	
Orienteering (OAA)		Athletics		Invasion	
Learning		Learning		Learning	
<ul style="list-style-type: none"> To use information given by others to complete tasks and work collaboratively. To undertake more complex tasks. 	<ul style="list-style-type: none"> To take responsibility for a role in a task. To use knowledge of PE and physical activities to suggest design ideas & amendments to games 	<ul style="list-style-type: none"> To become confident and expert in a range of techniques and recognise their success. To apply strength and flexibility to a broad range of throwing, running and jumping activities. 	<ul style="list-style-type: none"> To work in collaboration and demonstrate improvement when working with self and others. To accurately and confidently judge across a variety of activities. 	<ul style="list-style-type: none"> To apply aspects of fitness to the game such as power, strength, agility and coordination. To choose and implement a wider range of strategies to play defensively and offensively. To grasp more technical aspects of the game. To observe, recognise and analyse good individual and team performances. 	<ul style="list-style-type: none"> To suggest, plan and lead simple drills for given skills. To combine and perform more complex skills at speed in games. To use set plays in game situation and explain when and why they are used. To switch effectively as a team between defence and attack.
Skills Covered		Skills Covered		Skills Covered	
Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.		Sprint start techniques. Run up for long jump. Recording data for different types of throws. Use STEP principles. Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.		General – Compare performances. Comprehend and show why player with the ball	
				Netball – Double bounce rule, marking to pass or shoot, organisation around the D,	

PE Content Progression



		<p>should keep moving or be ready to pass quickly.</p> <p>Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.</p> <p>Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition.</p>	<p>rebounds as attacker and defender, knocking the ball away.</p> <p>Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.</p>
Striking & Fielding			
Learning			
<ul style="list-style-type: none"> • To apply with consistency standard rules in a variety of different styles of games. • To attempt a small range of shots in isolation and in competitive scenarios. • To use a range of tactics for attacking and defending in the role of bowler, batter and fielder. • To demonstrate understanding of aim and distance control • To know how to chip and putt the ball • To explain the difference between the long and short game 			
Skills Covered			
<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p>Cricket – Fielding positions, slip, short leg and cover. Bowling short. On and off-drive. – Fielding positions, slip, short leg and cover. Bowling short. On and off-drive.</p> <p>Tri-Golf – grip of club, stance, chipping, putting brush the ground technique, tick-tock swing, getting height when chipping.</p>			

KS2 END POINT (TAKE FROM TARGET TRACKER)

Key stage 2

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.

Pupils should be taught to:

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

PE Content Progression



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.