

Progression in P.E.

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

Early Years

Pupils develop their gross motor skills through play in the Early Years Foundation Stage (EYFS). Children in Reception are also able to develop such skills through a structured lesson weekly. Within the outdoor environment, pupils are free to develop their strength, coordination and balance with use of climbing apparatus and sporting equipment. As they move around the space, the children are developing their ability to negotiate space safely and are encouraged to move energetically.

The Early Learning Goals (ELG) are the objectives that all children in the EYFS work towards throughout Nursery and Reception. They are as follows;

- **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.**

Cultural Capital Experiences (clubs, visitors, trips)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visiting Tennis coach	Visiting Tennis Coach	Sports Competitions: borough, festivals, inclusive	Sports Competitions: borough, festivals, inclusive	Sports Competitions: borough, festivals, inclusive	Sports Competitions: borough, festivals, inclusive
Sports Day	Sports Day	Swimming	Swimming	Bike-ability	Top-Up Swimming
Whole School PE Event (e.g. Windrush Dance Workshops)	Whole School PE Event (e.g. Windrush Dance Workshops)	Movement Breaks	Movement Breaks	Movement breaks	Bike-ability
		Sports Day	Sports Day	Sports Day	Movement Breaks
		Whole School PE Event (e.g. Windrush Dance Workshops)	Whole School PE Event (e.g. Windrush Dance Workshops)	Whole School PE Event (e.g. Windrush Dance Workshops)	Sports Day
					Whole School PE Event (e.g. Windrush Dance Workshops)

SUBSTANTIVE KNOWLEDGE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Sport units and vocab

Games

Catch
Throw
Strike
Net
Ball skills

Gymnastics

Jumps
Rolls
Balance
Space
Shapes

Athletics

Run
Jump
Travel
Speed

Games

Rolling
Bending
Kicking
Catch
Defend
Intercept
Attack

Gymnastics & Dance

Jumps
Rolls
Balance
Space
Shapes
Rhythm

Fitness

Pulse
Yoga
Balance
Energy

Basketball

Bounce
Dribbling
Shoot
Travelling
Catch

Athletics

Run
Jump
Travel
Speed

Tennis

Strike
Forehand
Rally
Serve

Football

Score
Invasion games
Finding space
Keeping the ball
Striking

Gymnastics and Dance

Movement
Stretching
Pointing
Tension
Sequences
Variations
Balance

Netball and Basketball

Space
Throwing
Catching
Teamwork
Competitive

Tag Rugby

Running
Passing
Tackling

Tennis

Forehand
Backhand
Target
Opponent

Cricket and Rounders

Strike the ball into space
Fielding

Swimming

Distance (25m)
Swim confidently
Front crawl

Swimming

Different strokes
Water safety
Float

Football & Hockey

Simple attack and defence tactics
Dribbling
Teamwork
Competitive games

Gymnastics & Dance

Sequences
Body shapes
Changes of level
Changes of speed
Balance
Apparatus

Tag Rugby

Running
Catching
Passing and tackling individually and in teams

Netball & Basketball

Simple attack and defence tactics
Pivot
Teamwork
Competitive games

Tennis

Forehand
Backhand
Timing
Bounce
Technique.

Cricket & Rounders

Throw
Catch

Football & Hockey

Team play
Attacking
Defending

Gymnastics & Dance

Sequence
Actions
Performance

Netball & Basketball

Team play
Attacking
Defending
Pivot
Tactics
Accuracy

Tag Rugby

Accuracy and precision: running, catching, passing, tackling
Tactics

Tennis

Tactics
Serve
Volley

Cricket & Rounders

Bowler
Wicket-keeper
Backstop
Fielder
Batter

OAA

Roles within a team
Scale of a map
Orientate a compass

Athletics

Football & Hockey

Skilful attacking play
Defend

Gymnastics & Dance

Variations in speed, level and direction
Partners
Apparatus
Sequence

Netball & Basketball

Attacking and defending play
Tactics and strategies
Team performance

Tag Rugby

Accuracy and precision: running, catching, passing, tackling
Tactics

Tennis

Tactics
Serve
Volley

Cricket & Rounders

Bowler
Wicket-keeper
Backstop
Fielder
Batter

OAA

Roles within a team
Scale of a map
Orientate a compass

Swimming

			Backstroke and Breaststroke Athletics Basic techniques: running, jumping and throwing Distance Time	Bat Bowl Runs, Fielding Out Athletics Running Jumping and throwing techniques	Technical understanding: running, jumping and throwing activities Targets Performance Sports Leaders Plan Deliver Evaluate Characteristics of a good sports leader	Front crawl Backstroke and Breaststroke Self-rescue Athletics Technical understanding: running, jumping and throwing activities Targets Performance
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DISCIPLINARY KNOWLEDGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1 Games	Children develop basic game-playing skills, in particular throwing and catching. They play net-based games and striking and fielding games. They have an opportunity to play one-on-one games, one-on-two and one-on-three games.	Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.				
Football & Hockey			Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding space and using space to keep the ball.	Children learn simple attacking tactics using a range of equipment and skills and start to think about how to organise themselves to defend their goal.	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a

			They play with the same basic court set up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.	They start by playing small, uneven sided games and move on to even-sided games.	explore a range of ways to defend.	range of ways to defend.
Gymnastics & Dance	<p>Children investigate movement, stillness and how to find and use space safely.</p> <p>They explore basic gymnastic actions on the floor and using apparatus.</p> <p>They copy or create, remember and repeat short movement phrases of 'like' linked actions, e.g. two jumps or two rolls.</p>	<p>Children focus on increasing their range of basic gymnastic skills.</p> <p>They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape.</p> <p>They then incorporate basic skills into rhythmic gymnastics.</p>	<p>Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes to help them improve tension and extension.</p> <p>They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed.</p>	<p>Children create sequences that include changes of level and speed and focus on using different body shapes clearly.</p> <p>They work mostly with a partner or in a small group, additionally incorporating hand apparatus.</p>	<p>Children create longer sequences to perform for an audience.</p> <p>They learn a wider range of actions and explore more difficult ways to perform.</p>	<p>Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.</p>
Netball & Basketball		<p>Children improve and apply their basic skills in games.</p> <p>They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.</p>	<p>Children develop the ability to find and use space.</p> <p>They use a range of equipment to develop their throwing, catching and movement skills.</p> <p>Children learn to outwit their opponents through applying</p>	<p>Children learn simple attacking tactics using a range of equipment and skills and start to think about how to organise themselves to defend their goal.</p> <p>They start by playing small, uneven sided games and move on to even-sided games.</p>	<p>Children develop skilful attacking and team play.</p> <p>They learn how to work well as a team when attacking and explore a range of ways to defend.</p>	<p>Children improve their attacking and defending play.</p> <p>They are able to play High-5 Netball and can apply tactics and strategies to be successful in team performance.</p>

			simple choices and decisions.			
Tag Rugby			Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) in both isolation and together within a match scenario.	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) with accuracy and precision in both an individual and team-based scenario.	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) with accuracy and precision in both an individual and team-based scenario.
Tennis	Children focus on developing skills they need for net games.	Children focus on developing skills they need for net games. They learn to direct the ball towards the target area.	Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.	Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.	Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.	Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.

<p>Cricket & Rounders</p>			<p>Children learn how to hit or strike the ball into spaces so that they can score runs in different ways.</p> <p>When fielding, they learn how to how to work together to keep the batters' scores down.</p>	<p>Children learn how to hit or strike the ball into spaces so that they can score runs in different ways.</p> <p>When fielding, they learn how to how to work together to keep the batters' scores down.</p>	<p>Children develop the range and quality of their skills and understanding.</p> <p>They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.</p>	<p>Children develop the range and quality of their skills and understanding.</p> <p>They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.</p>
<p>OAA</p>					<p>Children learn how to work with and communicate with others and are able to delegate roles within a team. They will also know how to read and interpret and scale of a map as well as having the knowledge of how to orientate a compass when undertaking journey.</p>	<p>Children learn how to work with and communicate with others and are able to delegate roles within a team. They will also know how to read and interpret and scale of a map as well as having the knowledge of how to orientate a compass when undertaking journey.</p>
<p>Swimming</p>			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations

<p>Athletics</p>	<p>Children explore running, jumping activities and take part in simple competitions.</p> <p>They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p>Children explore running, jumping activities and take part in simple competitions.</p> <p>They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p>Children concentrate on developing good basic running, jumping and throwing techniques.</p> <p>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Children concentrate on developing good basic running, jumping and throwing techniques.</p> <p>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Children focus on developing their technical understanding of athletic activity.</p> <p>They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p>	<p>Children focus on developing their technical understanding of athletic activity.</p> <p>They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p>
<p>Sports Leaders</p>					<p>Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils.</p> <p>Children also learn how to plan, deliver and evaluate sports activities.</p>	