



PE Curriculum v2



## **PE Curriculum Statement**

### **Intent – What do we want for our children in Physical Education?**

At KPNS, we believe that the core knowledge taught in P.E lessons is essential for all children to help them learn how to lead a healthy and active lifestyle, now and in the future. Through P.E we aim for each pupil to develop an understanding of how the body works and the fundamental movements required (coordination, balance, agility, running, jumping, throwing and catching) to enable them to take part in any team game or sport. Teamwork, resilience, respect and sportsmanship will underpin all our teaching. We believe that physical activity is key to maintaining children's mental health and wellbeing and will therefore be threaded through lessons and not just taught in P.E.

#### **At KPNS, we aim to:**

- Develop a love of physical activity and sport.
- Give children the confidence to practice and apply skills, to take part in team games and engage in competitive activity whilst striving for their personal best.
- Deliver a curriculum which allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.
- Develop knowledge and critical thinking skills to enable pupils to help themselves and others improve performances.
- Ensure their accurate use and understanding of specific vocabulary
- Enrich the curriculum with external providers, trips and visitors to school to inspire and challenge.

### **Implementation – How will we carry out our vision?**

The PE curriculum is taught through the PE planning scheme 'Get Set 4 Education', which is in line with the National Curriculum. This is used to aid teaching staff in their subject knowledge. Teachers can adjust and change lessons to suit the needs of their classes, but the scheme provides a strong, progressive, basis of what is expected. Each class has access to 2 hours of high-quality PE lessons every week. Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon; allowing children to know more and remember more. Children also receive swimming lessons these lessons run throughout the whole year. This means that children have the best opportunity to meet the swimming requirements as they have the whole year to learn, practise and apply the skills needed.

We offer a wide range of sporting after school clubs ran by our staff and external providers, These clubs are paid for by school and they provide children with access to a wide range of sporting activities for all abilities we encourage as many children as possible to attend as physical education is great for their mental wellbeing. At KPNS we run a range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports also, for children who may need extra support in fundamental movements.

#### **Planning:**

- PE planning comes from the 'Get Set 4 Education' which is in line with the National Curriculum.
- All planning is available on KPNS All Staff and is fully accessible to all members of staff.
- Enrichment opportunities and events are carefully planned across the school year including an annual Sports Week.
- Physical Development Planning for in incorporated into the 'Ger Set 4 Education' unit planning and will be in line with the Development Matters goals.

**Inclusion:**

In PE we set high expectations for all pupils. We will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

-More able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND pupils with English as an additional language (EAL).

**Impact – How will we assess what the children know, remember and understand?**

Teachers will monitor the impact of their teaching using AFL during lessons which will show:

- Our children have a secure understanding of the benefits of leading healthy lifestyles.
- Children are able to know more and remember more about the importance of healthy lifestyles.
- They progress well throughout each year group and meet the National Curriculum objectives.
- They are eager to attend after school clubs and competitive sports events and even the least confident children are keen to attend.

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

- Planning scrutiny to evaluate the impact of what is known and remembered.
- Pupil Interviews & Learning Walks; assess what is known and remembered?
- External & internal moderation within Equals Trust Groups for QA and to share best practise.
- SIL & Governor visits to monitor provisions and provide clear next step.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources, storage and management. All the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits
- Head Teacher reports
- The School Development Plan

# Elements of our PE Curriculum

## Knowledge and Understanding

- a knowledge and understanding of how to stay fit and healthy and the effect of activity on the body
- a knowledge and understanding of how to perform movements and skills in successful way
- a knowledge and understanding of the rules and tactics of specific sports and games
- a knowledge and understanding of the vocabulary related to physical activity and specific sports and games






































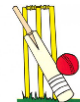



## The Big Ideas of PE

<b>Movement</b>	<b>Development of skills and techniques</b>	<b>Application of skills and techniques</b>
<b>Cooperation and teamwork</b>	<b>Competition</b>	<b>Games</b>
<b>Tactics</b>	<b>Challenge</b>	<b>Analysis and evaluation</b>
<b>Preparation for life and participation</b>	<b>Health and fitness</b>	<b>Social Emotional Thinking</b>

## Strands of our PE curriculum

<b>Gymnastics</b>	<b>Dance</b>	<b>Swimming</b>
<b>Athletics</b>	<b>Outdoor and Adventurous</b>	<b>Basic movement and simple games (KS1)</b>
<b>Invasion Games (KS2)</b>	<b>Striking and Fielding Games (KS2)</b>	<b>New and Wall Games (KS2)</b>

# PE Overview

	<div>Autumn Term</div> <div>Spring Term</div> <div>Summer Term</div>					
EYFS	Introduction to PE : Unit 1 	Fundamentals: Unit 1 	Gymnastics: Unit 1 	Dance: Unit 1 	Games: Unit 1 	Ball Skills: Unit 1 
Year 1	Y1-Ball Skills  Y1-Fundamentals 	Y1-Gymnastics  Y1-Sending and Receiving 	Y1-Dance  Y1- Target Games 	Y1-Yoga  Y1- Invasion Games 	Y1-Team Building  Y1-Net and Wall 	Y1-Athletics  Y1-Striking and Fielding 
Year 2	Y2-Ball Skills  Y2-Fundamentals 	Y2-Gymnastics  Y2-Invasion Games 	Y2-Dance  Y2- Target Games 	Y2- Fitness  Y2-Yoga 	Y2-Team Building  Y2- Net and Wall 	Y2-Athletics  Y2-Striking and Fielding 
Year 3	Football 	Gymnastics 	Dance  Y3-Basketball 	OAA  Y4- Fitness 	Rounders  Cricket 	Athletics  Y3- Tennis 
	Swimming Lessons					
Year 4	Tag Rugby (None contact)  Y4-Basketball 	Gymnastics  Hockey 	Dance  Y4- Dodgeball 	OAA  Y4- Yoga 	Cricket  Y4- Fitness 	Athletics  Y4- Tennis 

Year 5	Football 	Gymnastics 	Dance 	Hockey 	Rounders 	Athletics 
	Y5- Tennis 	Y5- Basketball 	*Y5- Netball 	Y5-Fitness 	Swimming Lessons (non-swimmers)	
Year 6	Tag Rugby (None contact) 	Gymnastics 	Dance 	Y6- Yoga 	Cricket 	Athletics 
	Y6-OAA 	Y6- Dodgeball 	Y6- Basketball 	Hockey 	Swimming Lessons (non-swimmers)	

*Note: Elements of OAA are also covered during our residentials in Y3 and Y6.*

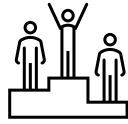
*\*These units are taught in isolation, a pre-cursor for readiness for Y7.*



# The 'Big Ideas' of PE



**Movement** – children move different parts of their bodies and are keeping physically active for longer periods of time.



**Competition** – a contest between two or more children or teams striving for the common goal of winning/gaining points.



**Analysis and evaluation** – to look back at a performance or skill, of their own or others, and identify the strengths and areas for improvement.



**Development of skills and techniques** – Where new skills are modelled to the children and they are given time to practice, improve and critic.



**Games** – opportunities for skills and techniques to be applied to game situations where rules are followed.



**Preparation for life and participation** – providing children with the skills and mindset that will carry them through life and can be applied to other situations e.g. fair-play, resilience, teamwork, humility (victory/defeat).



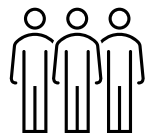
**Application of skills and techniques** – where children are given the opportunity to apply new skills into game situations.



**Tactics** – plans to give a player or team an advantage against opponents.



**Health and fitness** – keeping bodies healthy and active and in good conditions and improving fitness levels e.g. stamina.



**Co-operation/teamwork** – two or more children working together to reach a common goal or produce an outcome.



**Challenge** – providing opportunities for children to better their performance by setting targets or objectives that push them out their comfort zone.

**SET**

**SET** – Get set for Social Emotional Thinking in PE lessons.

## Progression Journey: Dance

NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.



EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance.	Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea.	Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.				



## Progression Journey: F.M.S through fundamentals, fitness and athletics



NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

# Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games



NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS

1

2

3

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6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.



## Progression Journey: Body Management through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.



EYFS

1

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6

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



## Progression Journey: OAA through team building and OAA

NC KS1: participate in team games, developing simple tactics.

NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.



EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.						
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

## Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

## Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

## Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.



# Progression Journey: SET



EYFS

1

2

3

4

5

6

## SOCIAL

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.

Work with others to achieve a shared goal.

Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.

Lead others and show consideration of including all within a group.

Communicate with others clearly and effectively.

## EMOTIONAL

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.

Understand what their best looks like and they work hard to achieve it.

Begin to use rules showing awareness of fairness and honesty.

Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.

Use different strategies to persevere to achieve personal best.

Compete within the rules showing fair play and honesty when playing independently.

Confident to attempt tasks and challenges outside of their comfort zone.

## THINKING

Begin to identify personal success.

Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.

Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.

Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.

Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.

Select and apply from a wider range of skills and actions in response to a task.

Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.

Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.

Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.

Select and apply appropriate skills for the situation when under pressure.





## Athletics Progression Ladder

### Skills

### Knowledge

**Running:** demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.  
**Jumping:** develop power, control and technique in the triple jump.  
**Throwing:** develop power, control and technique when throwing discus and shot put.

Year  
6

**Running:** understand that I need to prepare my body for running and know the muscle groups I will need to use.  
**Jumping:** understand that a run up builds speed and power and enables me to jump further.  
**Throwing:** understand that I need to prepare my body for throwing and know the muscle groups I will need to use.  
**Rules:** understand and apply rules in events that pose an increased risk.

**Running:** apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.  
**Jumping:** explore technique and rhythm in the triple jump.  
**Throwing:** Develop technique and power in javelin and shot put.

Year  
5

**Running:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.  
**Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps.  
**Throwing:** know how to transfer my weight in different throws to increase the distance.  
**Rules:** understand and apply rules in a variety of events using official equipment.

**Running:** develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.  
**Jumping:** develop technique when jumping for distance.  
**Throwing:** explore power and technique when throwing for distance in a pull and heave throw.

Year  
4

**Running:** understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.  
**Jumping:** understand that transferring weight will help me to jump further.  
**Throwing:** understand that transferring weight will help me to throw further.  
**Rules:** know and understand the rules to be able to manage our own events.

**Running:** develop the sprinting technique and apply it to relay events.  
**Jumping:** develop technique when jumping for distance in a range of approaches and take off positions.  
**Throwing:** explore the technique for a pull throw.

Year  
3

**Running:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  
**Jumping:** know that if I jump and land in quick succession, the momentum will help me to jump further.  
**Throwing:** understand that the speed of the movement helps to create power.  
**Rules:** know the rules of the event and begin to apply them.

**Running:** develop the sprinting action.  
**Jumping:** develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.  
**Throwing:** develop overarm throwing for distance.

Year  
2

**Running:** know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  
**Jumping:** know that swinging my arms forwards will help me to jump further.  
**Throwing:** know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.  
**Rules:** know how to follow simple rules when working with others.

**Running:** explore running at different speeds.  
**Jumping:** develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.  
**Throwing:** explore throwing for distance and accuracy.

Year  
1

**Running:** understand that if I swing my arms it will help me to run faster.  
**Jumping:** know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.  
**Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further.  
**Rules:** know that rules help us to play fairly.

**Running:** explore running and stopping safely.  
**Jumping:** explore jumping and hopping safely.  
**Throwing:** explore throwing to a target.

EYFS

**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  
**Jumping:** know that bending my knees will help me to land safely.  
**Throwing:** understand that bigger targets are easier to hit.  
**Rules:** know that rules help us to stay safe.





# Dance Progression Ladder

## Skills

**Actions:** show controlled movements which express emotion and feeling.  
**Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.  
**Space and relationships:** use a variety of compositional principles when creating my own dances.  
**Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Year 6



**Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles.  
**Dynamics:** confidently use dynamics to express different dance styles.  
**Space:** confidently use direction and patterning to express different dance styles.  
**Relationships:** confidently use formations, canon and unison to express a dance idea.  
**Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Year 5

**Actions:** respond imaginatively to a range of stimuli related to character and narrative.  
**Dynamics:** change dynamics confidently within a performance to express changes in character.  
**Space:** confidently use changes in level, direction and pathway.  
**Relationships:** use action and reaction to represent an idea.  
**Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.

Year 4

**Actions:** create actions in response to a stimulus individually and in groups.  
**Dynamics:** use dynamics effectively to express an idea.  
**Space:** use direction to transition between formations.  
**Relationships:** develop an understanding of formations.  
**Performance:** perform short, self-choreographed phrases showing an awareness of timing.

Year 3

**Actions:** accurately remember, repeat and link actions to express an idea.  
**Dynamics:** develop an understanding of dynamics.  
**Space:** develop the use of pathways and travelling actions to include levels.  
**Relationships:** explore working with a partner using unison, matching and mirroring.  
**Performance:** develop the use of facial expressions in my performance.



Year 2

**Actions:** copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.  
**Dynamics:** explore varying speeds to represent an idea.  
**Space:** explore pathways within my performance.  
**Relationships:** begin to explore actions and pathways with a partner.  
**Performance:** perform on my own and with others to an audience.

Year 1



**Actions:** explore how my body moves. Copy basic body actions and rhythms.  
**Dynamics:** explore actions in response to music and an idea.  
**Space:** begin to explore pathways and the space around me and in relation to others.  
**Performance:** perform short phrases of movement in front of others.

EYFS

## Knowledge

**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent.  
**Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.  
**Space and relationships:** know that combining space and relationships with a prop can help me to express my dance idea.  
**Performance:** understand how a leader can ensure our dance group performs together.  
**Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style.  
**Dynamics:** understand that different dance styles utilise selected dynamics to express mood.  
**Space:** understand that space relates to where my body moves both on the floor and in the air.  
**Relationships:** understand that different dance styles utilise selected relationships to express mood.  
**Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work.  
**Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.

**Actions:** understand that some actions are better suited to a certain character, mood or idea than others.  
**Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others.  
**Space:** understand that space can be used to express a certain character, mood or idea.  
**Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others.  
**Performance:** know that being aware of other performers in my group will help us to move in time.  
**Strategy:** know that I can select from a range of dance techniques to translate my idea.

**Actions:** understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  
**Dynamics:** understand that all actions can be performed differently to help to show effect.  
**Space:** understand that I can use space to help my dance to flow.  
**Relationships:** understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  
**Performance:** understand that I can use timing techniques such as canon and unison to create effect.  
**Strategy:** know that if I show sensitivity to the music, my performance will look more complete.

**Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance.  
**Dynamics:** understand that I can change the way I perform actions to show an idea.  
**Space:** know that I can use different directions, pathways and levels in my dance.  
**Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music.  
**Performance:** know that using facial expressions helps to show the mood of my dance.  
**Strategy:** know that if I practice my dance my performance will improve.

**Actions:** understand that actions can be sequenced to create a dance.  
**Dynamics:** understand that I can create fast and slow actions to show an idea.  
**Space:** understand that there are different directions and pathways within space.  
**Relationships:** understand that when dancing with a partner it is important to be aware of each other and keep in time.  
**Performance:** know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  
**Strategy:** know that if I use exaggerated actions it helps the audience to see them clearly.

**Actions:** understand that I can move my body in different ways to create interesting actions.  
**Dynamics:** understand that I can change my action to show an idea.  
**Space:** know that if I move into space it will help to keep me and others safe.  
**Performance:** know that when watching others I sit quietly and clap at the end.  
**Strategy:** know that if I use lots of space, it helps to make my dance look interesting.







## Skills

## Ball Skills Progression Ladder

## Knowledge

**Sending:** show good technique when sending a ball with increasing control, accuracy and consistency under pressure.  
**Catching:** demonstrate increasing consistency of catching under pressure in a variety of game situations.  
**Tracking:** demonstrate a wider range of techniques when tracking a ball under pressure  
**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.

Year  
6

**Sending:** understand and make quick decisions about when, how and who to pass to.  
**Catching:** know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.  
**Tracking:** know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.  
**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

**Sending:** demonstrate clear technique when sending a ball under pressure.  
**Catching:** demonstrate good technique under pressure.  
**Tracking:** demonstrate a range of techniques when tracking and collecting a ball.  
**Dribbling:** dribble with some control under pressure.

Year  
5

**Sending:** know that controlling a ball before sending it will allow me to send it accurately.  
**Catching:** understand when to use different types of catching.  
**Tracking:** know that tracking a ball will help me to collect/stop/receive it quickly and successfully.  
**Dribbling:** know that dribbling in different directions will help me to lose a defender in game situations.

### All Y5 & 6 Games Units

**Sending:** accurately use a range of techniques to send a ball to a target.  
**Catching:** catch different sized objects with increasing consistency with one and two hands.  
**Tracking:** consistently track a ball sent directly and indirectly.  
**Dribbling:** dribble a ball with increasing control and co-ordination.



Year  
4

**Sending:** know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.  
**Catching:** know to adjust my hands to the height of the ball.  
**Tracking:** know that tracking a ball is an important skill used in games activities and be able to give examples of this.  
**Dribbling:** know that dribbling with soft hands/touches will help me to keep control.

**Sending:** send a ball with accuracy and increasing consistency to a target.  
**Catching:** catch a range of objects with increasing consistency.  
**Tracking:** track a ball not sent directly.  
**Dribbling:** dribble a ball with hands and feet with control.

Year  
3

**Sending:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  
**Catching:** know to move my feet to the ball.  
**Tracking:** know that using a ready position will help me to react to the ball.  
**Dribbling:** know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

**Sending:** roll, throw and kick a ball to hit a target.  
**Catching:** develop catching a range of objects with two hands. Catch with and without a bounce.  
**Tracking:** consistently track and collect a ball being sent directly.  
**Dribbling:** explore dribbling with hands and feet with increasing control on the move.

Year  
2

**Sending:** know that stepping with opposite foot to throwing arm will help me to balance.  
**Catching:** know to use wide fingers and pull the ball in to my chest to help to securely catch.  
**Tracking:** know that it is easier to move towards a ball to track it than chase it.  
**Dribbling:** know to keep my head up when dribbling to see space/opponents.

**Sending:** roll and throw with some accuracy towards a target.  
**Catching:** begin to catch with two hands. Catch after a bounce.  
**Tracking:** track a ball being sent directly.  
**Dribbling:** explore dribbling with hands and feet.



Year  
1

**Sending:** know to face my body towards my target when rolling and throwing underarm to help me to balance.  
**Catching:** know to watch the ball as it comes towards me.  
**Tracking:** know to move my feet to get in the line with the ball.  
**Dribbling:** know that moving with a ball is called dribbling.



**Sending:** explore sending an object with hands and feet.  
**Catching:** explore catching to self and with a partner.  
**Tracking:** explore stopping a ball with hands and feet.  
**Dribbling:** explore dropping and catching with two hands and moving a ball with feet.

EYFS

**Sending:** know to look at the target when sending a ball.  
**Catching:** know to have hands out ready to catch.  
**Tracking:** know to watch the ball as it comes towards me and scoop it with two hands.  
**Dribbling:** know that keeping the ball close will help with control.

## Skills

## Fitness Progression Ladder

## Knowledge



**Agility:** change direction with a fluent action and transition smoothly between varying speeds.  
**Balance:** show fluency and control when travelling, landing, stopping and changing direction.  
**Co-ordination:** co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.  
**Speed:** adapt running technique to meet the needs of the distance.  
**Strength:** complete body weight exercises for increased repetitions with control and fluency.  
**Stamina:** use my breath to increase my ability to move for sustained periods of time.



**Agility:** demonstrate improved body posture and speed when changing direction.  
**Balance:** change my body position to maintain a controlled centre of gravity.  
**Co-ordination:** demonstrate increased speed when co-ordinating my body.  
**Speed:** apply the best pace for a set distance or time.  
**Strength:** demonstrate increased technique in body weight exercises.  
**Stamina:** use a steady pace to be able to move for sustained periods of time.

**Agility:** show balance when changing direction at speed.  
**Balance:** show control whilst completing activities which challenge balance.  
**Co-ordination:** explore increased speed when co-ordinating my body.  
**Speed:** demonstrate improved sprinting technique.  
**Strength:** develop building strength in different muscle groups.  
**Stamina:** demonstrate using my breath to maintain my work rate.



**Agility:** show balance when changing direction.  
**Balance:** explore more complex activities which challenge balance.  
**Co-ordination:** co-ordinate my body with increased consistency in a variety of activities.  
**Speed:** explore sprinting technique.  
**Strength:** explore building strength in different muscle groups.  
**Stamina:** explore using my breath to increase my ability to work for longer periods of time.

**Agility:** demonstrate improved technique when changing direction on the move.  
**Balance:** demonstrate increased balance whilst travelling along and over equipment.  
**Co-ordination:** perform actions with increased control when co-ordinating my body with and without equipment.  
**Speed:** demonstrate running at different speeds.  
**Strength:** demonstrate increased control in body weight exercises.  
**Stamina:** show an ability to work for longer periods of time.



**Agility:** change direction whilst running.  
**Balance:** explore balancing in more challenging activities with some success.  
**Co-ordination:** explore co-ordination when using equipment.  
**Speed:** explore running at different speeds.  
**Strength:** explore exercises using my own body weight.  
**Stamina:** explore moving for longer periods of time and identify how it makes me feel.

**Agility:** explore changing direction safely.  
**Balance:** explore balancing whilst stationary and on the move.  
**Co-ordination:** explore moving different body parts together.  
**Speed:** explore moving and stopping with control.  
**Strength:** explore taking weight on different body parts.  
**Stamina:** explore moving for extended periods of time.

Fundamentals Unit 1 & 2  
 Gymnastics Unit 1 & 2

Year  
6

**Agility:** understand that agility requires speed, strength, good balance and co-ordination.  
**Balance:** know where and when to apply force to maintain control and balance.  
**Co-ordination:** understand that co-ordination also requires good balance and know how to achieve this.  
**Speed:** know that speed can be improved by training and know which speed to select for the distance.  
**Strength:** understand that I can build up my strength by practicing in my own time.  
**Stamina:** know which exercises can develop stamina and understand that it can be improved by training over time.

Year  
5

**Agility:** understand that to change direction I push off my outside foot and turn my hips.  
**Balance:** understand that dynamic balances are harder than static balances as my centre of gravity changes.  
**Co-ordination:** understand that people will have varying levels of co-ordination and that I can get better with practice.  
**Speed:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster.  
**Strength:** know the muscles I am using by name.  
**Stamina:** understand that keeping a steady breath will help me to move for longer periods of time.

Year  
4

**Agility:** know that keeping my elbows bent when changing direction will help me to stay balanced.  
**Balance:** understand that I need to squeeze different muscles to help me to stay balanced in different activities.  
**Co-ordination:** understand that if I begin in a ready position I can react quicker.  
**Speed:** understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.  
**Strength:** understand that strength comes from different muscles and know how I can improve my strength.  
**Stamina:** understand that I need to pace myself when running further or for a long period of time.

Year  
3

**Agility:** understand how agility helps us with everyday tasks.  
**Balance:** understand how balance helps us with everyday tasks.  
**Co-ordination:** understand how co-ordination helps us with everyday tasks.  
**Speed:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.  
**Strength:** know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.  
**Stamina:** understand how stamina helps us in other life activities.

Year  
2

**Agility:** know using small quick steps helps me to change direction.  
**Balance:** understand that I can squeeze my muscles to help me to balance.  
**Co-ordination:** understand that some skills require me to move body parts at different times such as skipping.  
**Speed:** know that I take shorter steps to jog and bigger steps to run.  
**Strength:** know that strength helps us with everyday tasks such as carrying our school bag.  
**Stamina:** know that I need to run slower if running for a long period of time.

Year  
1

**Agility:** understand that bending my knees will help me to change direction.  
**Balance:** know that looking ahead will help me to balance.  
**Co-ordination:** know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.  
**Speed:** understand that if I swing my arms it will help me to run faster.  
**Strength:** understand that exercise helps me to become stronger.  
**Stamina:** understand that when I move for a long time it can make me feel hot and I breathe faster.



EYFS

**Agility:** know that moving into space away from others helps to keep me safe.  
**Balance:** know that I can hold my arms out to help me to balance.  
**Co-ordination:** know that moving my arms and legs at the same time helps me to walk, run and jump.  
**Speed:** know that I use big steps to run and small steps to stop.  
**Strength:** understand that I can hold my weight on different parts of my body.  
**Stamina:** understand that moving for a long time can make me feel tired.



# Fundamentals Progression Ladder

## Skills

**Running:** change direction with a fluent action. Transition smoothly between varying speeds.  
**Balancing:** show fluency and control when travelling, landing, stopping and changing direction.  
**Jumping and hopping:** demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.  
**Skipping:** consistently show a range of skills when skipping in a rope.



Year  
6

**Running:** demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.  
**Balancing:** consistently demonstrate good balance when performing other fundamental skills.  
**Jumping and hopping:** demonstrate good technique and co-ordination when linking jumps.  
**Skipping:** show a range of skills when skipping in a rope.

Year  
5

**Running:** change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.  
**Balancing:** demonstrate good balance and control when performing other fundamental skills.  
**Jumping and hopping:** link hopping and jumping actions with other fundamental skills.  
**Skipping:** consistently skip in a rope.



Year  
4

**Running:** change direction. Show an increase and decrease in speed.  
**Balancing:** demonstrate balance when performing other fundamental skills.  
**Jumping and hopping:** link jumping and hopping actions.  
**Skipping:** jump and turn a skipping rope.

Year  
3

**Running:** demonstrate balance when changing direction. Clearly show different speeds when running.  
**Balancing:** demonstrate balance when performing movements.  
**Jumping:** demonstrate jumping for distance, height and in different directions.  
**Hopping:** demonstrate hopping for distance, height and in different directions.  
**Skipping:** explore single and double bounce when jumping in a rope.

Year  
2

**Running:** explore changing direction and dodging. Discover how the body moves at different speeds.  
**Balancing:** move with some control and balance. Explore stability and landing safely.  
**Jumping:** demonstrate control in take off and landing when jumping.  
**Hopping:** begin to explore hopping in different directions.  
**Skipping:** show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.

Year  
1

**Running:** explore running and stopping. Explore changing direction safely.  
**Balancing:** explore balancing whilst stationary and on the move.  
**Jumping:** begin to explore take off and landing safely.  
**Hopping:** explore hopping on both feet.  
**Skipping:** explore skipping as a travelling action.



EYFS

## Knowledge

**Running:** know that running develops stamina and speed and both can be improved by training over time.  
**Balancing:** know that balance underpins many skills in PE and everyday life and this feels different in different situations.  
**Jumping and hopping:** understand when to jump for height or jump for distance in different activities and what to do to achieve this.  
**Skipping:** understand that skipping helps to develop co-ordination, stamina and balance.



**Running:** understand that to change direction, I push off my outside foot and turn my hips.  
**Balancing:** understand that balance is a skill used in many different activities and everyday life.  
**Jumping and hopping:** understand that there are different techniques for different situations.  
**Skipping:** understand that people will have varying levels of skipping ability and that I can get better with practice.

All Y5 and Y6 activities

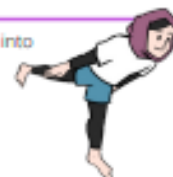
**Running:** understand that a change of direction and speed can help to get past or away from an opponent.  
**Balancing:** understand that I need to squeeze different muscles to help me to stay balanced in different activities.  
**Jumping and hopping:** know that swinging my non-hopping foot helps to create momentum.  
**Skipping:** understand that keeping my chest up helps me to stay balanced.

**Running:** understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration).  
**Balancing:** understand how balance helps us with everyday tasks.  
**Jumping and hopping:** know that if I jump and land in quick succession, momentum will help me to jump further.  
**Skipping:** understand that I should turn the rope from my wrists with wide hands to create a gap to step through.

**Running:** know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.  
**Balancing:** understand that squeezing my muscles helps me to balance.  
**Jumping:** know that swinging my arms forwards will help me to jump further.  
**Hopping:** know that if I look straight ahead it will stop me falling over when I land.  
**Skipping:** know that I should swing opposite arm to leg to help me balance when skipping without a rope.

**Running:** understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.  
**Balancing:** know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.  
**Jumping:** know that landing on the balls of my feet helps me to land with control.  
**Hopping:** know that I should hop with a soft bent knee.  
**Skipping:** know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  
**Balancing:** know that I can hold my arms out to help me to balance.  
**Jumping:** know that bending my knees will help me to land safely.  
**Hopping:** understand that I use one foot to hop.  
**Skipping:** know that if I hop then step that will help me to skip.







## Skills

# Gymnastics Progression Ladder

## Knowledge

**Shapes:** combine and perform gymnastic shapes more fluently and effectively.  
**Inverted movements:** develop control in progressions of a cartwheel and a headstand.  
**Balances:** explore counter balance and counter tension.  
**Rolls:** develop fluency and consistency in the straddle, forward and backward roll.  
**Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively.

Year  
6

**Shapes:** know which shapes to use for each skill.  
**Inverted movements:** understand that spreading my weight around a base of support will help me to balance.  
**Balances:** know where and when to apply force to maintain control and balance.  
**Rolls:** understand that I can use momentum to help me to roll and know where that momentum from.  
**Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air.  
**Strategy:** know that if I use changes in formation it will help to make my sequence look interesting.

**Shapes:** perform shapes consistently and fluently linked with other gymnastic actions.  
**Inverted movements:** explore progressions of a cartwheel.  
**Balances:** explore symmetrical and asymmetrical balances.  
**Rolls:** develop control in the straight, barrel, forward, straddle and backward roll.  
**Jumps:** select a range of jumps to include in sequence work.

Year  
5

**Shapes:** understand that shapes underpin all other skills.  
**Inverted movements:** understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.  
**Balances:** understand how to use contrasting balances to make my sequences look interesting.  
**Rolls:** understand that I need to work within my own capabilities and this may be different to others.  
**Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.  
**Strategy:** know that if I use different pathways it will help to make my sequence look interesting.

**Shapes:** develop the range of shapes I use in my sequences.  
**Inverted movements:** develop strength in bridge and shoulder stand.  
**Balances:** develop control and fluency in individual and partner balances.  
**Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control.  
**Jumps:** develop control in performing and landing rotation jumps.

Year  
4

**Shapes:** understand how shapes can be used to improve my sequence.  
**Inverted movements:** know that inverted movements are actions in which my hips go above my head.  
**Balances:** know how to keep myself and others safe when performing partner balances.  
**Rolls:** understand that I can keep the shape of my roll using body tension.  
**Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees.  
**Strategy:** know that if I use different directions it will help to make my sequence look interesting.

**Shapes:** explore matching and contrasting shapes.  
**Balances:** explore point and patch balances and transition smoothly into and out of them.  
**Rolls:** develop the straight, barrel, and forward roll.  
**Jumps:** develop stepping into shape jumps with control.

Year  
3

**Shapes:** understand how to use body tension to make my shapes look better.  
**Balances:** understand that I can make my balances look interesting by using different levels.  
**Rolls:** understand the safety considerations when performing more difficult rolls.  
**Jumps:** understand that I can change the take off and shape of my jumps to make them look interesting.  
**Strategy:** know that if I use different levels it will help to make my sequence look interesting.

**Shapes:** explore using shapes in different gymnastic balances.  
**Balances:** remember, repeat and link combinations of gymnastic balances.  
**Rolls:** explore barrel, straight and forward roll and put into sequence work.  
**Jumps:** explore shape jumps and take off combinations.

Year  
2

**Shapes:** know that some shapes link well together.  
**Balances:** understand that squeezing my muscles helps me to balance.  
**Rolls:** understand that there are different teaching points for different rolls.  
**Jumps:** understand that looking forward will help me to land with control.  
**Strategy:** know that if I use shapes that link well together it will help my sequence to flow.

**Shapes:** explore basic shapes straight, tuck, straddle, pike.  
**Balances:** perform balances making my body tense, stretched and curled.  
**Rolls:** explore barrel, straight and forward roll progressions.  
**Jumps:** explore shape jumps including jumping off low apparatus.

Year  
1

**Shapes:** understand that I can improve my shapes by extending parts of my body.  
**Balances:** know that balances should be held for 5 seconds.  
**Rolls:** know that I can use different shapes to roll.  
**Jumps:** know that landing on the balls of my feet helps me to land with control.  
**Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

**Shapes:** show contrast with my body including wide/narrow, straight/curved.  
**Balances:** explore shapes in stillness using different parts of my body.  
**Rolls:** explore rocking and rolling.  
**Jumps:** explore jumping safely.

EYFS

**Shapes:** understand that I can make different shapes with my body.  
**Balances:** know that I should be still when holding a balance.  
**Rolls:** know that I can change my body shape to help me to roll.  
**Jumps:** know that bending my knees will help me to land safely.  
**Strategy:** know that if I hold a shape and count to five people will see it clearly.







## Skills

# Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)



## Knowledge

**Sending & receiving:** s&r consistently using a range of techniques with increasing control under pressure.

**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.

**Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.

**Attacking:** confidently change direction to lose an opponent

**Defending:** use a variety of defending skills (tracking, interception, jockeying) in game situations.

**Sending & receiving:** develop control when s&r under pressure.

**Dribbling:** dribble with some control under pressure.

**Space:** explore moving to create space for themselves and others in their team.

**Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed.

**Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.

**Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control.

**Space:** develop moving into space to help my team.

**Attacking:** change direction to lose an opponent with some success.

**Defending:** develop defending one on one and begin to intercept.



**Sending & receiving:** explore s&r abiding by the rules of the game.

**Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure.

**Space:** develop using space as a team.

**Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.

**Defending:** develop tracking opponents to limit their scoring opportunities.

**Sending & receiving:** developing s&r with increased control.

**Dribbling:** explore dribbling with hands and feet with increasing control on the move.

**Space:** explore moving into space away from others.

**Attacking:** developing moving into space away from defenders.

**Defending:** explore staying close to other players to try and stop them getting the ball.



**Sending & receiving:** explore s&r with hands and feet to a partner.

**Dribbling:** explore dribbling with hands and feet.

**Space:** recognise good space when playing games.

**Attacking:** explore changing direction to move away from a partner.

**Defending:** explore tracking and moving to stay with a partner.

**Sending & receiving:** explore s&r with hands and feet using a variety of equipment.

**Dribbling:** explore dropping and catching with two hands and moving a ball with their feet.

**Space:** recognise their own space.

**Attacking & defending:** explore changing direction and tagging games.

Year  
6

**Sending & receiving:** understand and make quick decisions about when, how and who to pass to.

**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

**Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.

**Tactics:** know how to create and apply a tactic for a specific situation or outcome.

**Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Year  
5

**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control.

**Dribbling:** know that dribbling in different directions will help to lose a defender.

**Space:** know that by moving to space even if not receiving the ball will create space for a teammate.

**Tactics:** understand the need for tactics and identify when to use them in different situations.

**Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.



Year  
4

**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.

**Dribbling:** know that protecting the ball as I dribble will help me to maintain possession.

**Space:** know that moving into space will help my team keep possession and score goals.

**Attacking:** recognise when to pass and when to shoot.

**Defending:** know when to mark and when to attempt to win the ball.

**Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.

**Rules:** know and understand the rules to be able to manage our own game.

Year  
3

**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.

**Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.

**Space:** know that by spreading out as a team we move the defenders away from each other.

**Attacking and defending:** know my role as an attacker and defender.

**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.

**Rules:** know the rules of the game and begin to apply them.

Year  
2

**Sending & receiving:** know to control the ball before sending it.

**Dribbling:** know that keeping my head up will help me to know where defenders are.

**Space:** know that moving into space away from defenders helps me to pass and receive a ball.

**Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score.

**Defending:** know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.

**Tactics:** understand and apply simple tactics for attack and defence.

**Rules:** know how to score points and follow simple rules.

Year  
1

**Sending & receiving:** know to look at my partner before sending the ball.

**Dribbling:** know that moving with a ball is called dribbling.

**Space:** understand that being in a good space helps us to pass the ball.

**Attacking:** know that being able to move away from a partner helps my team to pass me the ball.

**Defending:** know that staying with a partner makes it more difficult for them to receive the ball.

**Tactics:** know that tactics can help us when playing games.

**Rules:** know that rules help us to play fairly.



EYFS

**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it.

**Dribbling:** know that keeping the ball close will help with control.

**Space:** know that being in a space gives me room to play.

**Attacking & defending:** know that there are different roles in games.

**Tactics:** make simple decisions in response to a task.

**Rules:** know that rules help us to stay safe.



## Skills

# Net and Wall Games Progression Ladder

(net and wall, tennis, volleyball and badminton)

**Shots:** demonstrate increased success and technique in a variety of shots.  
**Serving:** serve accurately and consistently.  
**Rallying:** successfully apply a variety of shots to keep a continuous rally.  
**Footwork:** demonstrate a variety of footwork patterns relevant to the game I am playing.



**Shots:** develop the range of shots used in a variety of games.  
**Serving:** develop the range of serving techniques appropriate to the game.  
**Rallying:** use a variety of shots to keep a continuous rally.  
**Footwork:** demonstrate effective footwork patterns to move around the court.

**Shots:** demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.  
**Rallying:** develop rallying using both forehand and backhand with increased technique.  
**Footwork:** begin to use appropriate footwork patterns to move around the court.

**Shots:** explore returning a ball using shots such as the forehand and backhand.  
**Rallying:** explore rallying using a forehand.  
**Footwork:** consistently use and return to the ready position in between shots.



**Hitting:** develop hitting a dropped ball over a net.  
**Feeding:** accurately underarm throw over a net to a partner.  
**Rallying:** explore underarm rallying with a partner catching after one bounce.  
**Footwork:** consistently use the ready position to move towards a ball.

**Hitting:** explore hitting a dropped ball with a racket.  
**Feeding:** throw a ball over a net to land into the court area.  
**Rallying:** explore sending a ball with hands and a racket.  
**Footwork:** use the ready position to move towards a ball.



**Hitting:** explore hitting a ball with hands and pushing with a racket.  
**Feeding and rallying:** explore sending and tracking a ball with a partner.  
**Footwork:** explore changing direction, running and stopping.

Ball Skills Unit 1 & 2

Games Unit 1 & 2

## Knowledge

**Shots:** understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.  
**Serving:** begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.  
**Rallying:** understand how to play different shots depending on if a rally is co-operative or competitive.  
**Footwork:** know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.  
**Tactics:** understand when to apply some tactics for attacking and/or defending.  
**Rules:** understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

**Shots:** know which skill to choose for the situation e.g. a volley if the ball is close to the net.  
**Serving:** know that serving is how to start a game or rally and use the rules applied to the activity for serving.  
**Rallying:** know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.  
**Footwork:** know that using small, quick steps will allow me to adjust my stance to play a shot.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of net and wall games whilst playing and officiating.

**Shots:** understand when to play a forehand and a backhand and why.  
**Rallying:** know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.  
**Footwork:** know that getting my feet in the right position will help me to balance before playing a shot.  
**Tactics:** know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.  
**Rules:** know and understand the rules to be able to manage our own game.

**Shots:** know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.  
**Rallying:** know that hitting towards my partner will help them to return the ball easier and keep the rally going.  
**Footwork:** know that moving to the middle of my court will enable me to cover the most space.  
**Tactics:** know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.  
**Rules:** know the rules of the game and begin to apply them.

**Hitting:** know to watch the ball as it comes towards me to help me to prepare to hit it.  
**Feeding:** know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.  
**Rallying:** know that sending the ball towards my partner will help me to keep a rally going.  
**Footwork:** know that using a ready position helps me to react quickly and return/catch a ball.  
**Tactics:** understand that applying simple tactics makes it difficult for my opponent.  
**Rules:** know how to score points and follow simple rules.

**Hitting:** know to use the centre of the racket for control.  
**Feeding:** know to use an underarm throw to feed to a partner.  
**Rallying:** know that throwing/hitting to my partner with not too much power will help them to return the ball.  
**Footwork:** know that using a ready position will help me to move in any direction.  
**Tactics:** know that tactics can help us to be successful when playing games.  
**Rules:** know that rules help us to play fairly.

**Hitting:** know to point my hand/object at my target when hitting a ball.  
**Feeding and rallying:** know to look at the target when sending a ball and watch the ball to receive it.  
**Footwork:** know to use big steps to run and small steps to stop.  
**Tactics:** make simple decisions in response to a task.  
**Rules:** know that rules help us to stay safe.



Year 6

Year 5

Year 4

Year 3

Year 2

Year 1

EYFS



## Skills

## OAA Progression Ladder

## Knowledge

**Problem solving:** pool ideas within a group, selecting and applying the best method to solve a problem.  
**Navigational skills:** orientate a map efficiently to navigate around a course with multiple points.  
**Communication:** inclusively communicate with others, share job roles and lead when necessary.

Year  
6

**Problem solving:** understand that being able to solve problems is an important life skill.  
**Navigational skills:** understand why having good navigational skills are important.  
**Communication:** know that good communication skills are key to solving problems and working effectively as a team.  
**Reflection:** with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.  
**Rules:** understand the rules and think creatively to solve the challenge whilst abiding by the rules.

**Problem solving:** explore tactical planning within a team to overcome increasingly challenging tasks.  
**Navigational skills:** develop navigational skills and map reading in increasingly challenging tasks.  
**Communication:** explore a variety of communication methods with increasing success.

Year  
5

**Problem solving:** recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.  
**Navigational skills:** use a key to identify objects and locations.  
**Communication:** know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.  
**Reflection:** reflect on when I am successful at solving challenges and alter my methods in order to improve.  
**Rules:** know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.

**Problem solving:** plan independently and in small groups, implementing a strategy with increased success.  
**Navigational skills:** identify key symbols on a map and follow a route.  
**Communication:** confidently communicate ideas and listen to others.

Year  
4

**Problem solving:** know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.  
**Navigational skills:** understand how to use a key and use the cardinal points on a map to orientate it.  
**Communication:** understand that there are different types of communication and that I can communicate without talking.  
**Reflection:** with increased accuracy, critically reflect on when and why I am successful at solving challenges.  
**Rules:** understand the importance of working with integrity.

**Problem solving:** discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.  
**Navigational skills:** identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.  
**Communication:** follow and give instructions and accept other peoples' ideas.

Year  
3

**Problem solving:** know that trying ideas before deciding on a solution will help us to come up with the best idea.  
**Navigational skills:** know to hold the map so that the items on the map match up to the items that have been placed out.  
**Communication:** know to take turns when giving ideas and not to interrupt each other.  
**Reflection:** reflect on when and why I am successful at solving challenges.  
**Rules:** know that using the rules honestly will help to keep myself and others safe.

**Problem solving:** begin to plan and apply strategies to overcome a challenge.  
**Navigational skills:** follow and create a simple diagram/map.  
**Communication:** work co-operatively with a partner and a small group.

Year  
2

**Problem solving:** know that listening to each other's ideas might give us an idea we hadn't thought of.  
**Navigational skills:** understand that the map tells us what to do.  
**Communication:** know to use encouraging words when speaking to a partner or group to help them to trust me.  
**Reflection:** verbalise when I am successful and areas that I could improve.  
**Rules:** know how to follow and apply simple rules.

**Problem solving:** suggest ideas in response to a task.  
**Navigational skills:** follow a path and lead others.  
**Communication:** communicate simple instructions and listen to others.

Year  
1

**Problem solving:** know that working collaboratively with others will help to solve challenges.  
**Navigational skills:** know that deciding which way to go before starting will help me.  
**Communication:** know that using short instructions will help my partner e.g. start/stop.  
**Reflection:** identify when I am successful and make basic observations about how to improve.  
**Rules:** know that rules help us to play fairly.

**Problem solving:** explore activities where I have to make my own decisions.  
**Navigational skills:** explore moving in space and following a path.  
**Communication:** develop confidence in expressing myself.

EYFS

**Problem solving:** make simple decisions in response to a task.  
**Navigational skills:** know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.  
**Communication:** know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.  
**Reflection:** begin to identify when I am successful.  
**Rules:** know that rules help us to stay safe.





## Skills

# Striking and Fielding Progression Ladder (striking and fielding, cricket and rounders)

## Knowledge



**Striking:** strike a bowled ball with increasing accuracy and consistency.  
**Fielding:** use a wider range of fielding skills with increasing control under pressure.  
**Throwing:** consistently demonstrate good technique in throwing skills under pressure.  
**Catching:** consistently demonstrate good technique in catching skills under pressure.



Year  
6

**Striking:** understand that the momentum and power for striking a ball comes from legs as well as arms.  
**Fielding:** know which fielding action to apply for the situation.  
**Throwing and catching:** consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.  
**Tactics:** understand and apply some tactics in the game as a batter, bowler and fielder.  
**Rules:** understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

**Striking:** explore defensive and driving hitting techniques and directional batting.  
**Fielding:** develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.  
**Throwing:** demonstrate good technique when using a variety of throws under pressure.  
**Catching:** explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Year  
5

**Striking:** understand that stance is important to allow me to be balanced as I hit.  
**Fielding:** know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  
**Throwing:** understand where to throw the ball in relation to where a batter is.  
**Catching:** understand when to use a close catch technique or deep catch technique.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of striking and fielding games whilst playing and officiating.

**Striking:** develop batting technique with a range of equipment.  
**Fielding:** develop bowling with some consistency, abiding by the rules of the game.



Year  
4

**Throwing:** use overarm and underarm throwing with increased consistency in game situations.  
**Catching:** begin to catch with one and two hands with some consistency in game situations.

**Striking:** know that using the centre of the bat will provide the most control and accuracy.  
**Fielding:** know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.  
**Throwing:** understand that being balanced before throwing will help to improve the accuracy of the throw.  
**Catching:** know to track the ball as it is thrown to help to improve the consistency of catching.  
**Tactics:** know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.  
**Rules:** know and understand the rules to be able to manage our own game.

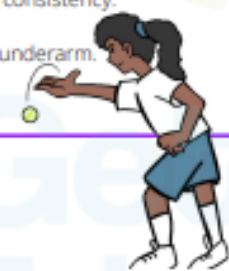
**Striking:** begin to strike a bowled ball after a bounce with different equipment.  
**Fielding:** explore bowling to a target and fielding skills to include a two-handed pick up.  
**Throwing:** use overarm and underarm throwing in game situations.  
**Catching:** catch with some consistency in game situations.



Year  
3

**Striking:** know that striking to space away from fielders will help me to score.  
**Fielding:** know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.  
**Throwing:** know that overarm throwing is used for long distances and underarm throwing for shorter distances.  
**Catching:** know to move my feet to the ball.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.  
**Rules:** know the rules of the game and begin to apply them.

**Striking:** develop striking a ball with their hand and equipment with some consistency.  
**Fielding:** develop tracking a ball and decision making with the ball.  
**Throwing:** develop co-ordination and technique when throwing over and underarm.  
**Catching:** catch with two hands with some co-ordination and technique.



Year  
2

**Striking:** understand the role of a batter. Know that striking quickly will increase the power.  
**Fielding:** understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.  
**Throwing:** know that stepping with opposite foot to throwing arm will help me to balance.  
**Catching:** know to use wide fingers and pull the ball in to my chest to help me to securely catch.  
**Tactics:** understand and apply simple tactics for attack (batting) and defence (fielding).  
**Rules:** know how to score points and follow simple rules.

**Striking:** explore striking a ball with their hand and equipment.  
**Fielding:** develop tracking and retrieving a ball.  
**Throwing:** explore technique when throwing over and underarm.  
**Catching:** develop co-ordination and technique when catching.



Year  
1

**Striking:** understand that the harder I strike, the further the ball will travel.  
**Fielding:** know that throwing the ball back is quicker than running with it.  
**Throwing:** know which type of throw to use to throw over longer distances.  
**Catching:** know to watch the ball as it comes towards me.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.



**Striking:** explore sending a ball to a partner.  
**Fielding:** explore tracking and stopping a rolling ball.  
**Throwing and catching:** explore rolling, throwing and catching using a variety of equipment.



EYFS

**Striking:** know to point my hand at my target when striking a ball.  
**Fielding:** know to scoop a ball with two hands.  
**Throwing and catching:** know to point my hand at my target when throwing. Know to have hands out ready to catch.  
**Tactics:** make simple decisions in response to a task.  
**Rules:** know that rules help us to stay safe.







## Swimming Progression Ladder

### Skills

### Knowledge

**Strokes:** identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.  
**Breathing:** demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.  
**Water safety:** perform a variety of survival techniques.



**Strokes:** demonstrate increased technique in a range of strokes, swimming over a distance of 25m.  
**Breathing:** explore underwater breaststroke breathing technique over a distance of 25m.  
**Water safety:** explore safety techniques to include the H.E.L.P and huddle positions.

**Strokes:** develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  
**Breathing:** demonstrate improved breathing technique in front crawl.  
**Water safety:** are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.

**Strokes:** explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.  
**Breathing:** begin to explore front crawl breathing technique.  
**Water safety:** explore techniques for personal survival to include survival strokes such as sculling and treading water.

**Strokes:** begin to use arms and legs together, more effectively across the water unaided.  
**Breathing:** begin to explore breathing in sync with my kicking action.  
**Water safety:** demonstrate an awareness of water safety and float on my front and on my back.



**Strokes:** can swim over a 10m distance with a buoyancy aid.  
**Breathing:** can submerge confidently in the water.  
**Water safety:** become aware of water safety and explore floating on my front and back.

Year  
6

**Strokes:** understand that making my body streamlined helps me to glide through the water.  
**Breathing:** understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.  
**Water safety:** know which survival technique to use for the situation.  
**Rules:** understand that different environments have different rules to keep us safe around water.

Year  
5

**Strokes:** understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.  
**Breathing:** know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.  
**Water safety:** know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.  
**Rules:** understand rules in and around water.

Year  
4

**Strokes:** understand that keeping my legs together for crawl helps me to stay straight in the water.  
**Breathing:** know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.  
**Water safety:** know what to do if I fall in the water.  
**Rules:** understand the water safety rules.



Year  
3

**Strokes:** know that lifting my hips will help me to stay afloat whilst swimming.  
**Breathing:** know that turning my head to the side to breathe will allow me to swim with good technique.  
**Water safety:** know that treading water enables me to keep upright and in the same space.  
**Rules:** know that the water should be clear of swimmers before entering.

Year  
2

**Strokes:** understand that moving my arms quickly will help me to pass through the water.  
**Breathing:** know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.  
**Water safety:** understand that floating uses less energy than swimming.  
**Rules:** know how to safely enter and exit the pool.

Year  
1

**Strokes:** understand that using cupped hands will help me to swim as the water cannot escape between my fingers.  
**Breathing:** know that I need to take a big breath before submerging.  
**Water safety:** understand that floating can help me to stay safe.  
**Rules:** know that walking on poolside helps to keep me safe.





## Skills

## Target Games Progression Ladder (target games, golf and dodgeball)

**Throwing:** throw with increasing control under pressure.  
**Catching (dodgeball):** catch with increasing control under pressure.  
**Striking:** use a variety of striking techniques with control and under pressure.



Year  
6

**Throwing:** know who to throw at and when to throw in order to get opponents out.  
**Catching (dodgeball):** know that I need to make quick decisions on if to catch or if to dodge the ball.  
**Striking:** know which skill to select for the situation.  
**Tactics:** know how to create and apply a tactic for a specific situation or outcome.  
**Rules:** understand, apply and use rules consistently in a variety of target games whilst playing and officiating.

**Throwing:** demonstrate clear technique and accuracy when throwing at a target.  
**Catching (dodgeball):** demonstrate good technique and consistency in catching skills.  
**Striking:** develop a wider range of striking techniques and begin to use them under pressure.

Year  
5

**Throwing:** know to aim low to make it difficult for an opponent to catch.  
**Catching (dodgeball):** know to stay towards the back of the court area to give me more time to catch.  
**Striking:** know that aligning my body and equipment before striking will help me to be balanced.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of target games whilst playing and officiating.

**Throwing:** throw with increasing accuracy at a target.  
**Catching (dodgeball):** catch with increasing consistency.  
**Striking:** strike a ball with increasing consistency.



Year  
4

**Throwing:** know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.  
**Catching (dodgeball):** know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.  
**Striking:** know that using a smooth action will help to increase accuracy.  
**Tactics:** know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.  
**Rules:** know and understand the rules to be able to manage our own game.

**Throwing:** explore throwing at a moving target.  
**Catching (dodgeball):** begin to catch whilst on the move.  
**Striking:** begin to strike a ball with accuracy and balance.

Year  
3

**Throwing:** know to throw slightly ahead of a moving target.  
**Catching (dodgeball):** know that beginning in a ready position will help me to react to the ball.  
**Striking:** know that using a bigger swing will give me more power.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.  
**Rules:** know the rules of the game and begin to apply them.

**Throwing overarm:** develop co-ordination and technique when throwing overarm towards a target.  
**Throwing underarm:** develop co-ordination and technique when throwing underarm towards a target.  
**Striking:** develop striking a ball with equipment with some consistency.

Year  
2

**Throwing:** know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.  
**Striking:** know to finish with my object/hand/foot pointing at my target.  
**Tactics:** understand and apply simple tactics.  
**Rules:** know how to score points and follow simple rules.

**Throwing overarm:** explore technique when throwing overarm towards a target.  
**Throwing underarm:** explore technique when throwing underarm towards a target.

Year  
1

**Throwing:** know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.

**Throwing:** explore throwing using a variety of equipment.  
**Catching:** explore catching using a variety of equipment.

EYFS

**Throwing:** know to point my hand at my target when throwing.  
**Catching:** know to have hands out ready to catch.  
**Tactics:** make simple decisions in response to a task.  
**Rules:** know that rules help us to stay safe.





## Yoga Progression Ladder

### Skills

**Balance:** link combinations of poses for balance with increased control in transition.  
**Flexibility:** confidently transition from one pose to another showing extension connected to breath.  
**Strength:** explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.  
**Mindfulness:** explore methods to control how I feel with some success.

**Balance:** use my breath to maintain balance within an individual and partner pose.  
**Flexibility:** develop flexibility by connecting movement with breath.  
**Strength:** demonstrate increased control and strength when in and transitioning between poses.  
**Mindfulness:** explore methods I can use to control how I feel.

**Balance:** explore using my breath to maintain balance within a pose.  
**Flexibility:** demonstrate increased extension in poses.  
**Strength:** demonstrate increased control and strength when in a pose.  
**Mindfulness:** engage with mindfulness activities with increased focus.

**Balance:** demonstrate increased control when in poses.  
**Flexibility:** explore poses and movement in relation to my breath.  
**Strength:** explore arm balances with some control.  
**Mindfulness:** develop my ability to stay still and keep my focus.

**Balance:** remember, copy, and repeat sequences of linked poses.  
**Flexibility:** show increased awareness of extension in poses.  
**Strength:** demonstrate increased control in performing poses.  
**Mindfulness:** explore controlling my focus and sense of calm.

**Balance:** perform balances and poses making my body tense, stretched and curled.  
**Flexibility:** explore poses and movements that challenge my flexibility.  
**Strength:** explore strength whilst transitioning from one pose to another.  
**Mindfulness:** recognise my own feelings in response to a task or activity.

**Balance:** explore shapes in stillness using different parts of my body.  
**Flexibility:** explore shapes and actions to stretch my body.  
**Strength:** explore taking weight on different body parts.  
**Mindfulness:** explore my own feelings in response to an activity or task.

Fundamentals Unit 1 & 2    Gymnastics Unit 1 & 2



Year  
6

Year  
5

Year  
4

Year  
3

Year  
2

Year  
1

EYFS

### Knowledge

**Balance:** know where and when to apply force to maintain control and balance.  
**Flexibility:** know which of my muscles require more practice to increase my flexibility.  
**Strength:** understand that I can build up my strength by practicing in my own time.  
**Mindfulness:** identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.

**Balance:** understand that I need to apply force to maintain balance in a partner pose.  
**Flexibility:** understand that I can improve my flexibility when moving with my breath.  
**Strength:** know the muscles I am using by name.  
**Mindfulness:** understand that there are different techniques I can use to control how I feel.

**Balance:** understand that if I move with my breath it will help me to balance.  
**Flexibility:** understand which body parts I am trying to extend in different poses.  
**Strength:** understand that people have different levels of strength.  
**Mindfulness:** understand that mindfulness is a personal journey.



**Balance:** understand that if I use the whole of the body part in contact with the floor, it will help me to balance.  
**Flexibility:** know that if I move as I breathe out I can stretch a little bit further.  
**Strength:** understand that I need to use different muscles for different poses.  
**Mindfulness:** know that I can use my breath to focus.

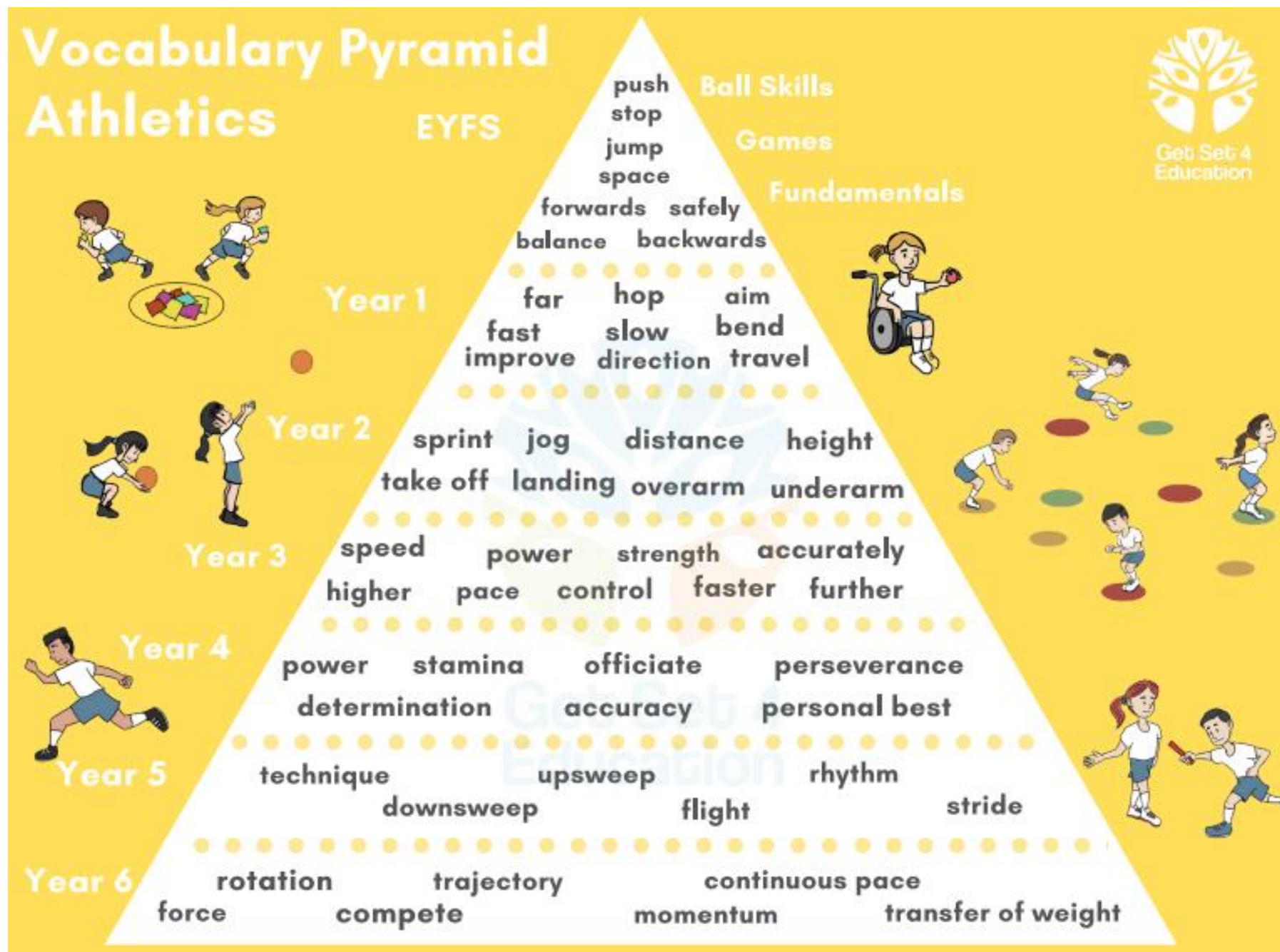
**Balance:** understand that I can squeeze my muscles to help me to balance.  
**Flexibility:** know that flexibility helps us to stretch our muscles and increase the movement in our joints.  
**Strength:** know that strength helps us with everyday tasks such as carrying our school bag.  
**Mindfulness:** understand that I can use yoga to make me feel calm.

**Balance:** know that if I focus on something still it will help me to balance.  
**Flexibility:** know that yoga helps to improve flexibility which we need in everyday tasks.  
**Strength:** know that I can use my strength to move slowly and with control.  
**Mindfulness:** understand that yoga can make me feel happy.

**Balance:** know that it is easier to balance using more parts of my body than fewer parts.  
**Flexibility:** know that I can make my body longer by reaching out with my arms and legs.  
**Strength:** understand that I can hold my weight on different parts of my body.  
**Mindfulness:** understand how movement makes me feel.



VOCABULARY PYRAMIDS are used for each strand to ensure progression. Here is an example...





KNOWLEDGE ORGANISERS provide teachers with robust and progressive subject knowledge in readiness for teaching a unit of work. Here is an example...



## Knowledge Organiser: Athletics Y5



### Links to the PE National Curriculum

- 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.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Key Skills: Physical

- Pacing
- Sprinting technique
- Relay changeovers
- Jumping for height
- Jumping for distance - long jump, triple jump
- Push throw for distance - shot put, javelin
- Pull throw for distance

### Key Skills: S.E.T

- Social: Collaborating with others
- Social: Supporting others
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



### Official Athletic Events

#### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
800m, 1500m  
**Long distance**  
5,000, 10,000  
**Steeplechase**

#### Jumping

**Long jump**  
Jump for distance  
**Triple jump**  
Jump for distance  
**High jump**  
Jump for height  
**Pole vault**  
Jump for height

#### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

### Key Vocabulary:

technique • compete • continuous pace • flight

determination • personal best • momentum • stride

downsweep • upsweep • officiate • rhythm

### Teacher Glossary

**Changeover:** where a baton is passed from one person to another

**Downsweep:** in relay when the performer passes the baton in a downward action

**Upsweep:** when the performer passes the baton in an upward action

**Flight:** the time the performer spends in the air in jumping events

**Hop:** take off on one foot and land on the same foot

**Leap:** take off on one foot and land on the other. Also known as a step in triple jump

**Jump:** take off and land on two feet

**Pull throw:** when the performer pulls the item through the air

**Push throw:** when the performer pushes the item through the air

National Curriculum Coverage for Physical Education is detailed in the '[Get Set 4 Education NC Overview by Year Group](#)' document that can be found on the school server.

A sample is included below...

Year 5	Overview	Key Skills	
Athletics Year 5	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.  In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.	Physical	Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance
		Social	Collaborating with others, supporting others
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Badminton Year 5	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Physical	Ready position, grip, forehand, backhand, serve, footwork
		Social	Communication, respect, supporting and encouraging others
		Emotional	Confidence, perseverance, honesty
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development
Basketball Year 5	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	Physical	Throwing and catching, dribbling, intercepting, shooting
		Social	Communication, collaboration
		Emotional	Perseverance, honesty and fair play
		Thinking	Planning strategies and using tactics, observing and providing feedback
Cricket Year 5	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting
		Social	Collaboration and communication, respect
		Emotional	Honesty
		Thinking	Observing and providing feedback, selecting and applying strategies

## SEND Provision in PE Possible Adaptations

### Cognition and Learning Needs

- Link new learning to prior knowledge: Build on pupils' existing knowledge from previous lessons, years, or experiences in other sports. Encourage application of skills across different contexts.
- Adapt learning to the appropriate level: Ensure content is age-appropriate and differentiated to challenge pupils, including opportunities to differentiate up as needed.
- Break learning into small steps: Provide clear, step-by-step instructions and multiple demonstrations for new skills. Use short, simple instructions, repeating and rephrasing as necessary.
- Visual demonstrations and modelling: Regularly model techniques or skills, offering examples that pupils can mimic or build upon.
- Provide peer and adult support: Utilize peer support or focused assistance from teaching assistants (TAs) or class teachers (CTs) to reinforce learning. Offer 1:1 support without disrupting the whole class when needed.
- Assign roles in group activities: Encourage pupils to take on specific roles (e.g., attacker, defender) in group situations to enhance engagement and skill development.
- Shared learning objectives and target setting: Pupils should set their own targets (e.g., shooting distance, number of catches), with clear learning objectives guiding them.
- Adapted questioning and checking understanding: Use questioning to assess understanding, asking pupils to explain tasks or demonstrate skills. Give them time to think before answering.
- Regular adult check-ins: Teachers and TAs should check in regularly, especially during pair or group work, to provide feedback and ensure progress.
- Use appropriate equipment: Ensure equipment is suited to the child's needs to facilitate their learning and engagement.
- Altered pace and patience: Adjust the pace of instruction, allowing pupils time to think and process information before responding.

### Communication and Interaction Needs

- Explicitly teach listening skills: Explain and model what good listening looks like in PE (e.g., eyes on the teacher, standing or sitting on the white line).
- Use pupils' names before giving instructions: Call pupils by name to focus their attention before asking questions or giving instructions.
- Give clear, concise instructions: Provide instructions before activities and, when appropriate, during the activity. Keep instructions short and simple, checking for understanding by having pupils repeat them. Repeat and rephrase instructions as needed.
- Adapt language for accessibility: Use non-demanding, positive, and clear instructions. Avoid figurative or metaphorical language, opting for key words, signs, symbols, and simple language, especially for learners with receptive language or processing challenges.
- Support vocabulary with gestures: Reinforce key terms and concepts with gestures while modelling tasks to support comprehension.
- Working partnerships to encourage participation: Pair pupils with those they feel confident with to enhance their engagement and participation.
- Support during transitions and changes: Clearly explain expectations and model how to transition smoothly between activities (e.g., "We are walking quietly to the hall."). Offer extra support during transitions, especially when changing stations.
- Use learners' preferred communication methods: Ensure lessons are accessible by using preferred communication methods, whether verbal, Makaton, symbols, or a combination of them all.

- Environmental adaptations: Make necessary adjustments to the physical environment to support pupils' participation.
- Use clear and precise terminology: Use straightforward names for strategies, rules, and techniques (e.g., from Get Set for PE) to help learners acquire necessary skills for participation.

### **SEMH Needs**

- Adapt instructions to be short and simple: Provide clear, concise instructions, checking understanding and allowing additional processing time when needed.
- Use timers for structure: Incorporate timers (interactive whiteboard in the hall or stopwatches/sand timers outdoors) to manage tasks and transitions, keeping activities on track and timed appropriately.
- Provide additional demonstrations and modelling: Reinforce new skills with extra demonstrations as needed to support understanding.
- Use private signals for behaviour management: Implement discreet signals to redirect off-task or inappropriate behaviour. Involve pupils in activities such as setting up lessons or working with a peer to make them feel more comfortable and focused.
- Plan for success and highlight strengths: Adapt tasks so that each child has opportunities to succeed. Allow them to showcase their strengths with differentiated tasks, such as using larger equipment or shorter distances, and celebrate their achievements with the group.
- Offer alternate roles: Give pupils alternate roles during lessons to maintain focus, such as helping peers or assisting with setup.
- Make tasks shorter with frequent breaks: Structure lessons with shorter, manageable tasks and provide regular breaks to keep pupils engaged.
- Increase positive reinforcement: Use targeted praise and specific feedback (e.g., "Great communication with your teammates," "Well done for holding the hockey stick correctly") to encourage positive behaviour and skill development.
- Set clear expectations and display rules: Clearly communicate expectations at the start of the lesson, adapting to the child's level, and display rules for reference. Adapt sanctions by modelling correct behaviour if needed.
- Prepare resources in advance: Have all equipment ready to minimize distractions and task avoidance. Keep resources out of sight until needed to ensure smooth transitions.
- Shared target setting: Involve pupils in setting lesson targets, for example, "By the end of the lesson, I want to see everyone doing...."
- Use positive, non-demanding language: Give instructions that are positive, offer choices, and use humour to reduce anxiety and de-escalate situations when necessary.
- Communicate achievements: Regularly share and celebrate pupils' accomplishments to build confidence and motivation throughout the lesson.

### **Physical and Sensory Needs**

- Position the pupil for optimal visibility and hearing: Sit the pupil at the front of the hall or playground, where they can see and hear the teacher clearly. Ensure the teacher is facing them for better lip reading.
- Adjust for lip reading: Consider factors like lighting and teacher movement. Ensure the teacher is well-lit and not positioned in a way that forces pupils to look into a light source. Avoid standing with light behind you.
- Repeat what others say: Especially when outside or in noisy environments, repeat what others say to ensure the pupil can hear and follow.
- Minimize background noise: Reduce distractions and noise to help pupils focus on instructions.
- Provide shorter instructions with processing time: Keep instructions concise, allowing extra time for processing. Check understanding by repeating and rephrasing as needed.
- Use the pupil's name before giving instructions: Gain attention by calling the pupil's name before speaking and indicate who is talking in class before they speak.
- Adapt seating as needed: Adjust seating arrangements to avoid direct light sources and meet the pupil's needs for better visibility and comfort.
- Make equipment adaptations: Modify the size, weight, and grip of PE equipment to accommodate physical needs, improving accessibility for all learners.
- Check understanding regularly: Frequently check in with pupils to ensure they understand the task or instructions given.



