

P.E Curriculum Progression

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery 2's	Moving in different ways. Dancing to music Yoga	Animal Dance Clap and stamp to music Kicking a ball Yoga We're going on a bear hunt Going on a safari adventure	Kicking, throwing and catching a ball Yoga	clap and stamp to music Throwing, kicking and catching a ball Yoga	Move like an animal. Yoga	Throwing, catching and kicking a ball Clap and stamp to music Moving in different ways Yoga
Nursery 3's	GM – going up and down the stairs, Moving in different ways e.g. crawl, walk run	GM – continue to develop their movement, skip and hop , Introduce ball skills, Join in with patterns of movement, Use large equipment to build, climb up/down, walk/run across	GM – continue to develop their movement including balancing, skip and hop , develop ball skills, Join in and remember patterns of movement, Use large equipment to build, climb up/down using alternate feet, walk/run across, Begin to take part in activities which they make up themselves or in teams. Decide how to move across a physical apparatus	GM – continue to develop their movement including balancing, skip and hop , develop ball skills, Join in and remember patterns of movement, Use large equipment to build, climb up/down using alternate feet, walk/run across, Begin to take part in activities which they make up themselves or in teams. Decide how to move across a physical apparatus	GM – Continue to develop their movement including riding / balancing / ball skills Skip / hop and stand on one leg Developed physical skills – walk or run across a plank Use large equipment safely with the help of others	GM – Continue to develop their movement including riding / balancing / ball skills Skip / hop and stand on one leg Developed physical skills – walk or run across a plank Use large equipment safely with the help of others
Reception	PE basic introductory skills Revise and refine the fundamental movement skills they have already acquired including rolling, crawling, walking, jumping running, hopping, skipping and climbing Develop their bodies by engaging in physical activity (where they are out of breath) in PE and CP Further develop and refine a range of ball skills including throwing, catching, kicking,	PE Gymnastics Revise and refine the fundamental movement skills they have already acquired including rolling, crawling, walking, jumping running, hopping, skipping and climbing Ensure there are opportunities to revise and refine movement skills both in and out of PE where children can progress towards a more fluent style of moving and developing control and strength	PE- Dance I moves space Ensure there are opportunities to revise and refine movement skills both in and out of PE where children can progress towards a more fluent style of moving and developing control and strength, co-ordination, balance and agility (include purchase of balance bikes). Model and encourage the use of precise vocabulary to describe movement and direction	PE- Skills Ensure there are opportunities to revise and refine movement skills both in and out of PE where children can progress towards a more fluent style of moving and developing control and strength, co-ordination, balance and agility (include purchase of balance bikes). Model and encourage the use of precise vocabulary to describe movement and direction	PE- Gymnastics Ensure there are opportunities to revise and refine movement skills both in and out of PE where children can progress towards a more fluent style of moving and developing control and strength, co-ordination, balance and agility (include use of bikes). Model and encourage the use of precise vocabulary to describe movement and direction Combine different	PE- Dance I moves mini beasts Ensure there are opportunities to revise and refine movement skills both in and out of PE where children can progress towards a more fluent style of moving and developing control and strength, co-ordination, balance and agility (include use of bikes). Model and encourage the use of precise vocabulary to describe movement and direction

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	passing, batting and aiming	<p>Develop core strength</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of apparatus</p>	<p>Combine different movements with ease and fluency (obstacle course, games that involve changing speed and direction, show precision and accuracy when beginning and ending movements)</p> <p>Increase the range of small and large equipment (focus on strength, balance, co-ordination and agility)</p> <p>Develop accuracy in ball skills</p>	<p>Combine different movements with ease and fluency (obstacle course, games that involve changing speed and direction, show precision and accuracy when beginning and ending movements)</p> <p>Increase the range of small and large equipment (focus on strength, balance, co-ordination and agility)</p> <p>Develop accuracy in ball skills</p>	<p>movements with ease and fluency (obstacle course, games that involve changing speed and direction, show precision and accuracy when beginning and ending movements)</p> <p>Increase the range of small and large equipment (focus on strength, balance, co-ordination and agility) alone or in a group</p> <p>Develop confidence, competence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming</p>	<p>Develop small motor skills work – fine motor area, pencil control, scissor skills</p> <p>Combine different movements with ease and fluency (obstacle course, games that involve changing speed and direction, show precision and accuracy when beginning and ending movements)</p> <p>Increase the range of small and large equipment (focus on strength, balance, co-ordination and agility) alone or in a group</p> <p>Develop confidence, competence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming</p>
Year 1	<p>Real P.E Unit 1 with Throwing and Catching games</p> <p>Gymnastics</p>	<p>Real P.E Unit 2 with Throwing and Catching games</p> <p>Dance - Traditional – Flamenco</p>	<p>Real P.E Unit 3 with Football</p> <p>Gymnastics</p>	<p>Real P.E Unit 4 with Football</p> <p>Dance – Topic - SportsJam</p>	<p>Real P.E Unit 5</p> <p>Athletics</p>	<p>Real P.E Unit 6</p> <p>Tag Rugby</p>
Year 2	<p>Real P.E Unit 1 with Throwing and Catching games</p> <p>Gymnastics</p>	<p>Real P.E Unit 2 with Throwing and Catching games</p> <p>Dance - Traditional –Samba</p>	<p>Real P.E Unit 3 with Football</p> <p>Gymnastics</p>	<p>Real P.E Unit 4 with Football</p> <p>Dance – Topic – Cheerleading</p>	<p>Real P.E Unit 5</p> <p>Athletics</p>	<p>Real P.E Unit 6</p> <p>Tag Rugby</p>
Year 3	<p>Real P.E Unit 1 with Benchball</p> <p>Gymnastics</p>	<p>Real P.E Unit 2 with Benchball</p> <p>Dance - Topic - Stonehenge</p>	<p>Real P.E Unit 3 with Hockey</p> <p>Gymnastics</p>	<p>Real P.E Unit 4 with Hockey</p> <p>Dance - Traditional – Charleston</p>	<p>Real P.E Unit 5</p> <p>Athletics</p>	<p>Real P.E Unit 6</p> <p>Rounders</p>

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Year 4	Real P.E Unit 1 with Benchball Gymnastics	Real P.E Unit 2 with Benchball Dance - Topic - Egyptians	Real P.E Unit 3 with Hockey Gymnastics	Real P.E Unit 4 with Hockey Dance - Traditional – Broadway	Real P.E Unit 5 Athletics	Real P.E Unit 6 Rounders
Year 5	Real P.E Unit 1 with Tennis Gymnastics	Real P.E Unit 2 with Tennis Dance - Topic – Greeks	Real P.E Unit 3 with Netball Gymnastics	Real P.E Unit 4 with Netball Dance - Modern - Hip Hop - Popping	Real P.E Unit 5 Athletics	Real P.E Unit 6 Cricket
Year 6	Real P.E Unit 1 with Tennis Gymnastics	Real P.E Unit 2 with Tennis Dance - Modern - Hip Hop - Locking	Real P.E Unit 3 with Netball Gymnastics	Real P.E Unit 4 with Netball Dance - Topic - WW2	Real P.E Unit 5 Athletics	Real P.E Unit 6 Cricket

EYFS

EYFS Statutory Educational Programme

Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

End Points

Physical Development

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

		KS1	
	<i>Curriculum</i>	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	
		Year 1	Year 2
	<i>Units</i>	Real P.E units 1-6 Throwing and Catching games Football	Real P.E units 1-6 Throwing and Catching games Football

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		Gymnastics Dance - Traditional – Flamenco Dance – Topic - SportsJam Athletics Tag Rugby	Gymnastics Dance - Traditional – Samba Dance – Topic – Cheerleading Athletics Tag Rugby
Health and Fitness		<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Carry and place equipment safely. Explain how children can stay healthy.
Gymnastics	Acquiring and Developing Skills in Gymnastics (General)	<ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. 	<ul style="list-style-type: none"> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.
	Rocks and Rolls	Types of rolls <ul style="list-style-type: none"> Pencil, side, egg, teddy bear Types of rocks <ul style="list-style-type: none"> Rock in shape (tuck, pike and straddle) Rock in tuck (to touch, to stand) Children will perform these: <ul style="list-style-type: none"> With a partner Using apparatus (balls and beanbags) 	Types of rolls <ul style="list-style-type: none"> Pencil, side, teddy bear, forward Types of rock <ul style="list-style-type: none"> Rocking in a shape (tuck, pike and straddle) Rock in tuck (to touch, to stand) Children will perform these: <ul style="list-style-type: none"> With a partner On apparatus
	Jumps	Types of jumps <ul style="list-style-type: none"> Straight, star, tuck, rebound, half-turn Children will perform these: <ul style="list-style-type: none"> Onto a target Off apparatus 	Types of jumps <ul style="list-style-type: none"> Straight, star, tuck, rebound, half-turn, full-turn Children will perform these: <ul style="list-style-type: none"> Onto a target Off apparatus

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		<ul style="list-style-type: none"> • Side to side • Over an object • Along apparatus 	<ul style="list-style-type: none"> • Side to side • Over an object • Along apparatus
	Travelling	<p>Types of travel</p> <ul style="list-style-type: none"> • Walking, hopping, skipping, running, tiptoe, jumping, bunny hops, <p>Children will perform these:</p> <ul style="list-style-type: none"> • Along a line then progress to a bench with support • Using hand apparatus (balls and beanbags) • Changing speed and level 	<p>Types of travel</p> <ul style="list-style-type: none"> • Walking, hopping, skipping, running, tiptoe, jumping, bunny hops, chasse, crab walk, side steps <p>Children will perform these:</p> <ul style="list-style-type: none"> • Along apparatus • Balancing/manoeuvring hand apparatus • Changing speed and level
	Shapes and balances	<p>Types of shapes</p> <ul style="list-style-type: none"> • Straight, tuck, star, straddle, pike <p>Types of balances</p> <ul style="list-style-type: none"> • Shapes as balances • 4, 3, 2, 1 body parts <p>Children will perform these:</p> <ul style="list-style-type: none"> • On the floor • On apparatus with support 	<p>Types of shapes</p> <ul style="list-style-type: none"> • Straight, tuck, star, straddle, pike, dish and arch <p>Types of balances</p> <ul style="list-style-type: none"> • Standing balances, kneeling balances, body balances • Front support, back support, side support • Dish and arch hold <p>Children will perform these:</p> <ul style="list-style-type: none"> • On the floor • On apparatus
	Perform	<ul style="list-style-type: none"> • Create a sequence using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control.
	Evaluate	<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. 	<ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.
Dance	Dance Skills	<ul style="list-style-type: none"> • Copy and repeat actions. • Develop movements that travel and change the speed and direction of their actions. • Use simple choreographic devices such as unison. • Begin to clap in time to a regular beat. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions with improved timing. • Develop movements such as travelling, jumping and turning. • Begin to explore movement on different levels. • Use simple choreographic devices such as unison and mirroring. • To clap in time to a regular beat with increasing confidence.

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	Creating/Sequencing	<ul style="list-style-type: none"> To link 2 or more movements together to begin a sequence. Use their imagination to create actions inspired by a theme. 	<ul style="list-style-type: none"> Create a short sequence by linking 3 movements. Work with a partner to mirror actions in the sequence.
	Perform	<ul style="list-style-type: none"> Perform as a whole class using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control 	<ul style="list-style-type: none"> Remember the movement order and perform with coordination in small groups. Perform learnt skills with increasing control.
	Evaluate	<ul style="list-style-type: none"> Watch and describe performances. Begin to say how they could improve. 	<ul style="list-style-type: none"> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
Real P.E	Applying physical skills	<ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. 	<ul style="list-style-type: none"> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
	Personal	<ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself. 	<ul style="list-style-type: none"> I try several times if at first I don't succeed and I ask for help when appropriate.
	Social	<ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can help, praise and encourage others in their learning.
	Cognitive	<ul style="list-style-type: none"> I can understand and follow simple rules. I can name some things I am good at. 	<ul style="list-style-type: none"> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.
	Creative	<ul style="list-style-type: none"> I can explore and describe different movements. 	<ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Athletics	Agility	<ul style="list-style-type: none"> I can step through a hoop, two feet or one foot at a time. I can leap for three steps. I can swing my arms to help me run faster. 	<ul style="list-style-type: none"> I can skip with coordination through a hoop. I can complete a sequence of three big leaps with developing coordination. I can swing my arms fast, keep my head still and keep by body upright when running.
	Jumping	<ul style="list-style-type: none"> I can Jump from two feet to two feet, forwards and backwards and side to side. I can Jump from two feet to two feet increasing my distance I can bend my knees and use my arms to take off when 	<ul style="list-style-type: none"> I can jump two feet to two feet with increased speed and balance by keeping my head upright and arms out. I can jump two feet to two feet over a cone and to reach a target.

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		jumping at different heights.	<ul style="list-style-type: none"> I can lean forward, swing my arms and bend my knees to gain a good distance when jumping
	Throwing	<ul style="list-style-type: none"> I can throw using a sitting chest push towards a target/partner and move further away in distance. 	<ul style="list-style-type: none"> I can throw using a sitting chest push towards a target/partner and move further away in distance with increasing control and accuracy.
	Competing	<ul style="list-style-type: none"> I can co-operate and work as part of a team, by encouraging my teammates. I can keep track of my previous score and work towards doing better next time. 	<ul style="list-style-type: none"> I can take on a leadership role to improve my team's performance. I can compare my performance to previous attempts.
Vocabulary			
<i>End Points</i>		<p>By the end of Y1 pupils should be able to:</p> <ul style="list-style-type: none"> Describe how the body feels before, during and after exercise In Gymnastics, create and perform a sequence including a roll, balance, a travel movement and a jump with some control and coordination. In Dance, copy and perform a simple sequence that incorporates travel, speed and direction. In Real P.E, perform a single skill with some control and link movements together. I can name some things I am good at and work sensibly with others, taking turns and sharing. 	<p>By the end of Y2 pupils should be able to:</p> <ul style="list-style-type: none"> Explain how to stay healthy and recognise and describe how the body feels during and after different physical activities. In Gymnastics, create and perform sequences, incorporating new movements, including a roll, balance, a travel movement and a jump with increasing control and coordination. In Dance, create, remember and perform a short sequence developing travelling and turning movements. In Real P.E, perform a range of skills with some control and consistency and perform a sequence of movements with changes in level, direction or speed. Begin to compare my movements and skills with those of others and help, praise and encourage others in their learning.

	KS2
<i>Curriculum</i>	<p>Pupils should be taught to</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>

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		Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
		Year 3	Year 4
<i>Units</i>		Real P.E units 1-6 Bench ball Hockey Gymnastics Dance - Traditional – Charleston Dance – Topic – Stonehenge Athletics Rounders	Real P.E units 1-6 Bench ball Hockey Gymnastics Dance - Traditional – Broadway Dance – Topic – Egyptians Athletics Rounders
Health and Fitness		<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> Describe how heart rate and temperature change before, during and after exercise and how this affects performance. Explain why it is important to warm up and cool down, providing different benefits. Explain why exercise is good for your health.
Gymnastics	Acquiring and Developing Skills in Gymnastics (General)	<ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. 	<ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout

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			performances.
	Rolls	<p>Types of rolls</p> <ul style="list-style-type: none"> • Pencil, egg, teddy bear, forward, backward <p>Children will perform these:</p> <ul style="list-style-type: none"> • On the floor • Down an incline with support • In to jump (forward roll) • On apparatus 	<p>Types of rolls</p> <ul style="list-style-type: none"> • Teddy bear, forward, backward <p>Children will perform these:</p> <ul style="list-style-type: none"> • On the floor • Down an incline independently • In to jump (backward roll) • On apparatus • Using apparatus (balls and beanbags)
	Jumps	<p>Types of jumps</p> <ul style="list-style-type: none"> • Straight, star, tuck, half-turn, full-turn, rebound <p>Children will perform these:</p> <ul style="list-style-type: none"> • On, along and off a bench/apparatus • On a springboard • On and off a box top • Shapes in the air • While catching apparatus (beanbag) 	<p>Types of jumps</p> <ul style="list-style-type: none"> • Straight, star, tuck, half-turn, full-turn, rebound, straddle <p>Children will perform these:</p> <ul style="list-style-type: none"> • On, along and off a bench/apparatus • On a springboard • On and off a box top • Shapes in the air • On a target • Over an object • Side to side • In cannon
	Travelling	<p>Types of travel</p> <ul style="list-style-type: none"> • Tiptoes, jumping, bunny hops (on one leg), hopping, skipping <p>Children will perform these:</p> <ul style="list-style-type: none"> • Forwards, sideways, backwards on the floor or bench • At different levels • Over apparatus • With hand apparatus 	<p>Types of travel</p> <ul style="list-style-type: none"> • Tiptoes, hopping, jumping, bunny hops (on one leg), exploring different body parts <p>Children will perform these:</p> <ul style="list-style-type: none"> • Forwards, sideways, backwards on the floor or bench • At different levels • Changing speed and direction • On, along and over apparatus • With hand apparatus • With a partner
	Shapes and balances	<p>Types of shapes</p> <ul style="list-style-type: none"> • Straight, star, tuck, pike, straddle, dish and arch <p>Types of balances</p> <ul style="list-style-type: none"> • Front and back support in needle stand • Tuck and pike v-sit 	<p>Types of shapes</p> <ul style="list-style-type: none"> • Straight, star, tuck, pike, straddle, dish and arch <p>Types of balances</p> <ul style="list-style-type: none"> • Front and back support with one foot off • Tuck and pike v-sit

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		<ul style="list-style-type: none"> Bunny hop handstand Dish and arch 1 point balances <p>Children will perform these:</p> <ul style="list-style-type: none"> On the floor On apparatus At different heights (front/back support feet raised) Front to back support 	<ul style="list-style-type: none"> Bunny hop handstand Tucked head stands Dish and arch Side support <p>Children will perform these:</p> <ul style="list-style-type: none"> On the floor On apparatus At different heights (front/back support feet raised) Front to back support With hand apparatus (balls and beanbags)
	Perform	<ul style="list-style-type: none"> Develop the quality of the actions in their performances. Create and perform learnt skills and techniques with control and confidence. 	<ul style="list-style-type: none"> Create and perform sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
	Evaluate	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Dance	Dance Skills	<ul style="list-style-type: none"> Copy and repeat some movement skills to include: travelling, turning, jumping balancing, and moving on different levels. To perform using choreographic devices using some awareness of rhythm and expression. Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. 	<ul style="list-style-type: none"> Copy and repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels. Begin to use choreographic devices to explore formations where different group members perform different actions at different times such as canon. Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.
	Creating/Sequencing	<ul style="list-style-type: none"> Combine movements with some complexity and confidence to create a larger sequence. Work co-operatively in a group or with a partner to begin to adapt movements in their sequence. 	<ul style="list-style-type: none"> Combine movements with more complexity, confidence and precision to create a larger sequence. Work co-operatively with a group to create sequences with good synchronicity in formations.
	Perform	<ul style="list-style-type: none"> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Move in time to the music confidently. 	<ul style="list-style-type: none"> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Move in time to the music demonstrating an awareness of rhythm and phrasing.

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	Evaluate	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements, using simple dance vocabulary. • Modify their use of skills or techniques as a result of self-evaluation to achieve a better result.
Real PE	Applying physical skills	<ul style="list-style-type: none"> • I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency. 	<ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.
	Personal	<ul style="list-style-type: none"> • I know where I am with my learning and I have begun to challenge myself. 	<ul style="list-style-type: none"> • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.
	Social	<ul style="list-style-type: none"> • I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas. 	<ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.
	Cognitive	<ul style="list-style-type: none"> • I can understand the simple tactics of attacking and defending. • I can explain what I am doing well and I have begun to identify areas for improvement. 	<ul style="list-style-type: none"> • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. • I can use my awareness of space and others to make good decisions.
	Creative	<ul style="list-style-type: none"> • I can make up my own rules and versions of activities. • I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. 	<ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas • I can change tactics, rules or tasks to make activities more fun or challenging.
Athletics	Agility	<ul style="list-style-type: none"> • I can skip landing on two feet with some control. • I can co-ordinate five continuous strides. • I can run whilst keeping hold of a relay baton. 	<ul style="list-style-type: none"> • I can skip using one foot with rhythm and coordination. • I can co-ordinate five continuous strides using my arms to increase distance. • I can develop a relay change over technique.
	Jumping	<ul style="list-style-type: none"> • I can jump landing on two feet when completing long jump. • I can push through my legs when jumping to increase power. 	<ul style="list-style-type: none"> • I can continuously jump over an obstacle for 30 seconds without stopping, keeping their body upright to help with balance. • I can drive forwards or upwards using my arms and legs to generate power.

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	Throwing	<ul style="list-style-type: none"> I can throw using a standing chest push with control, while using the correct stance. 	<ul style="list-style-type: none"> I can chest push with height and distance, while using the correct stance. Bending knees and extending arms.
	Competing	<ul style="list-style-type: none"> I can compete with confidence and record my results. I can compare and improve my performance to get a personal best. 	<ul style="list-style-type: none"> I can compete with determination, confidence and record my results. I can compare and improve my performance and recognise my own success.
Vocabulary			
<i>End points</i>	<p>By the end of Y3 pupils should be able to:</p> <ul style="list-style-type: none"> Explain why exercise, warm ups and cool downs are important for your health. In Gymnastics, develop a sequence, using four of their eight learnt movements, demonstrating control and confidence. In Dance, Create, remember and perform a larger sequence incorporating balancing and movements on different levels. In Dance, perform with some awareness of rhythm and expression using their knowledge of a regular beat. In Real P.E, perform and repeat longer sequences with clear shapes and controlled movement and select and apply a range of skills with good control and consistency. Explain what I am doing well and begin to identify areas for improvement and show patience and support others, listening to them about their work. 		<p>By the end of Y4 pupils should be able to:</p> <ul style="list-style-type: none"> Describe how heart rate and temperature change before, during and after exercise and how this affects performance. Using vocabulary accurately to explain why exercise, warm ups and cool down are important for your health. In Gymnastics, develop a complex sequence, demonstrating control and accuracy as they perform with fluency and expression. In Dance, create, remember and perform a sequence with fluency and expression that begins to use choreographic devices to explore formations where different group members perform different actions at different times. In Dance, perform with increasing awareness of rhythm and phrasing applying their knowledge of a regular, slow and quick beat. In Real P.E, perform a variety of movements and skills with good body tension and link actions together so that they flow (in running, jumping and throwing activities). Cooperate well with others and understand ways to judge performance to give helpful feedback.

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		KS2	
		Exploring and Developing Ideas	Evaluating and developing work
<i>Curriculum</i>		<p>Pupils should be taught to</p> <p>Pupils should be taught to</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
<i>Units</i>		Real P.E units 1-6 (Tennis Netball) Gymnastics Dance - Traditional – Hip Hop -Popping Dance – Topic – The Greeks Athletics Cricket	Real P.E units 1-6 (Tennis, Netball) Gymnastics Dance - Traditional – Modern - Hip Hop - Locking Dance – Topic – WW2 Athletics Cricket
Health and Fitness		<ul style="list-style-type: none"> Effectively describe how the body reacts at different times and how this affects performance. Carry out warm-ups and cool-downs safely and effectively. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Carry out warm-ups and cool-downs safely and effectively whilst explaining the benefits to the body. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Gymnastics	Acquiring and Developing Skills in Gymnastics (General)	<ul style="list-style-type: none"> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout

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		<ul style="list-style-type: none"> Combine equipment with movement to create sequences. 	performances.
	Rolls	<p>Types of rolls</p> <ul style="list-style-type: none"> Forward, backwards, shoulder stand <p>Children will perform these:</p> <ul style="list-style-type: none"> Down an incline In to jump From standing In to sitting and standing shapes Along apparatus 	<p>Types of rolls</p> <ul style="list-style-type: none"> Sideways, teddy bear, forward rolls, backwards rolls, straddle roll <p>Children will perform these:</p> <ul style="list-style-type: none"> In to jumps From standing In to standing shapes (straddle and star) Along Apparatus
	Jumps	<p>Types of jumps</p> <ul style="list-style-type: none"> Half-turn, full-turn, rebound, bunny hop <p>Children will perform these:</p> <ul style="list-style-type: none"> On and off apparatus On a springboard Shape in the air Running and jumping off a springboard 	<p>Types of jumps</p> <ul style="list-style-type: none"> Straight, star, tuck, half turn, full turn, rebound, bunny hop <p>Children will perform these:</p> <ul style="list-style-type: none"> On to and off a low vault On a springboard Shape in the air Running and jumping off a springboard
	Travelling	<p>Types of travel</p> <ul style="list-style-type: none"> Bunny hop (one foot), cartwheel <p>Children will perform these:</p> <ul style="list-style-type: none"> On a line then bench Over a bench On the floor with support (cartwheel) Using hand apparatus 	<p>Types of travel</p> <ul style="list-style-type: none"> Cartwheel, hopscotch <p>Children will perform these:</p> <ul style="list-style-type: none"> Over a bench On the floor
	Shapes and balances	<p>Types of shapes</p> <ul style="list-style-type: none"> Straight, tuck, star, straddle, pike, dish and arch <p>Types of balances</p> <ul style="list-style-type: none"> Tuck and pike v-sit Front support (one foot off) Front, back and side support Tucked headstands moving into straight headstands Handstand against a wall Dish and arch holds 	<p>Types of shapes</p> <ul style="list-style-type: none"> Straight, tuck, star, straddle, pike, <p>Types of balances</p> <ul style="list-style-type: none"> 3, 2 and 1 body parts Tucked head stand Straight head stand Handstand against a wall and floor with support Front support (one foot off) Back support V-sit

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		<p>Children will perform these:</p> <ul style="list-style-type: none"> • On different levels (front support feet raised) • With a partner • On apparatus 	<p>Children will perform these:</p> <ul style="list-style-type: none"> • On different levels (front support feet raised) • On apparatus • On the floor
	Compete/Perform	<ul style="list-style-type: none"> • Create and perform longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Evaluate	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Dance	Dance Skills	<ul style="list-style-type: none"> • Begin to Identify and repeat the movement patterns and actions of a chosen dance style. • Create and develop new movements to include: travelling, turning, jumping, balance and levels. • Use more complex choreographic devices to explore formations where different group members perform different actions at different times such as canon with increased accuracy. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. • Begin to combine skills to develop flexibility, strength, technique, control and balance. • Develop an awareness of their use of space. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Create and develop new movements to include: travelling, turning, jumping, balance, and levels within a specific style including dance styles from different times, places and cultures. • Use more complex choreographic devices to explore formations where different group members perform different actions at different times such as canon with accuracy and confidence. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently. • Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. • Move in time to the music demonstrating confidence with more complex rhythm and phrasing. • Use dramatic expression in dance movements and motifs.
	Creating/Sequencing	<ul style="list-style-type: none"> • Combine movements beginning to consider the transitions to link motifs smoothly together. • Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. • Begin to compose individual, partner and group dances. 	<ul style="list-style-type: none"> • Combine flexibility, techniques and movements to create a fluent sequence. • Link actions to create a complex sequence using a full range of movements. • Work co-operatively with a group to achieve good synchronicity throughout the whole performance.

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			<ul style="list-style-type: none"> • Compose individual, partner and group dances that reflect the chosen dance style.
	Perform	<ul style="list-style-type: none"> • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. • Move in time to the music demonstrating confidence with rhythm and phrasing. 	<ul style="list-style-type: none"> • Perform with confidence, using a range of movement patterns. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Dance with fluency and control ensuring all transitions flow. • Move rhythmically and accurately in dance sequences
	Evaluate	<ul style="list-style-type: none"> • Choose and use criteria to evaluate own and others' performances using more complex dance vocabulary. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. • Modify their use of skills or techniques as a result of self and peer evaluation. 	<ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements using complex dance vocabulary. • Modify some elements of a sequence as a result of self and peer evaluation.
Real PE	Applying physical skills	<ul style="list-style-type: none"> • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. 	<ul style="list-style-type: none"> • I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
	Personal	<ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 	<ul style="list-style-type: none"> • I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
	Social	<ul style="list-style-type: none"> • I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 	<ul style="list-style-type: none"> • I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.
	Cognitive	<ul style="list-style-type: none"> • I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. 	<ul style="list-style-type: none"> • I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.
	Creative	<ul style="list-style-type: none"> • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. 	<ul style="list-style-type: none"> • I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Athletics	Agility	<ul style="list-style-type: none"> • I can hop on one leg with rhythm when skipping. • I can coordinate five strides, bounding to create a longer stride. • I can begin to run on the balls of my feet. • I can pass a relay baton with control and timing in a pairs change over. 	<ul style="list-style-type: none"> • I can hop on one leg with speed when skipping. • I can coordinate five strides, improving starting position to ensure a better first stride. • I can run with confidence and speed on the balls of my feet to generate more power. • I can pass a relay baton smoothly in timed competitive situations.
	Jumping	<ul style="list-style-type: none"> • I can begin to perform a triple jump. 	<ul style="list-style-type: none"> • I can perform a triple jump with control.

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		<ul style="list-style-type: none"> I can land softly by keeping my core engaged. 	<ul style="list-style-type: none"> I can perform all types of jumps consistently using all techniques to improve performance.
	Throwing	<ul style="list-style-type: none"> I can perform a javelin throw rotating hips to achieve a good distance. 	<ul style="list-style-type: none"> I can perform a javelin throw with accuracy and power by bending my knees through to feet.
	Competing	<ul style="list-style-type: none"> I can complete each test successfully and measure and record scores. I can compete with determination, confidence and encourage others to improve their performance. 	<ul style="list-style-type: none"> I can complete each test with confidence and measure and record scores accurately. I can practise and improve my performance independently to get a personal best.
Vocabulary			
End Points	<p>By the end of Y5 pupils should be able to:</p> <ul style="list-style-type: none"> Effectively describe how the body reacts at different times and how this affects performance. Carry out warm-ups and cool-downs safely and effectively. In Gymnastics, develop a complex sequence, consistently demonstrating control and accuracy as they begin to move in time to music. In Dance, create, develop and combine movements to form a sequence which considers transitions between formations whilst showing an awareness of space. In Dance, create, develop and perform a sequence with fluency and expression that uses more complex choreographic devices to explore formations where different group members perform different actions at different times with increased accuracy. In Real P.E, use combinations of skills fluently, accurately and confidently in sport specific contexts. Give and receive sensitive feedback to improve myself and others and negotiate and collaborate appropriately them. 		<p>By the end of Y6 pupils should be able to:</p> <ul style="list-style-type: none"> Carry out warm-ups and cool-downs safely and effectively whilst explaining the benefits to the body. Understand why exercise is good for health, fitness and wellbeing and know ways they can become healthier. In Gymnastics, create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. In Gymnastics, perform and apply a variety of skills and techniques confidently, consistently and with precision. In Dance, Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. In Dance, choreograph and develop a complex sequence using a full range of movements in time to the music. In Dance, perform a sequence with fluency and dramatic expression that uses more complex choreographic devices to explore formations where different group members perform different actions at different times with precision and confidence. In Real P.E, perform a variety of skills consistently and effectively in challenging or competitive situations. In Real P.E, effectively transfer skills and movements across a range of activities and sports. Review, analyse and evaluate my own and others'

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		strengths and weaknesses and can accept critical feedback and make changes.
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