



Physical Education
Overview and Progression
Maps



P.E. Curriculum

P.E. Curriculum Intent

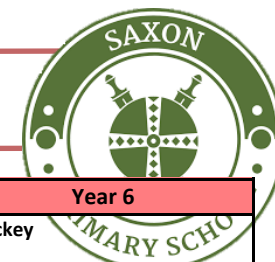
The PE curriculum at Saxon Primary School reflects our community's needs and enables all children to develop both sporting and social skills, starting with the foundations of fundamental movement skills and building on these throughout their 7-year journey. Each lesson provides the opportunity for every child to achieve personal success whilst evolving their knowledge, understanding and skills in a range of sports. Being a respectful part of any team is integral at Saxon, therefore, pupils often work together to build on their sportsmanship. Motivating, memorable and immersive activities encourage children to develop greater resilience and determination through challenge and competition. This prepares children to be responsible for their health and wellbeing from Reception to Year 6. Saxon athletes are supported in becoming lifelong learners and are motivated to thrive and achieve across the curriculum.

The Core Concepts for P.E.

Core Concepts in P.E.

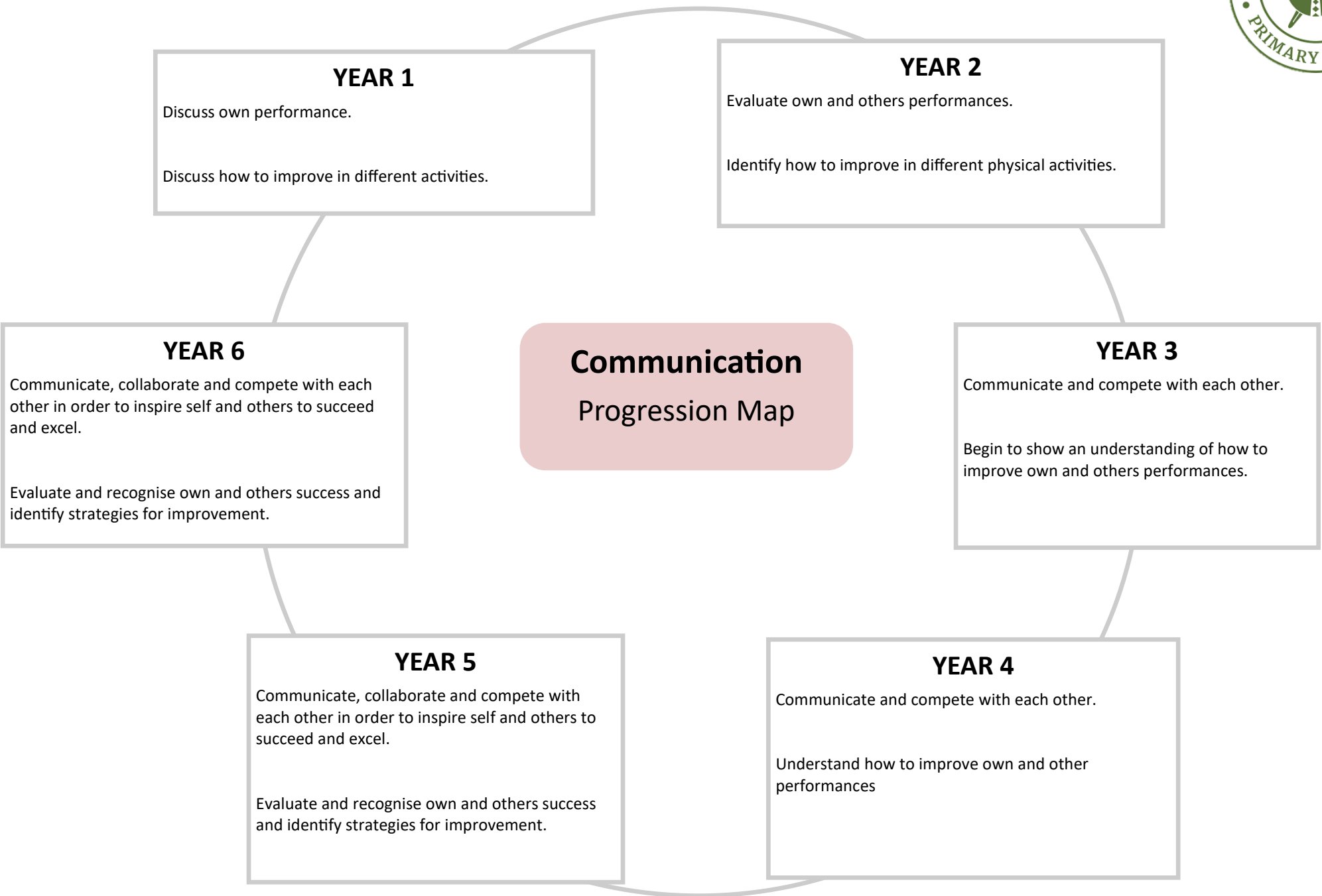
Core Concepts in P.E.			
Communication	Competence	Participation	Performance

P.E. Overview

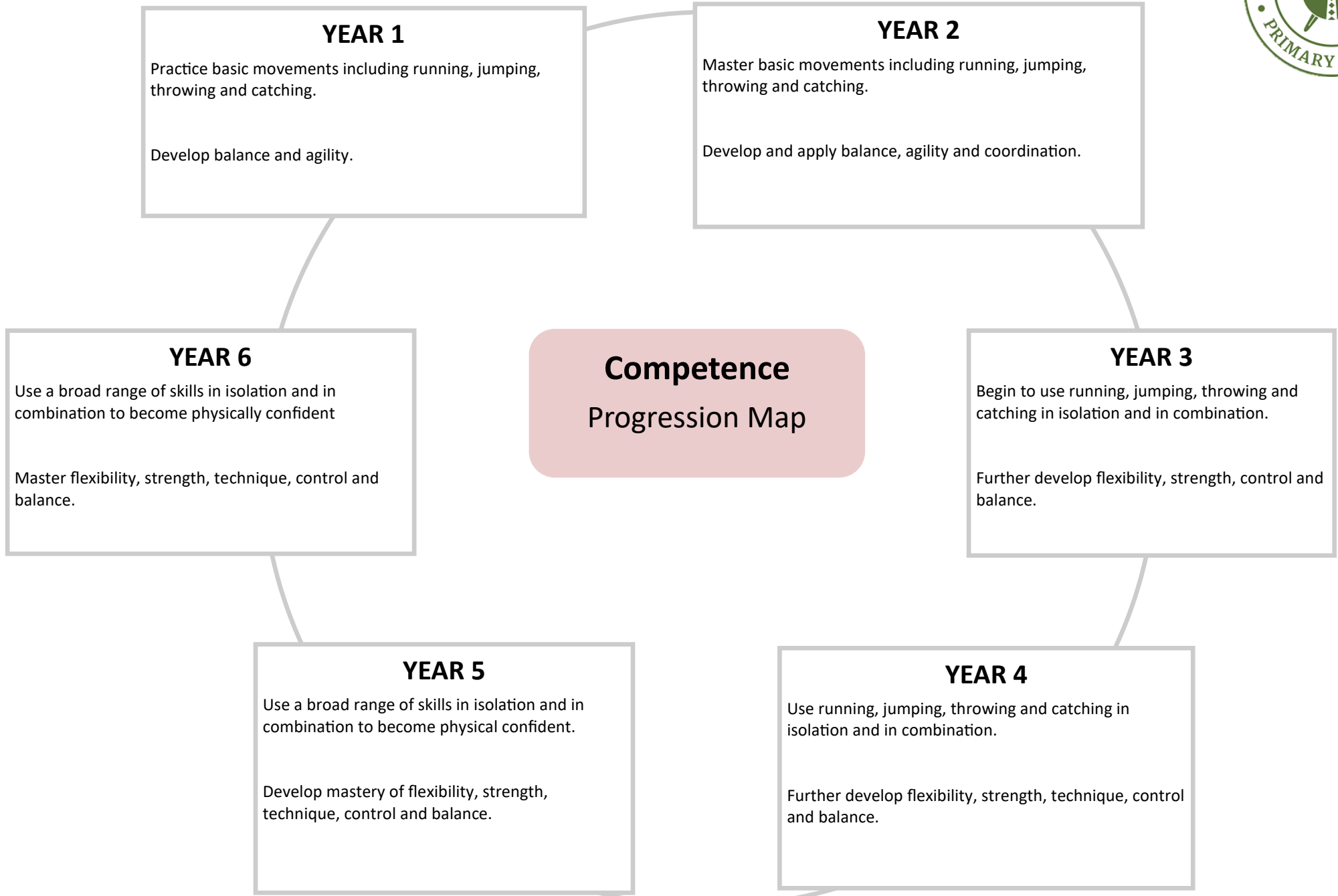


	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n I	<p>Body Management</p> <p>Unit 1: Explore balancing, stretching, reaching and extending in different ways. Able to control body and perform movements on command.</p> <p>Unit 2: Explore a variety of rolls, jumps, take off and landings using hand and feet. Participate in small group activities.</p>	<p>Attack, Defend, Shoot</p> <p>Unit 1: Hit a target. Defend a target. Roll and slide balls and beanbags. Work with a partner to score points. Attacking and defending skills in small games.</p> <p>Unit 2:</p> <p>Check our wrist pulse. Move side to side to defend a goal. Bounce a ball with control. Aim at targets. Adapt game rules. Play defensive positions.</p>	<p>Attack, Defend, Shoot</p> <p>Unit 1: Kicking a ball over distances. To bounce the ball. To work in a team.</p> <p>Unit 2: Throw different types of equipment, move into space, intercept the ball and game situations.</p> <p>Swimming</p>	<p>Dance Autumn 1</p> <p>Gymnastics Autumn 2</p> <p>Swimming</p>	<p>Football</p> <p>Unit: Defensive skills. Dribbling. Passing for distance. Evaluating skills.</p>	<p>Gymnastics Autumn 1</p> <p>Dance Autumn 2</p>	<p>Hockey</p> <p>Unit: Range of strategies and tactics. Complex skills performed at speed. Recognize good performances.</p>
A u t u m n I	<p>Manipulation and Coordination</p> <p>Unit 1: Send and receive a variety of objects using different body parts. Control objects in space with others. Coordinate body parts.</p> <p>Unit 2: Coordinate similar objects in a variety of ways. Different ways to manoeuvre objects. Skip in isolation and with a rope.</p>	<p>Send and Return</p> <p>Unit 1: Send an object using hand or bat. Move towards and moving ball to return. Send and return a variety of balls.</p> <p>Unit 2: Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat opponent.</p>	<p>Send and Return</p> <p>Unit 1: Track path of a ball over a net and follow. Hit and return with consistency. Modified net and wall games.</p> <p>Unit 2: Develop send skills with different balls. Track, intercept and stop objects. Select skills to beat opposition.</p>	<p>Netball</p> <p>Unit: Chest passes. Dodging. Catching. Bounce pass to feed player. Distance throws using shoulder passes. Collect loose ball.</p>	<p>Tag Rugby</p> <p>Unit: Basic tag rugby skills. Implement rules. Develop tactics. Increase speed and endurance in gameplay.</p> <p>Swimming</p>	<p>Netball</p> <p>Unit: Appropriate choice of pass. Find space to receive a pass. Dodging. Pivot and quick turns. Shooting positions. React and move in isolation and games.</p> <p>Swimming</p>	<p>Football</p> <p>Unit: Range of attacking and defending strategies. Complex skills. Plan and lead drills.</p>
S p r i n g I	<p>Athletics & Swimming</p> <p>Unit 1: Under arm throws. Running in a straight line at speed. Changing directions when running at speed. Jumping with one foot and two foot take off.</p> <p>Unit 2: Under arm throws. Running in a straight line at speed. Changing directions when running at speed. Jumping with on foot and two foot take off.</p> <p>Swimming</p>	<p>Athletics & Swimming</p> <p>Unit 1: Running (hip to lip), techniques for jumping. Under arm throw for accuracy and power.</p> <p>Unit 2: Foot take off jumps. Increased running distance.</p> <p>Swimming</p>	<p>Athletics & Hit, Catch and Run</p> <p>Unit 1: Sprinting, range of throws, change direction at speed.</p> <p>Unit: Hitting skills with different bats. Practising feeding and bowling. Hit and run to score points in a game.</p>	<p>Athletics & Rounders</p> <p>Unit: Running, hopping sequences. Run at different speeds. Throw javelin/howler. Skipping. Sports Day events.</p> <p>Unit: To play a simple rounders game. To apply some rules. To develop simple rounders skills.</p>	<p>Athletics & Tennis</p> <p>Unit: Accelerate over short distances. Run and jump with one foot take off. Run on a curve and exchange baton. Sports Day events.</p> <p>Unit: Explore different shots (fore and backhand). Return a serve. Positional play.</p>	<p>Athletics & Rounders</p> <p>Unit: Run for speed and distance. Pace. Different jump styles. Exchanging a baton within an area. STEP principle. Sports Day events.</p> <p>Unit: Collaborate with a team. Adapt rules. Application of fitness.</p>	<p>Athletics & Tennis</p> <p>Unit: Sprint start technique. Three phases of triple jump. Role in relay races. Sports Day events.</p> <p>Unit: Backhand shot and Lob shot. Use tennis scoring system. Doubles play. Tactical play.</p>

P.E. LEARNING MAP



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P.E. LEARNING MAP



Participation Progression Map

YEAR 1

Participate in team games and begin to develop simple tactics for attacking and defending.

YEAR 2

Participate in team games following simple rules.

Develop simple tactics for attacking and defending.

YEAR 3

Participate in team games understanding the rules.

Develop a wider range of tactics for attacking and defending.

Participate in outdoor and adventurous activities.

YEAR 4

Play competitive games and demonstrate their sense of sportsmanship e.g. fairness and respect.

Understand basic principles suitable for attacking and defending.

Participate in outdoor and adventurous activities.

YEAR 5

Play competitive game showing good communication and collaboration to demonstrate their sense of sportsmanship.

Apply principles suitable for attacking and defending.

Participate in outdoor and adventurous activities.

YEAR 6

Play competitive games showing good communication and collaboration to demonstrate their sportsmanship.

Apply a range of principles suitable for attacking and defending.

Participate in outdoor and adventurous activities.

P.E. LEARNING MAP



YEAR 1

Perform simple dances.

YEAR 2

Perform dances using simple movement patterns.

YEAR 3

Perform dances and gymnastic routines on their own and with others using movement patterns.

Compare performances with previous ones.

Begin to demonstrate improvement to achieve personal best.

Performance Progression Map

YEAR 6

Perform dances and gymnastic routines on their own and with others using a range of movement patterns.

Evaluate and compare performances with previous ones.

Demonstrate improvement to achieve personal best.

YEAR 4

Perform dances and gymnastic routines on their own and with others using movement patterns.

Compare performances with previous ones.

Demonstrate improvement to achieve personal best.

YEAR 5

Perform dance and gymnastic routines on their own and with others using a range of movement patterns.

Evaluate and compare performances with previous ones.

Demonstrate improvement to achieve personal best.

P.E. Skill and Knowledge Progression



Progression – Athletic Activity

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex tasks. 	<ul style="list-style-type: none"> Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Improve running and jumping movements, work for sustained periods of time. Reflect on activities and make connections between a healthy active lifestyle. Experience and improve on jumping for distance and height. 	<ul style="list-style-type: none"> Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force. 	<ul style="list-style-type: none"> Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. 	<ul style="list-style-type: none"> Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy. 	<ul style="list-style-type: none"> Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently measure and time keep for both track and field events.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump	Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.

P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Athletic Activity



Word		Meaning	PE Context
Year 1	Relay	A team run equal distances within the same race	4 x 100m sprint passing a baton from one team member to the next
	Sprint	Running as fast as possible over a short distance	Completing a short distance running race such as 60 metres
Year 2	Stamina	The mental and physical ability to be active over a longer period	Being able to run continuously over a longer distance
	Static	Performing an action whilst staying in one place	Being able to throw an object without a run-up
Year 3	Power	Using strength at speed	Being able to jump far with a run-up
	Pace	The ability to control speed over a set distance	Running a longer distance such as 400m at a consistent speed
Year 4	Accelerate	Being able to increase speed while running	Going from a standing start into a sprint race
	Take off	The last step before performing a jump	Taking off on one foot for a jump for distance
Year 5	Force	The ability to exert power over an object	Throwing a discus as far as possible
	Sustain	To keep up a physical action or movement over time	Being able to run to the end of a race
Year 6	Optimum	A condition that produces the best result	Releasing an object at the best height to achieve the longest distance when throwing
	Trajectory	The flight path a thrown object	The trajectory of a javelin as it travels up then down

P.E. Skill and Knowledge Progression



Progression – Dance

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs. 	<ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building improvisation skills to build a narrative around a theme. Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. Delve deeper into opposing dynamics.. 	<ul style="list-style-type: none"> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and relationships Showing tension through pattern and formation

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.	Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.	Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.

P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Dance



Word		Meaning	PE Context
Year 1	Compose	Combine and put together different movements and actions into a dance	A sequence of movement
	Canon	When the same action is repeated by a group of dancers one after the other	Four children jump one after another
Year 2	Unison	When the same action is repeated by a group of dancers at the same time	Four children jump at the same time
	Mirror	Presenting the mirror image	Two performers perform a dance opposite each other in a mirror image
Year 3	Rhythm	A uniformed, recurring pattern of beat or music	Performing to beats of 8
	Improvisation	React to music to perform actions or sequences that are not pre-planned	Move to match a new piece of music
Year 4	Levels	The different heights actions and dances can be performed	Actions performed at low, medium or high e.g. slithering along the floor and leaping in the air
	Facial Expression	A non-verbal way to communicate a message using the face	Smiling during a happy piece of music
Year 5	Choreographer	A person who creates a dance sequence to perform	Creating and teaching a group a dance
	Formation	In a group dance, the position of each dancer when performing	A group performs in a circle or line
Year 6	Gesture	The movement of a body part without using your weight	Waving, pointing or nod etc
	Dynamics	Quality of movement, the intangible factor that adds uniqueness, richness and power	Dynamics is the energy put into a dance e.g. stabbing, jerkin, graceful, erratic etc.

P.E. Skill and Knowledge Progression



Progression – Gymnastics

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. To perform with simple canon and unison. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform basic actions with control and consistency at different speeds and levels. Challenge themselves to develop strength and flexibility. Refine and perform a range of point and patch balances. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances. 	<ul style="list-style-type: none"> To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder. 	<ul style="list-style-type: none"> Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement. For example - timing or flow. Take responsibility for own warm-up including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. 	<ul style="list-style-type: none"> Lead group warm-up showing understanding of the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.

Skills covered

Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support	Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.
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P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Gymnastics



Word		Meaning	PE Context
Year 1	Sequence	Two or more actions one after the other	Performing a straight jump then a tuck jump
	Shape	The position or your body during a movement	Tuck shape, pike shape, straddle shape in an action
Year 2	Extension	Straightening a body part as far as possible	Pointing fingers and toes during a balance
	Relaxation	The body returns to its normal state after an exercise	After a balance, bringing the arms back to their side
Year 3	Combinations	Putting different types of actions together in a sequence	Putting a tuck roll with a half turn
	Explosive	Actions with maximum effort for a short period of time	The take off when jumping
Year 4	Contrasting	Two actions that are opposite to each other	A fast travel followed by a balance
	Fluency	An action or sequence with control and momentum	Moving from a roll into a balance smoothly, without stopping or wobbling
Year 5	Aesthetics	How an action or sequence looks to somebody watching	Having good extension in actions
	Flexibility	The range of movement around a joint	How high they can lift a leg when balancing
Year 6	Asymmetry	When shape of the body is different on each side	A balance with the left leg up and right arm up
	Symmetry	When shape of the body is the same on each side	Handstand or headstand

P.E. Skill and Knowledge Progression



Progression – Invasion Games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise. 	<ul style="list-style-type: none"> Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play. 	<ul style="list-style-type: none"> To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team. 	<ul style="list-style-type: none"> Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a wider range of ball handling skills Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play. Evaluating skills, tactics and teamwork to aid improvement. 	<ul style="list-style-type: none"> Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed. Select and apply appropriate skill in a game situation. Play effectively as a team in defence taking individual responsibility for your role. 	<ul style="list-style-type: none"> Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.

P.E. Skill and Knowledge Progression



Invasion Games

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair.</p> <p>Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball.</p> <p>Shot, pass, dribble theory.</p> <p>Basketball – Jump Ball, 2 handed shot. Defensive body position.</p> <p>Football – Using inside and outside of foot, trapping.</p> <p>Hockey – Using flat side of stick. Close control, preparing to tackle.</p> <p>Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip.</p> <p>Lacrosse – Underarm and overarm throw. Groundball collection. Shot, pass and run.</p> <p>Netball – Chest, shoulder and bounce pass. Role of goal shooter. Dodging to get free. Collecting a loose ball.</p> <p>Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>General – Passing over longer distances, use some marking technique and introduce some defending principles.</p> <p>Basketball - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position.</p> <p>Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.</p> <p>Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball.</p> <p>Handball – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.</p> <p>Lacrosse – Following your pass, maintain unopposed possession, short range shooting, receive and turn.</p> <p>Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, pivoting, preliminary moves</p> <p>Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p>Basketball – Block, forward pivot, forward pass, push pass, boxing out.</p> <p>Football – Turning with the ball, running with ball, keeping possession, step over.</p> <p>Hockey – Block tackle, passing in the D, sweep shot, dragging the ball.</p> <p>Handball – Jump shot, closing angles, pivoting to pass, set plays.</p> <p>Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p> <p>Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down.</p> <p>Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.</p> <p>Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition.</p> <p>Handball – Screening, organisation around the D, dribbling with precision in game, utilising space.</p> <p>Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.</p> <p>Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.</p>

P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Invasion games



Word		Meaning	PE Context
Year 1	Attack	The team with the ball using tactics to move into a position to score	The team scoring a basket in basketball
	Defend	The team without the ball trying to stop the other team scoring	The team trying to stop a goal in hockey
Year 2	Compete	Playing a game against other people to gain points	Small-sided games in lacrosse
	Outwit	Using a tactic to beat an opponent	Players off the ball running to a space to distract defenders
Year 3	Possession	The team who has the ball	The team maintaining the ball in tag rugby
	Space	Areas on the court or pitch where nobody else is	The wing of the pitch where no players are standing
Year 4	Intercept	Taking possession of the ball by getting in the way of a pass	A defender catching a chest pass from an opponent
	Teamwork	Working with others to achieve success	Knowing teammates strengths and weaknesses
Year 5	Positions	The area of the pitch and role a player is responsible for	Goal defence in netball, striker in football
	Regain	Winning back possession when lost	A player wins the ball back after an interception
Year 6	Counterattack	Switching quickly from defence to attack when winning possession	A player intercepting the ball and passing forward
	Feint	Using the body to mislead or trick an opponent	Double cross in basketball/dummy pass in rugby

P.E. Skill and Knowledge Progression



Progression – Net/wall Games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. 	<ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. • Show understanding of how sitting volleyball is an inclusive game. 	<ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay. • Start to implement basic volleyball rules. 	<ul style="list-style-type: none"> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules. 	<ul style="list-style-type: none"> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	<p>Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand.</p> <p>Tennis – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p> <p>Sitting volleyball – Ready position. Seated movement. Overarm seated serve. Team contacts.</p>	<p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play.</p> <p>Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.</p> <p>Volleyball – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.</p>	<p>Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time.</p> <p>Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p>	<p>Badminton – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles.</p> <p>Tennis - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p>

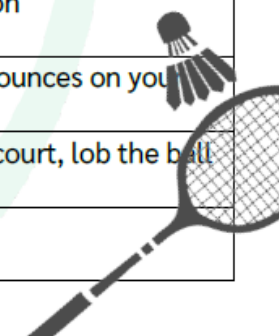
P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Net/Wall



Word		Meaning	PE Context
Year 1	Court	Area the game is played on	Tennis/Badminton court
	Hit	When contact is made between racquet and ball/shuttle	Returning the tennis ball of the net using a hitting action
Year 2	Serve	The first hit to begin playing out a point	The serve for match point in tennis
	Rally	When an object is hit and returned continuously	Two players hitting a shuttlecock over the net without it going out of play
Year 3	Forehand	Where the wrist faces the direction of the stroke or swing	An underarm clearance shot in badminton
	Backhand	Where the back of the hand faces the direction of the stroke or swing	A backhanded drop shot in badminton
Year 4	Clear	Hitting the object upwards to the back of the court	Hitting a shuttle to the back of the court
	Backcourt	The area from the end-line to the attack line	The part of the court near the baseline
Year 5	Overhead	Hitting an object that is above their head	Returning. Clear shot in badminton
	Volley	Hitting an object before it bounces	Hitting a ball in tennis before it bounces on your own side
Year 6	Lob	Hitting an object over your opponent's head	An opponent is near the front of court, lob the ball over their head in tennis
	Offensive Play	Attempting to score the winning point	Smash shot in badminton



P.E. Skill and Knowledge Progression



Progression – Striking and fielding games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop. 	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. 	<ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. 	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. 	<ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
<p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.</p>	<p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders – Consistently hot one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p>General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up and correct ball grip. Forward defensive shot. Developing knowledge of on and off side as well as specific fielding positions. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg. Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>

P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Striking and fielding



Word		Meaning	PE Context
Year 1	Batter	The player attempting to hit the ball with a bat	Batter in rounders
	Bowler	The player sending the ball for the batter the hit	Bowler in cricket
Year 2	Underarm	Throwing the ball from below the waist	Throwing for accuracy over shorter distances
	Overarm	Throwing the ball from shoulder height	Throwing over longer distances
Year 3	Feed	The method of sending the ball, usually underarm for a batter to practise hitting	Underarm feed for practise hitting in cricket
	Field	The position of fielders when an opponent is batting	Outfielders in rounders
Year 4	Collect	The picking up of a ball that is rolling on the pitch	A fielder in cricket that has the ball hit in their vicinity
	Retrieve	Chasing a ball that has been hit past a fielder	An infielder in rounders
Year 5	Accuracy	Ensuring the ball goes where intended	Throwing to a wicket keeper to run a player out
	Stance	How a player stands when batting	In rounders feet shoulder width apart, bent knees with eyes on the ball, bat poised ready to hit
Year 6	Innings	The name of the length of time one team spends batting	Most games have 2 innings (each team bats once)
	Pick up	How the bat is lifted behind a batter in readiness of hitting a bowled ball	Rounders has a high pick up to generate power

P.E. Skill and Knowledge Progression



Progression – Swimming

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently. 	<ul style="list-style-type: none"> Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. 	<ul style="list-style-type: none"> Bring control and fluency to at least two recognised strokes. Implement good breathing technique to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.

Skills covered

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> Pulling and pushing. Stabilising – feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke. 	<ul style="list-style-type: none"> Jump in from side of pool and submerge. Sink and roll. Front crawl legs. Surface dive. Linking 3 different types of floating technique. Breastroke legs. Somersault in water. Sculling face in water. Kicking while submerged. 	<ul style="list-style-type: none"> Relay change over. Mushroom float. Partner support. Crouching dive. Surface dive. Treading water. Tumble turn/tumble under water. Combining fluent breaststroke arm and leg technique. Head out entry to water

P.E. Skill and Knowledge Progression



Key Vocabulary Progression – Swimming

Word		Meaning	PE Context
Beginners	Float	To remain suspended within or on the surface of the water without sinking	Using a star float or mushroom float
	Sculling	Using a figure of 8 stroke to keep yourself afloat in the water	Practising sculling to gain water confidence
	Stroke	A repeated action with the limbs to propel yourself through the water	Front crawl, backstroke, breaststroke
Intermediate	Prone	Lying face down	Position in front crawl
	Submerging	To move under the surface of the water	Sinking down to collect objects from the bottom of the pool
	Supine	Lying face up	Position in backstroke
Advanced	Glide	Moving through water without performing a stroke	Pushed off from the side without then moving arms or legs
	Propel	To drive your body forward	Using the side wall to push off before a stroke
	Technique	Performing with skill or knowledge	Improving a stroke using key teaching points to improve technique



P.E. Skill and Knowledge Progression

School residential

Progression – Outdoor and adventurous activity (OAA)



Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> • Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence. 	<ul style="list-style-type: none"> • Use searching skills to find given items from clues and pictures. • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, • problem-solving and motor skills. 	<ul style="list-style-type: none"> • Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led • Differentiate between when a task is competitive and when it is collaborative. 	<ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles. • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve. 	<ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. 	<ul style="list-style-type: none"> • Use information given by others to complete tasks and work collaboratively. • Undertake more complex tasks. • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.	Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use in a simple way.	Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map.	Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.	Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code.	Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.