

PE KNOWLEDGE & SKILLS PROGRESSION – We are Active

“Exercise not only changes your body, it changes your mind, your attitude and your mood.”
Anon

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. We have designed the curriculum that build on prior learning through a range of physical activities. We use Get Set 4 PE to teach a full range of physical skills, games and team sports including:

- Rugby
- Football
- Hockey
- Basketball
- Athletics
- Dance
- Gymnastics
- Swimming for Year 5
- Yoga

Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health, wellbeing and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our pupils learn to:

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

Key Stage 2 Physical Education Curriculum

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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

What our pupils have experienced - a journey through MIANS KS1 Physical Education Curriculum

By the end of KS1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.

	Year 1	Year 2
Physical Knowledge and Skills (Gross motor and fine motor)	I can perform movements including: Balance for 30 seconds on each leg Use two feet to jump and do a quarter turn Roll a ball using both hands and one hand Can hop on either foot and skip Can kick or strike a ball with alternate hands Can march with knees 90 degree with opposite arms and legs Enriching opportunities to develop an active lifestyle: Climbing frame, pirate ship Climbing wall Football coach leading structured football games Basketball PE equipment (hoops) Hold a pencil comfortably and correctly I am beginning to form lower case letters in the correct direction, starting and finishing from the right place. I can form capital letters and digits (0-9)	I can perform movements including: Balance on a range of different level and surfaces for 10 seconds Can perform a tuck jump with two feet to land with two feet Can catch a tennis ball after one bounce and chase a rolling ball through my legs Can hop scotch forward and backwards alternating hopping legs I can form lower case letters of the correct size relative to one another. I can start using some of the diagonal and horizontal strokes needed to join letters I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflect the size of the letters. DT (make) Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.
DANCE	I can join in a Capoeira lesson independently. I can copy and explore basic movements and body patterns. I can remember simple movements and dance steps I can link movements to sounds and music I can respond to a range of stimuli	I can copy and explore basic movements with clear control. I can vary levels and speed in sequence. I can vary the size of my body shape. I can change direction to a sequence. I use space well and negotiate space clearly I can describe a short dance using appropriate vocabulary I respond imaginatively to stimuli

Healthy Lifestyles	<p>I can name the basic parts of the human body and ways of how to keep them healthy.</p> <p>I can say why it is important to warm up and cool down before and after exercise</p> <p>I can compete competitively in sports day and I can understand 'competition'.</p>	<p>I can describe the basic needs of animals, including humans for survival.</p> <p>I can describe the importance of humans of exercise, eating the right amounts of different types of food and hygiene.</p>
Vocabulary	<p>As previous year groups plus:</p> <p>Exercise, heartbeat, pulse, cool down, balance, warm up, equipment, skill, movement, competitive, competition</p>	<p>As previous year groups plus:</p> <p>Active, control, energy, collaborate, tension, rigid, relaxed, accuracy, target, aim, agility, encourage, coordination</p>

A journey through our KS2 PE curriculum

	Term 1		Term 2		Term 3	
Year 3	Fundamentals Yoga	Football Tag Rugby	Fitness Dance	Hockey Basketball	Gymnastics Ball Skills	Athletics Cricket
Year 4	OAA Yoga	Football Tag Rugby	Fitness Dance	Hockey Basketball	Gymnastics Dodgeball	Athletics Cricket
Year 5	Swimming		Swimming		Swimming	
	Dance	Tag Rugby	Hockey	Fitness	Athletics	Cricket
Year 6	Football Dance	Handball Gymnastics	Hockey Fitness	Dodgeball Netball	Athletics Cricket	Athletics Rounders

Athletics Progression Ladder



Skills

Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

Jumping: develop power, control and technique in the triple jump.

Throwing: develop power, control and technique when throwing discus and shot put.

Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.

Jumping: explore technique and rhythm in the triple jump.

Throwing: Develop technique and power in javelin and shot put.



Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.

Jumping: develop technique when jumping for distance.

Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Running: develop the sprinting technique and apply it to relay events.

Jumping: develop technique when jumping for distance in a range of approaches and take off positions.

Throwing: explore the technique for a pull throw.



**Year
6**

Running: need to
Jumping:
Throwing: will need
Rules: u

**Year
5**

Running: run fast
Jumping: jumps.
Throwing:
Rules: u

**Year
4**

Running: Underst
power.
Jumping:
Throwing:
Rules: k

**Year
3**

Running: opposit
Jumping: further.
Throwing:
Rules: k



Skills

Ball Skills Progression

Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.

Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.

Tracking: demonstrate a wider range of techniques when tracking a ball under pressure

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

Year
6

Sending: demonstrate clear technique when sending a ball under pressure.

Catching: demonstrate good technique under pressure.

Tracking: demonstrate a range of techniques when tracking and collecting a ball.

Dribbling: dribble with some control under pressure.

Year
5

All Y5 & 6 Games Units

Sending: accurately use a range of techniques to send a ball to a target.

Catching: catch different sized objects with increasing consistency with one and two hands.

Tracking: consistently track a ball sent directly and indirectly.

Dribbling: dribble a ball with increasing control and co-ordination.

Year
4

Sending: send a ball with accuracy and increasing consistency to a target.

Catching: catch a range of objects with increasing consistency.

Tracking: track a ball not sent directly.

Dribbling: dribble a ball with hands and feet with control.

Year
3



Skills

Actions: show controlled movements which express emotion and feeling.

Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.

Space and relationships: use a variety of compositional principles when creating my own dances.

Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.

Dynamics: confidently use dynamics to express different dance styles.

Space: confidently use direction and patterning to express different dance styles.

Relationships: confidently use formations, canon and unison to express a dance idea.

Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Actions: respond imaginatively to a range of stimuli related to character and narrative.

Dynamics: change dynamics confidently within a performance to express changes in character.

Space: confidently use changes in level, direction and pathway.

Relationships: use action and reaction to represent an idea.

Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.

Actions: create actions in response to a stimulus individually and in groups.

Dynamics: use dynamics effectively to express an idea.

Space: use direction to transition between formations.

Relationships: develop an understanding of formations.

Performance: perform short, self-choreographed phrases showing an awareness of timing.

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Year
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Year
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Year
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Skills

Fitness Progression La

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



Year
6

Agility:
Balance:
Co-ordin
Speed: k
Strength
Stamina
time.

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



Year
4

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

Agility: u
Balance:
Co-ordin
practice.
Speed: u
Strength
Stamina

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

Year
3

Agility: k
Balance:
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Speed: u
power.
Strength
Stamina

Agility:
Balance:
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Speed: u
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Stamina:

Fundamentals Progression

Skills

Running: change direction with a fluent action. Transition smoothly between varying speeds.

Balancing: show fluency and control when travelling, landing, stopping and changing direction.

Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.

Skipping: consistently show a range of skills when skipping in a rope.



Year
6

Running: demonstrate improved body posture and balance when changing direction.

Accelerate and decelerate appropriately for the situation.

Balancing: consistently demonstrate good balance when performing other fundamental skills.

Jumping and hopping: demonstrate good technique and co-ordination when linking jumps.

Skipping: show a range of skills when skipping in a rope.

Year
5

Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.

Balancing: demonstrate good balance and control when performing other fundamental skills.

Jumping and hopping: link hopping and jumping actions with other fundamental skills.

Skipping: consistently skip in a rope.

Year
4

Running: change direction. Show an increase and decrease in speed.

Balancing: demonstrate balance when performing other fundamental skills.

Jumping and hopping: link jumping and hopping actions.

Skipping: jump and turn a skipping rope.



Year
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Gymnastics Progression



Skills

Shapes: combine and perform gymnastic shapes more fluently and effectively.

Inverted movements: develop control in progressions of a cartwheel and a headstand.

Balances: explore counter balance and counter tension.

Rolls: develop fluency and consistency in the straddle, forward and backward roll.

Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.

Year
6

Shapes

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balance

Balanc

Rolls: u

Jumps:

the air.

Strateg

Shapes: perform shapes consistently and fluently linked with other gymnastic actions.

Inverted movements: explore progressions of a cartwheel.

Balances: explore symmetrical and asymmetrical balances.

Rolls: develop control in the straight, barrel, forward, straddle and backward roll.

Jumps: select a range of jumps to include in sequence work.

Year
5

Shapes

Inverte

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Balanc

Rolls: u

Jumps:

sequen

Strateg

Shapes: develop the range of shapes I use in my sequences.

Inverted movements: develop strength in bridge and shoulder stand.

Balances: develop control and fluency in individual and partner balances.

Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.

Jumps: develop control in performing and landing rotation jumps.

Year
4



Shapes

Inverte

Balanc

Rolls: u

Jumps:

Strateg

Shapes: explore matching and contrasting shapes.

Balances: explore point and patch balances and transition smoothly into and out of them.

Rolls: develop the straight, barrel, and forward roll.

Jumps: develop stepping into shape jumps with control.

Year
3

Shapes

Balanc

Rolls: u

Jumps:

interest

Strateg



Skills

Invasion Games Progression

(invasion, handball, netball, basketball, football,

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

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

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

Attacking: confidently change direction to lose an opponent

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

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

Dribbling: dribble with some control under pressure.

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

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

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

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

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

Space: develop moving into space to help my team.

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

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



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

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

Space: develop using space as a team.

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

Defending: develop tracking opponents to limit their scoring opportunities.

Year
6

Sending
Dribbling
ball away
Space: u
possessi
Tactics:
Rules: u

Year
5

Sending
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Space: kn
Tactics:
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Year
4

Sending
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Attacking
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Tactics: k
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Year
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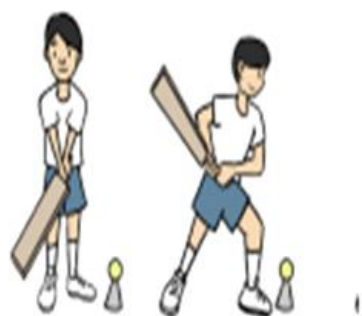
Sending
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Dribbling
Space: kn
Attacking
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help us to
Rules: kn

Skills

OAA Progression Ladder

<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	Year 6	<p>Problem solving: ...</p> <p>Navigational s</p> <p>Communication ... as a team.</p> <p>Reflection: with ... alter my method</p> <p>Rules: understand</p>
<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	Year 5	<p>Problem solving ... error may help</p> <p>Navigational s</p> <p>Communication ...</p> <p>Reflection: ref</p> <p>Rules: know th controls.</p>
<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>	Year 4	<p>Problem solving ... conclusion abo</p> <p>Navigational s</p> <p>Communication ... without talking.</p> <p>Reflection: with</p> <p>Rules: understand</p>
<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p>	Year 3	<p>Problem solving ... best idea.</p> <p>Navigational s ... have been plac</p> <p>Communication ...</p> <p>Reflection: ref</p> <p>Rules: know th</p>





Skills

Striking and Fielding Progress

(striking and fielding, cricket and netball)

Striking: strike a bowled ball with increasing accuracy and consistency.

Fielding: use a wider range of fielding skills with increasing control under pressure.

Throwing: consistently demonstrate good technique in throwing skills under pressure.

Catching: consistently demonstrate good technique in catching skills under pressure.



Year
6

Striking: explore defensive and driving hitting techniques and directional batting.

Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.

Throwing: demonstrate good technique when using a variety of throws under pressure.

Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

Year
5

Striking: develop batting technique with a range of equipment.

Fielding: develop bowling with some consistency, abiding by the rules of the game.

Throwing: use overarm and underarm throwing with increased consistency in game situations.

Catching: begin to catch with one and two hands with some consistency in game situations.



Year
4

Striking: begin to strike a bowled ball after a bounce with different equipment.

Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.

Throwing: use overarm and underarm throwing in game situations.

Catching: catch with some consistency in game situations.



Year
3

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Skills

Swimming Progression L

Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.

Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.

Water safety: perform a variety of survival techniques.



Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.

Breathing: explore underwater breaststroke breathing technique over a distance of 25m.

Water safety: explore safety techniques to include the H.E.L.P and huddle positions.

Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

Breathing: demonstrate improved breathing technique in front crawl.

Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.

Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

Breathing: begin to explore front crawl breathing technique.

Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.

Year
6

Year
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Year
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Year
3

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Breath
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Water
Rules
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Strok
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Breath
allows
Water
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Rules

Strok
in the
Breath
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Water
Rule

Strok
Breath
with
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space
Rule



Skills

Throwing: throw with increasing control under pressure.

Catching (dodgeball): catch with increasing control under pressure.

Striking: use a variety of striking techniques with control and under pressure.

Target Games Progression

(target games, golf and dodgeball)



Year
6

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Catcher
ball.
Strik
Tacti
Rule
offici

Throwing: demonstrate clear technique and accuracy when throwing at a target.

Catching (dodgeball): demonstrate good technique and consistency in catching skills.

Striking: develop a wider range of striking techniques and begin to use them under pressure.

Year
5

Thro
Catcher
catch
Strik
Tacti
Rules

Throwing: throw with increasing accuracy at a target.

Catching (dodgeball): catch with increasing consistency.

Striking: strike a ball with increasing consistency.



Year
4

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my el
Catcher
me to
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Know
Rules

Throwing: explore throwing at a moving target.

Catching (dodgeball): begin to catch whilst on the move.

Striking: begin to strike a ball with accuracy and balance.

Year
3

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Catcher
Strik
Tacti
so tha
Rules

Skills

<p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods to control how I feel with some success.</p>	<p>Year 6</p>	<p>Balance: Flexibility: Strength: Mindfulness: helpful</p>
<p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods I can use to control how I feel.</p>	<p>Year 5</p>	<p>Balance: pose. Flexibility: Strength: Mindfulness: how I</p>
<p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose.</p> <p>Mindfulness: engage with mindfulness activities with increased focus.</p>	<p>Year 4</p>	<p>Balance: Flexibility: Strength: Mindfulness:</p>
<p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore arm balances with some control.</p> <p>Mindfulness: develop my ability to stay still and keep my focus.</p>	<p>Year 3</p>	<p>Balance: it will Flexibility: Strength: Mindfulness:</p>



Progression Journey

Dance

Fundamentals, Fitness and Athletics

Progression Journey: Dance

This unit links to the following strand of the NC:
KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.



Get Set 4
Education

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

3

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

4

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

5

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

6

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Games

Management – Yoga and Gymnastics

Body

3

Complete balances with increasing stability, control and technique.

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

Demonstrate increased flexibility and extension in their actions.

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

4

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

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

Demonstrate increased flexibility and extension in more challenging actions.

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

5

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

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

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

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

6

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

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

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

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

3

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

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

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

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

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

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

4

Link dribbling the ball with other actions with increasing control.

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

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

Kick with increasing success in game situations.

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

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

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

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

5

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

Dribble with feet with some control under increasing pressure.

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

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

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

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

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

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

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

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

6

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

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

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

Select and apply the appropriate kicking technique with control.

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

Receive a ball with consideration to the next move.

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

Confidently change direction to successfully outwit an opponent.

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

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

3

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

4

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

5

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges.

Orientate a map confidently using it to navigate around a course.

Explain why a particular strategy worked and alter methods to improve.

6

Communicate with others clearly and effectively when under pressure.

Confident to lead others and show consideration of including all within a group.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

OAA

Swimming

Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

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

Glide on front and back over short distances.

Float on front and back for short periods of time.

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

Developers

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

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

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

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

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

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

	EYFS	1	2	3
SOCIAL	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and m work to their p</p> <p>Work with oth a shar</p> <p>Work with c manag</p>	
EMOTIONAL	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere wh challenge</p> <p>Understand what and they work h</p> <p>Begin to use rules s of fairness a</p> <p>Show an awar other peo</p>	
THINKING	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quick selecting and ap situation. E.g. who to to m</p> <p>Select and apply fro skills and actions in</p> <p>Provide feedb termin</p>	

Social, Emotional and Mental ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future:

Personal Trainer, Sports Coach, Teacher, Sports physiologist, Sports Nutritionist, Sports Therapist, Strength and Conditioning Coach, Sports Development Officer, Sports Professional.

Our feeder high school snapshot PE curriculum

Jane Austin Practical:	Open Academy Each student has the opportunity to experience include – Football, Rugby, Aesthetic
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<p>Hockey, korfbal, netball, basketball, football, rugby, badminton, fitness, volleyball, endurance, running, OAA, tennis, rounders, softball, athletics (throwing, jumping & running)</p> <p>Knowledge: warm ups, cool downs, and muscular system Components of fitness and fitness testing Skeletal system</p>	<p>Movement, Badminton, Health and Fitness, Cricket, Handball, Dodgeball, Rounders, Athletics, Short Tennis, Lacrosse, Tag Rugby, Netball and Basketball.</p> <p>Extra-Curricular activities are yet another way in which students are given the opportunities to participate in sporting activities in which we have a really positive link with the Community Sports Foundation (CSF) as well as entering academy teams in a multitude of sports competitions and Inter-House events.</p>
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<p>Sproston Community Academy Rotation of: Netball, Swimming, Table Tennis, Gymnastics, Fitness, Handball, Athletics, Rounders, Cricket</p>	The Hewitt Academy						
		Autumn I Sportshall / WG / Field / Goals / HP / FS	Autumn II WG / Field / Goals / HP / FS	Spring I WG / Field / Goals / HP / FS	Spring II Sportshall / WG / Field / Goals / HP / FS	Summer I Sportshall / WG / Field / Goals / HP / FS	Summer II WG / Field / Goals / HP / FS
	Year 7	Netball/Football/Hockey	Swimming/ Health and fitness	Swimming/Health and fitness.	Gymnastics/ Badminton/Hockey	Athletics	Rounders/Tennis
Warm up / Cool down / Muscles		Short & Long term effects of exercise - Cardiovascular, Muscular			Components of fitness Health and Skill related plus Skeletal System		

<p>CNS Badminton, dance, football, gymnastics,</p>	<p>City Academy The school follows a progressive scheme of work across all year groups which cater for different ability groups within each lesson. On average, every CAN pupil will receive 135 minutes of PE lessons per week throughout their five years at the school. The PE curriculum is broad and balanced, featuring aesthetics, athletics, health and</p>
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<p>netball and rugby. Athletics, tennis, cricket, rounders.</p>	<p>fitness, invasion games, outdoor adventurous activities, and striking and fielding activities as well as Building Mental Fitness. Pupils pick pathways as they go through the school to meet their individual needs and to give children ownership over their PE curriculum.</p>																
<p>Ormiston Victory Academy Year 7 based around: Warm up Fitness Skeletal system Muscular system Rules Roles and responsibilities</p>	<p>Sewell Park Academy Invasion Games (8 hours rotation) Net/Wall (8 hours rotation) Aesthetic Activities (8 hours rotation) Striking and Fielding (8 hours rotation)</p>																
<p>Hellesdon High School For Core PE, students receive 4 lessons a fortnight During Core PE lessons in Years 7-11, students can expect to participate in many of the following activities: Rise Up Programme • Invasion Games: Football, Rugby, Basketball, Netball, Handball,</p>	<table border="1"> <tr> <th colspan="2" style="background-color: #006633; color: white;">PE (Girls)</th> </tr> <tr> <th colspan="2" style="background-color: #92d050; color: white;">Year 7</th> </tr> <tr> <td style="background-color: #e0e0e0;">Aut.1</td> <td>Health and Fitness, Netball, Dance</td> </tr> <tr> <td style="background-color: #e0e0e0;">Aut.2</td> <td>Health and Fitness, Netball, Dance</td> </tr> <tr> <td style="background-color: #e0e0e0;">Spr.1</td> <td>Cross Country, Basketball, Hockey</td> </tr> <tr> <td style="background-color: #e0e0e0;">Spr.2</td> <td>Cross Country, Basketball, Hockey</td> </tr> <tr> <td style="background-color: #e0e0e0;">Sum.1</td> <td>Athletics, Tennis, Rounders</td> </tr> <tr> <td style="background-color: #e0e0e0;">Sum.2</td> <td>Athletics, Tennis, Rounders</td> </tr> </table> <p style="text-align: right;">Notre Dame High School</p>	PE (Girls)		Year 7		Aut.1	Health and Fitness, Netball, Dance	Aut.2	Health and Fitness, Netball, Dance	Spr.1	Cross Country, Basketball, Hockey	Spr.2	Cross Country, Basketball, Hockey	Sum.1	Athletics, Tennis, Rounders	Sum.2	Athletics, Tennis, Rounders
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<p>Lacrosse, Volleyball</p> <ul style="list-style-type: none"> • Striking and Fielding: Cricket, Rounders, Lacrosse, Softball • Net and Wall: Tennis, Badminton, Table Tennis, Volleyball • Swimming • Athletics • Fitness / Cross Country 	<table border="1"> <tr> <th colspan="2">PE (Boys)</th> </tr> <tr> <th colspan="2">Year 7</th> </tr> <tr> <td>Aut.1</td> <td>Health and Fitness, Football, Basketball</td> </tr> <tr> <td>Aut.2</td> <td>Health and Fitness, Football, Basketball</td> </tr> <tr> <td>Spr.1</td> <td>Health and Fitness, Football, Basketball</td> </tr> <tr> <td>Spr.2</td> <td>Health and Fitness, Football, Basketball</td> </tr> <tr> <td>Sum.1</td> <td>Athletics, Tennis, Cricket</td> </tr> <tr> <td>Sum.2</td> <td>Athletics, Tennis, Cricket</td> </tr> </table>	PE (Boys)		Year 7		Aut.1	Health and Fitness, Football, Basketball	Aut.2	Health and Fitness, Football, Basketball	Spr.1	Health and Fitness, Football, Basketball	Spr.2	Health and Fitness, Football, Basketball	Sum.1	Athletics, Tennis, Cricket	Sum.2	Athletics, Tennis, Cricket
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<p>Thorpe St Andrew School</p> <p>Autumn</p> <p>Netball</p> <p>Rugby</p> <p>Football</p> <p>Handball</p> <p>Aesthetics: Dance</p> <p>Swimming</p> <p>Spring</p> <p>Net and Wall</p> <p>Games: Table Tennis</p> <p>Badminton</p> <p>Tennis</p> <p>Aesthetics: Dance</p> <p>Gymnastics</p> <p>Swimming</p> <p>Summer</p> <p>Athletics</p> <p>Striking and Fielding</p> <p>Games: Cricket</p>	<p>Norwich School</p> <p>Our approach to ensure the best sporting environment for our pupils is summarised by adopting the following framework:</p> <p>Participate – Engage pupils in sport and physical activity by creating a range of opportunities for participation. This is achieved through the depth of our Games programme and the breadth of our extra-curricular offering. Through participation we allow pupils to grow their sporting and physical activity interests, and provide appropriate levels of support for all.</p> <p>Perform – Allow pupils to enhance their talent and compete at a high level both at school and on representative pathways. This is achieved through the running of a comprehensive programme in all our main and competitive sports. Providing additional support through our sport scholarship programme to individuals capable of high achievement in sport.</p> <p>Prepare – Provide opportunities and positive experiences to equip pupils for a life of leadership, service and with the necessary skills and knowledge to maintain an active, healthy lifestyle outside of our environment</p> <p>Dance - Whilst dance is not part of the formal curriculum at Fourth Form, there are many and varied opportunities to get involved in dance at the school. Several after school dance clubs are open to Fourth Formers, allowing you to develop your performance practice and collaborate with peers in a supportive environment. Additionally, dance plays a pivotal role in whole school events. There will be opportunities to perform in dance festivals, Gala nights and other pupil-led choreographies.</p>																

Rounders Aesthetics: Dance Swimming	
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