

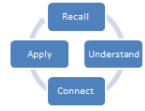


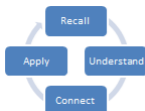
P.E Progression Map

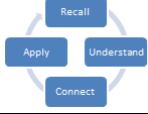
<p>Essential knowledge for physically active pupils:</p> <ul style="list-style-type: none"> • Knowledge of the importance of leading a healthy, active lifestyle. • Knowledge of the relevant rules, tactics, techniques and equipment. • Knowledge of how to improve their own and others' performance. • Knowledge of successful experts in their field. 	<p>Essential skills for physically active pupils:</p> <ul style="list-style-type: none"> • The ability to remain physically active for sustained periods of time. • The ability to engage in competitive sports both as part of a team and individually. • The ability to take the initiative to become young leaders. • The ability to show fairness and respect when participating in sport.
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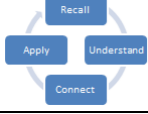
The teaching of P.E should inspire and motivate our children to be regularly and willingly physically active, promoting long-term health and well-being.

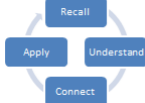
	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
Gymnastics	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Building relationships</p> <p>Work and play cooperatively and take turns with others</p>	<ul style="list-style-type: none"> • Develop balancing on different points of contact from one – four individually and with a partner. Using partner to support and stabilise. • Begin to explore a range of shapes. • Explore various ways of travelling in different directions and levels using spatial awareness including barrel and teddy bear rolls • Begin to link movements and shapes by creating a simple sequence. • Jump/hop on the spot and from one place to another using the correct landing. 	<ul style="list-style-type: none"> • Develop balancing at different levels and understand tension. • Confidently perform an increased range of shapes. • Travel at different speeds and levels using various body parts including forward and backward rolls if confident. • To link movements by creating a sequence involving a range of skills. • Jump from different levels, landing safely with the correct technique. 	<ul style="list-style-type: none"> • Master balancing on different points, holding for a sustained period of time. • Use the correct technique and body tension to perfect a range of shapes. • Choosing to travel in most efficient ways, using increasing creativity where appropriate. • Link movements by creating sequences, showing a clear understanding of levels, speeds and direction. • Jump from different levels including flight changes of direction and speed (twisting and turning).
Gymnasts to inspire learning	Beth Tweddle Louis Smith Simone Biles Dom Cunningham			
Key Vocab	Balance, shape, travel, movement.	tension, balance, shape, points of contact, travel, sequence, create, movement, explore, experiment, levels, star, straddle, dish, arch, straight, tuck, movement, sequence, jump, land, roll, control, stability, partner, support.	tension, balance, shape, points of contact, travel, sequence, create, movement, explore, experiment, levels, star, straddle, dish, arch, straight, tuck, movement, sequence, jump, land, roll, control, stability, partner, support, bridge, pike, level, combine, direction, speed, technique.	tension, balance, shape, points of contact, travel, sequence, create, movement, explore, experiment, levels, star, straddle, dish, arch, straight, tuck, movement, sequence, jump, land, roll, control, stability, partner, support, bridge, pike, level, combine, direction, speed, technique, improvise, effective, evaluate

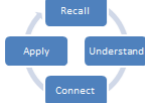
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Dance	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 	<ul style="list-style-type: none"> Copy a sequence of simple dance steps to music. Begin to create simple steps to include in a dance. Begin to keep in time with the music, following teacher's lead. Begin to perform to each other and a wider audience where appropriate. 	<ul style="list-style-type: none"> Count the beats and keep in time to the music with increasing independence. Copy and create simple dance phrases to music including in unison and canon. Create bars or steps to include in a routine. Include characterisation and appropriate feeling in the taught dance style after demonstration. Compare different styles of dance. Perform with increased confidence to an audience including each other. 	<ul style="list-style-type: none"> Count and experiment with the beats to keep in time to the music independently. Copy and create complex dance phrases accurately, with rhythm. Choose appropriate and genre-specific steps to include in a routine. Perform confidently to an audience including each other.
Styles	Freestyle	Commercial dance Latin (salsa) Ballroom (simple partner dances such as waltz) Haka Bollywood Street / hip hop Musical theatre Geography link – traditional dancing from different countries		
Key Vocab	Steps, beats, slow, fast, dance	Timing, beats, steps, music, slow, fast, mirror, lyrics, style, create, perform, dance.	Timing, beats, steps, music, slow, fast, mirror, lyrics, style, create, perform, dance, unison, canon, phrase, choreography, improvise, musicality, compare, style, character.	Timing, beats, steps, music, slow, fast, mirror, lyrics, style, create, perform, dance, unison, canon, phrase, rhythm, choreography, improvise, musicality, compare, style, character.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing <p>ELG: Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly <p>ELG: Building relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others 	<ul style="list-style-type: none"> Pass (throwing, kicking and rolling) with control to a target using appropriate force. Collect equipment that have been thrown or rolled in their direction. Get ready to catch using the correct body stance, using different sized equipment. Move around in different directions using the equipment and dodging obstacles to build coordination. Explore protecting equipment in team games. 	<ul style="list-style-type: none"> Throw with the correct technique e.g. one foot in front of the other, fingers spread around the ball, looking at your target etc. Kick using the inside of the foot, in the correct direction, using appropriate force depending on distance. Use stop and kick technique for control. Catch with increased confidence, using the correct hand position. Begin to dribble the ball using fingers to push the ball or keeping the ball close to the foot. Explore ways to improve coordination and agility implementing people and various equipment. Explore ways to defend by stopping opponent scoring or regaining possession. 	<ul style="list-style-type: none"> Apply the correct type of pass in different game situations e.g. chest, bounce, overhead, shoulder. Kick using the correct technique, with control and fluency to reduce number of touches to the ball. Catch from a range of distances, using the correct technique. Dribble with increasing control to avoid collision in a game situation. Apply agility and coordination through attacking in a team game to keep possession. Apply defence skills to gain possession or prevent opponents scoring in a team game (interception / tackling).
Sports	Catch	Net and Wall: Tennis Volleyball Badminton Table Tennis Squash Racket ball	Striking and fielding: Cricket / Kwick cricket Rounders Baseball Softball	Invasion: Football Netball / mat ball / handball Dodgeball Hockey Tag rugby Basketball
Key Vocab	Throw, catch, soft, hard	Throw, distance, soft, hard, close, far, catch, collect, pass, kick, overarm, underarm, coordination, protect,	Throw, distance, soft, hard, close, far, catch, collect, pass, kick, overarm, underarm, coordination, protect, chest, bounce, overhead, shoulder, hand position, passing, technique, foot position, direction, dribble, attack, defend, intercept, agility, score, attack, defend.	Throw, distance, soft, hard, close, far, catch, collect, pass, kick, overarm, underarm, coordination, protect, chest, bounce, overhead, shoulder, hand position, passing, technique, foot position, direction, dribble, attack, defend, intercept, agility, score, attack, defend, collision, control, interception, tackling.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Athletics	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others 	<ul style="list-style-type: none"> • Begin to explore how to improve running technique at different speeds and in a race situation. • Begin to experiment with different throwing equipment using a variety of strategies to increase distance. • Begin to experiment with different ways to jump higher and further in different jumping events. • Begin to incorporate jumping over obstacles into running. • Work as a team to complete a simple relay race. 	<ul style="list-style-type: none"> • Begin to develop running technique by improving coordination and control in arm and leg movements (short steps and long strides). • Develop specific strategies for throwing events e.g. shotput, discuss, javelin. • Develop specific techniques for jumping events e.g. hop, skip jump for triple jump. • Use a baton to perform a relay race. 	<ul style="list-style-type: none"> • Master the running technique and introduce the starting technique for sprinting. • Apply throwing techniques into a competitive situation, knowing which to use and when. • Master the jumping techniques and use correctly in each event e.g. long jump, triple jump. • Use the correct technique to pass the baton in a relay race.
Activities		<p>Track: Sprinting (100m etc. relay) Long distance (cross country) Hurdles</p>	<p>Field: Javelin Discuss Long jump Triple jump High jump Shotput Standing long jump</p>	
Key Vocab		Throw, jump, run, sprint, far, distance, aim.	Throw, jump, run, sprint, far, distance, aim, pace, technique, stride, release, pull, swing, turn, twist, take off, landing, run up.	Throw, jump, run, sprint, far, distance, aim, pace, technique, stride, release, pull, swing, turn, twist, fling, power, landing, take off, run up.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
OAA	N/A	<ul style="list-style-type: none"> • Begin to communicate effectively in a team situation to build trust. • Build on listening skills to follow instruction from the teacher as well as each other. • To build on simple directional language. 	<ul style="list-style-type: none"> • Develop communication skills by delegating leadership roles and working together to complete a task. • Introduce compass points to help complete tasks. • Develop map reading skills by identifying key symbols. • Develop strategies to complete problems in the most efficient way. 	<ul style="list-style-type: none"> • Communicate quickly and efficiently to solve problems against the clock. • Use a secure knowledge of compass points and map reading skills to complete problems quickly and efficiently. • Use the most effective strategies to complete problems promptly.
Activities		<p>KS1: Parachute games Team building games Scavenger hunts Obstacle courses Trim trails</p>	<p>KS2: Map reading Problem solving Orienteering Obstacle courses Trim trails</p>	
Key Vocab		Decide, listen, forwards, backwards, right, left, trust, map, hunt, find, team, challenge.	North, East, South, West, right, left, find, hunt, symbol, compass, follow, route, obstacle, solve, team, challenge, overcome.	North, East, South, West, North-East, South-West, right, left, hunt, symbol, compass, follow, route, obstacle, solve, team, challenge, overcome.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Fitness	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery 	<ul style="list-style-type: none"> • Begin to experience different stretches for various body parts to demonstrate flexibility. • Begin to demonstrate a basic knowledge of how to improve strength through simple activities such as press ups, sit ups and squats. • Begin to realise when reaching a peak in performance to build stamina. 	<ul style="list-style-type: none"> • Locate which body part is being stretched when improving flexibility by performing static and dynamic stretches. • Verbalise the muscles which are becoming stronger through a range of strengthening exercises. • Introducing strategies to overcome fatigue and build stamina. 	<ul style="list-style-type: none"> • Name the muscles that are being stretched when improving flexibility. • Know which muscles to strengthen based on a specific activity. • Apply strategies to overcome fatigue consistently and understand how to prevent it in future to build stamina.
Activities	Outdoor area.	Yoga Zumba Pilates Circuit training Interval training HIT (high intensity training) Cross country Aerobics		
Key Vocab	Muscles, stretch, pull	Stretch, pull, muscles, flex, flexibility, relax, strength, strong.	Stretch, pull, muscles, flex, flexibility, relax, strength, strong, static, dynamic, fatigue, stamina, strategies,	Stretch, pull, muscles, flex, flexibility, relax, strength, strong, static, dynamic, fatigue, stamina, strategies, abdominals, glutes, quadriceps, hamstring, pectoral, biceps, calf, triceps.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Swimming	N/A	N/A	N/A	<ul style="list-style-type: none"> • Develop skills to swim at least 25m. • Know how to stay safe in and around water. • Teach the techniques of varied strokes.
Activities	Treading water Floating Varied stroked Entering / exiting the water Safety – personal survival			
Key Vocab				Swim, stroke, front crawl, back crawl, freestyle, breast stroke, butterfly, back stroke, treading water, float, dive, jump, splash, safe, enter, exit, push, glide, kick, breathe,