

Curriculum Progression - PE

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| Subject Vision: | Physical Education | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception - Topic | Physical Literacy 1, Dance, Gymnastics | | Physical Literacy 2 and 3, Dance, Gymnastics | | Physical Literacy 4 and 5 | |
| Vocabulary | <p>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.</p> | <p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow</p> <p>Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel.</p> | <p>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat</p> | <p>Africa, beat, curl, dance, elephants, fast, feet, flow, giraffes, high, join, link, low, monkeys, music, rhythm, slow, step, stretch, team work, turn, twist.</p> <p>Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing.</p> | <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, slide, slither, apparatus, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat.</p> | <p>Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight.</p> |
| Skills | <p>Explore balance and managing own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command</p> | <p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat, and perform simple movement patterns</p> <p>To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills</p> | <p>Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations. Participate in a variety of small group co-operative activities</p> <p>Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations</p> | <p>Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group</p> <p>To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel action</p> | <p>Participate in a variety of agility-based activities moving and controlling objects. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats</p> | <p>Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</p> |

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| Knowledge | Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles | Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes Basic movements including walking, running, rolling, crawling, jumping, and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shape | Have explored balance and managing own body including in relation with small objects. Are able to stretch, reach, extend in a variety of ways and positions. Are able to control body and perform specific movements on command Explore a variety of rolling, sliding and slithering movements. Jump using a variety of take offs and landings. Moving on and off low apparatus using hands and feet in a variety of combinations. Participating in a variety of small group cooperative activities | Recognise that actions can be reproduced in time to music; learn beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes | Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations | Participate in a variety of agility-based activities involving moving and controlling objects. Recognise the different between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats |
| Visit/Special Occasions | | | | | | |
| Year 1 | Multi Skills – Attack, Defend, Shoot, Dance, Gymnastics | | Multi Skills – Send and Receive, Dance, Gymnastics | | Multi Skills – Hit, Catch, Run and Multi Skills – Run, Jump and Throw | |
| Vocabulary | Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. | Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist. Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel. | Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court. | Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond. Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn. | Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw | Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw. |
| Skills | To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve | 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 send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls | 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 level | Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects | 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 |

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| | agility, balance and co-ordination | Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. To recognise like actions and link | | 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 | | |
| Knowledge | Learners will have experienced a variety of games playing with beanbags and hoops. They will have practised throwing and catching and can demonstrate the basics of these skills | Followed simple instructions Moved using simple rhythms and actions Copied and repeated simple actions Experienced taking off, jumping and landing. Has a concept of a space and use of space. Has developed confidence in fundamental movements | Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions | 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 Identified and used simple gymnastics actions and shapes Applied basic strength to a range of gymnastics actions Began to carry and move gymnastics apparatus | Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping | Pupils will have experienced sending a variety of balls, quoits and beanbags. Can use a range of gross motor skills, e.g. jumping, hopping, stepping, and changing direction. Able to walk, run and travel at a variety of speeds |
| Visit/Special Occasions | | | | | | |
| Year 2 | Multi Skills – Attack, Defend, Shoot, Dance, Gymnastics | Multi Skills – Send and Receive, Dance | | Multi Skills – Hit, Catch, Run and Multi Skills – Run, Jump and Throw | | |
| Vocabulary | Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed. | Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping. Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn. | Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttle cock, racquet | Unison, phrase, links, dance, dynamic, independent, pair, clock face, time, motif, free style, formation, on stage, o stage, mirror, match, copy, repeat, mood, emotion | Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, under arm, over arm, field, hitter, bowler, umpire, posts, stumps. | Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power. |
| Skills | Can send a ball using feet and can receive a ball using feet. Rene ways to control bodies and a range of equipment. | Describe and explain how performers can transition and link shapes and balances Perform with control and consistency basic actions at | Be able to track the path of ball over a net and move towards it Begin to hit and return a ball using a variety of hand and | 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 | To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games | Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops |

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| | Recall and link combinations of skills, e.g. dribbling and passing | 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 Develop body management through a range of floor exercises Use core strength to link recognized gymnastics elements, e.g., back support and half twist Attempt to use rhythm whilst performing a sequence | racquet with some consistency Play modified net/wall games throwing, catching and sending over a net | Use the stimuli to copy, repeat and create dance actions and motifs | | Can negotiate obstacles showing increased control of body and limbs |
| Knowledge | Can recognise rules and apply them in competitive and cooperative games. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and why we enjoy it | 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 Can describe and explain how performers transition and link gymnastic elements Has performed basic actions with control and consistency at different speeds and on different levels Can challenge him or herself to develop strength and flexibility Can create and perform simple sequences that are judged using simple gymnastic scoring | Developed sending skills with a variety of balls Tracked, intercepted and stopped a variety of objects such as balls and beanbags Selected and applied skills to beat opposition | Describe and explain how performers can transition and link shapes and balances Perform with control and consistency basic actions 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 | Developed sending and receiving skills to benefit fielding as a team1 Can distinguish between the roles of batters and fielders2 Have been introduced to the concept of simple tactics | Children have attempted to link running and jumping, and have practiced some simple throwing techniques Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises Children have worked on cooperative activities in run, jump and throwing games |
| Visit/Special Occasions | | | | | | |