



Curriculum Progression for PE

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INTENT

At Frodsham C of E Primary School, I encourage my children to develop an enthusiasm and enjoyment of Physical Education, rooted in my Christian values of Love, Faith, Kindness, Community, Respect and Resilience. Through PE, I provide meaningful opportunities for children to grow in character as well as in physical ability. I create and foster opportunities to be physically active within the school curriculum, through my extra-curricular programme and by being a part of community sporting events in my local area and beyond. These experiences help children build a sense of community, promote respect for others and provide chances to show kindness and good sportsmanship in all settings.

Using the curriculum plan Complete PE, I plan a broad, balanced and adapted PE curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of PE. Furthermore, I aim to inspire in pupils a love and enjoyment in Sport that will remain with them for the rest of my lives.

I begin development in locomotion, ball skills and health and well-being. Moving onto an understanding of attack and defence, team building and an in-depth understanding of a wide range of games. All children will receive an education in gymnastics, dance, swimming, athletics and OAA. I endeavour to ensure that the PE curriculum I provide will give children the confidence and motivation to continue to further develop my skills into the next stage of my education and life experiences.

I endeavour to ensure that my PE curriculum equips children not only with physical competence but also the Christian values that will support my personal growth and confidence as they move into the next stage of my education and life experiences.

IMPLEMENTATION

The understanding of key Physical Education knowledge is an integral part of my PE lessons. The progression of skills for working in the PE curriculum are developed through the year groups and skills of enquiry are of key importance within lessons.

At Frodsham C of E Primary, teachers create a positive attitude to PE and reinforce an expectation that all children are capable of achieving high standards.

PE is taught clearly and is planned using the comprehensive Complete PE curriculum guide. My strategy is to enable all children to be catered for through adapted planning suited to my abilities. I plan for children to become able and confident in leadership skills, where they are confident independent learners. Children will be able to recognise themselves, areas of success and development in themselves and my peers. This leadership and independence is celebrated within lessons. Throughout all aspects of PE, children are encouraged to demonstrate my core Christian values-showing kindness and respect to others, building resilience in the face of challenge and working together as a community.

Planning involves teachers creating practical, engaging lessons with opportunities for precise questioning to test knowledge and understanding and assess children regularly to identify those children with gaps in learning.

My curriculum is progressive. I build upon the learning and skill development of the previous years. Physical education skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. Teachers demonstrate how to use specific equipment, to a high standard. Through the professional sporting calendar, I promote

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sporting events around the world, thus raising the profile of sport in my school. I allow time for the children to engage in these exciting events through linked intra school competitions and tournaments and extra-curricular activities.

NURSERY					
I can... - Explore climbing using outdoor equipment, exploring different ways of moving. - Begin to develop ball skills, throwing, catching, aiming, dribbling, pushing, patting and kicking. - Participate in dance related activities, moving to music, spin, rock, tilt, fall, slide and bounce. - Explore a range of wheeled resmyces for children to balance, sit or ride on, or pull and push using two wheeled balance bikes, scooters wheelbarrows, prams. - Explore obstacle activities moving over, under, through and around equipment, balance and move with confidence. - Participate in races / team games involving gross motor movements.					
Key vocabulary: climb, movement, throw, catch, aim, dribble, push, pat, kick, spin, rock, tilt, fall, slide, bounce, balance, pull, healthy, active, obstacles, over, under, through, around, race, team, games.					
Walking	Jumping	Dance- Myselfes	Ball skills – Hands 1	Ball skills- Feet 1	Athletics- Sports day
I can.... Explore walking using different body parts in different directions, at different levels and at	I can.... Explore jumping, in different directions, at different speeds, different	I can.... Explore different movements using different parts of the body, adding emotion and expression.	I can... - Explore pushing - Explore rolling - Explore bouncing - Explore bouncing into space	I can.... - Explore moving with a ball using my feet. - Develop my technique of dribbling the ball and understand	I can.... - Begin to understand the correct technique for; sprinting. - Begin to learn how to stay in my own lane,

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different speeds.	levels, heights and distances.		- Combine pushing and rolling - Combine rolling, pushing and bouncing	where and why I dribble beginning to keep control	correct use of arms, legs and eyes and setting pace.
Key vocabulary: Walking, marching, tag	Key vocabulary: Jumping, landing, space, speed, height	Key vocabulary: Champion dancers, beat, rhythm	Key vocabulary: Push, roll, bounce, control, possession, partner, team, defender.	Key vocabulary: Dribble, control	Key vocabulary: Running
RECEPTION					
Dance - nursery rhymes	Gymnastics – high, low, over, under	Ball skills - Hands 2	Gymnastics - moving	Feet	Athletics – sports day
I can... - Move in sequence - Create my own movements - Create simple movement sequences - Respond in movement to words and music - Explore contrasting tempos - Explore character movements	I can... - Be introduced to high, low, over and under - Be introduced to the apparatus - Apply high and low on apparatus	I can... - Explore throwing overarm - Explore throwing underarm - Explore rolling - Explore stopping a ball - Explore catching	I can... - Explore/develop walking - Explore walking in different pathways - Sustain walking - Explore marching - Apply walking into a game	I can.... - Explore moving with a ball using my feet. - Develop my technique of dribbling the ball and understand where and why I dribble beginning to keep control	I can... - Begin to understand the correct technique for; sprinting, egg and spoon, sack race, bouncy hopper and relay races. - Begin to learn how to stay in my own lane, correct use of arms, legs and eyes and setting pace.

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Key vocabulary: Movement, body parts, create, sequence, words, music, travel, character, partner.	Key vocabulary: High, low, over, under, shapes, safety, apparatus, explore.	Key vocabulary: Racket, bat, balloon, beanbag hit, force	Key vocabulary: High, low, big, small, under, over, through, around, on, along	Key vocabulary: Dribble, control	Key vocabulary: Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.
• YEAR 1					
Health and Ill being	Dodging	Team building	Gymnastics – body parts	Feet	Rackets, bats and balls
I can... • Begin to demonstrate agility, balance and co-ordination. • Understand what agility means and explore ways of being more 'agile', 'balanced' and 'coordinated' when moving. • Understand why I need to be agile, balanced and coordinated	I can... • Begin to develop my dodging, throwing and catching skills to outwit my opponents and win the game • Begin to apply an understanding of where, when and why I dodge, throw and catch, to beat an opponent. • Begin to develop life skills such as	I can... • Begin to understand teamwork to become an effective team. • Begin to understand why it is important to include everyone when working as a team and how it feels to be left out. • Begin to learn and understand what makes an effective team	I can... • Begin to apply 'champion gymnastics' to explore movements and balances using the 'big' and 'small' parts of my bodies on the floor and on apparatus. • Begin to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') creating combinations	I can... • Begin to learn the different ways of using my feet to move with a ball. • Begin to develop my understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. • Begin to develop using the inside and outside of my	I can... • Begin to explore using a racket and a ball together. • Begin to explore moving the ball using the racket, beginning an understanding of how and why I keep the ball close and controlled. • Continue to develop an understanding of why moving a ball into a space is so

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when playing sport.	respect and cooperation as they collaborate with others including my opponents. Begin to apply my skills with developing confidence as I grow in my ability to show integrity and take responsibility leading others	and to trust each other. Begin to develop my communication skills, enabling them to create simple strategies to complete a challenge and solve a problem.	and sequences on different apparatus and explore how I can make them more creative.	feet to dribble the ball.	important to evade defenders. - Begin to explore hitting (pushing) a ball using a racket accurately. - Begin to understand why I need to aim at a target when hitting (pushing) the ball in a variety of games.
Key vocabulary: Agility, balance, coordination	Key vocabulary: Attacker defender, dodge, throw, catch	Key vocabulary: Team work, inclusion, effective, communication, strategies, problem solving.	Key vocabulary: Balance, big and small body parts, floor, apparatus, narrow, wide, curled, combinations, sequences, explore, creativity.	Key vocabulary: Feet, movement, control, dribble, inside, outside.	Key vocabulary: Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.
Running	Gymnastics – wide, narrow, curled	Dance – The Zoo	Hands	Games for understanding	Sports day – athletics
I can... Begin to explore	I can... Begin to apply 'champion	I can... Master a variety of basic	I can... Begin to develop	I can... Begin to understand the	I can... Begin to understand the

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running, they will apply this to a competitive game, beginning to understand the basic principles of attack and defence. • Begin to explore running using different body parts and different techniques and begin to understand how to run efficiently. • Begin to develop my running technique applying it into a game. • Begin to develop my understanding of where I need to run and why and at what	gymnastics' to explore movements and balances in a wide, narrow and curled way on the floor and on apparatus. • Begin to explore different ways of transitioning between each shape and linking them together using apparatus.	movement patterns • Develop balance, agility and co-ordination • Perform dances using simple movement patterns	bouncing (dribbling) and stopping the ball. Pupils will understand why I need to keep the ball away from the defender and keep possession. • Begin to explore different ways of sending (passing) and receiving the ball with my partner. • Begin to learn and understand why I need to be accurate when sending the ball. Pupils will learn why and how I aim when sending a ball. • Begin to learn why I need to send a ball using	basic principles of attack and defence. • Begin to learn what 'attacking' and 'defending' means and where / why I attack and defend during a game. • Begin to understand why I need to prevent the attackers from scoring.	correct technique for; sprinting, egg and spoon, sack race, bouncy hopper and relay races. • Begin to learn how to stay in my own lane, correct use of arms, legs and eyes and setting pace.
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speed for a racing context. Begin to apply pupils understanding and application of running over a longer duration and as part of a team			different force and speeds.		
Key vocabulary: Run, fast, slow, pace, speed, sole, feet, arms, legs.	Key vocabulary: Balance, wide, narrow, curled, floor, apparatus, transition, shape, link.	Key vocabulary: whoosh, flapping, fluttering, hovering, dropping, soaring, gliding, whizzing, diving, loop-the-loop improvisation, express, movement, images	Key vocabulary: Bouncing, dribbling, stop, defender, possession, send, pass, receive, accuracy, force, speed.	Key Vocabulary: Attacking, defending, scoring.	Key vocabulary: Technique, sprint, pace, strategy.
YEAR 2					
Health and Illbeing	Running	Team building	Hands	Feet	Rackets, bats and balls
I can... Consolidate my understanding of agility, balancing and coordination and when this is applied during sport.	I can... Explore running and I will apply this to a competitive game, beginning to understand the basic principles of attack and defence.	I can... - Be introduced to teamwork. - Understand why it is important to include everyone when working as a team and how it feels to be left out.	I can... Develop and consolidate pupils' execution of an underarm throw and to further extend my understanding of why I need to be accurate when I throw.	I can... - Develop dribbling using my feet in order to keep control and possession of the ball. - Develop and combine passing and receiving using my feet in order to keep possession of	I can... - Continue to apply my developing accuracy skills when hitting a ball in a variety of competitive situations and games. - Start to consider the application of polr as they

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• Develop different ways of moving at speed and will understand the consequences of not being agile. • Explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful. • Understand what feet eye coordination means and will start to develop my	• Explore running using different body parts and different techniques and begin to understand how to run efficiently. • Develop my running technique applying it into a game. • Develop my understanding of where I need to run and why and at what speed for a racing context. • Apply my understanding and application of running over a longer duration and as part of a team	• Start to learn and understand what makes an effective team and to trust my team • Develop my communication and cooperation skills, enabling them to create strategies to complete a challenge and solve a problem.	• Experience a competition against other pupils, developing my ability to collaborate • Work in a team, applying my understanding of underarm throwing and the basic principles of attack vs defence to win a game and to beat an opponent. • Be introduced to overarm throwing, applying my understanding of overarm throwing to win a game or competition.	the ball and score a point as a team.	attempt to hit targets that are of varying distances away. • Be challenged to work with a partner and then against my partner as they become opponents and work to win games. • Begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.
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kicking and dribbling skills to develop my feet eye coordination skills when playing sport.					
Key vocabulary: Agility, balance, coordination, speed, kicking, dribbling.	Key vocabulary: Run, fast, slow, pace, speed, sole, sprint	Key vocabulary: Teamwork, effective, trust, communication, cooperation, problem solving.	Key vocabulary: Underarm, overarm, accuracy, competition, collaborate, attack, defence,	Key vocabulary: Dribble, control, possession, passing, receiving.	Key vocabulary: Accuracy, completion, polr, distance, opponent.
Dodging	Gymnastics – Linking	Dance – Great Fire of London	Gymnastics – pathways	Creating Games	Sports Day – Athletics
I can... - Explore dodging and learn how to dodge effectively and apply this to game. - Apply pupils' knowledge of how, where and why to dodge, into game situations.	I can... Apply 'champion gymnastics' to explore different movements that pupils can link together jump, roll and balance on and off apparatus, creating sequences.	I can... - Respond to the stimulus using a range of different, controlled movements. - See how to control and co-ordinate my bodies to perform movements that represent an explorer	I can... - Apply 'champion gymnastics' exploring different pathways (zig-zag, curved), creating movements that pupils can link together on apparatus into a sequence. - Perform my completed sequences.	I can... - Take on a role of a referee to enforce the rules of a game. I will move betlen attack and defence as the game changes - Show an understanding of the different roles within a game. - Encmyage others and show	I can... - Understand the correct technique for; sprint, egg and spoon, sack race, bouncy hopper and relay races. - Learn how to staying in my own lane, correct use of arms, legs and eyes and setting pace.

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Learn the roles of attacking and defending and start to understand when I attack and when I defend while working in a team as part of a competition.	Perform my completed sequences.	preparing for an expedition. - Develop my character work, adding movements, expression and emotion to my motif. - Pupils will create a 'frozen' position showing a reaction creating an emotion. - Develop motifs with a partner including some different elements of choreography.		gratitude. Pupils will collaborate and work together in teams. Apply a competent understanding of honesty as they play by the rules and keep the score	
Key vocabulary: Dodging, effective, attack, defence, team, competition.	Key vocabulary: Link, jump, roll, balance, apparatus, sequence, perform.	Key vocabulary: Stimulus, control, movements, coordinate, character, expression, emotion, motif, reaction, choreography.	Key vocabulary: Pathways, zig zag, curved, link, apparatus, sequence.	Key vocabulary: Attacker, defender, referee, sportsmanship, rules	Key vocabulary: Technique, pace.
YEAR 3					

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Communication and tactics	Dance –Witches and Wizards	Gymnastics – Symmetry and asymmetry	Netball	Problem Solving	Rounders
I can... - Look at what makes an effective team with the focus being on creating tactics as a team with focus on - Collaboration and communication - Learn why they need to work as a team to create simple tactics. - Look at what makes an effective team leader. - Develop the qualities required to lead a team effectively and solve problems.	I can... - Use a variety of movements in isolation and combination - Develop flexibility, strength, technique, control and balance - Perform dances using a range of movement patterns - Compare and evaluate performances against previous ones - Demonstrate improvement to achieve personal targets	I can... - Apply the concept of 'excellent gymnastics', the class will focus on exploring movements and balances in a symmetrical and asymmetrical way. - Re-create pupils symmetrical and asymmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.	I can... - Be introduced to passing and receiving in order to keep possession of the ball. - Concentrate on the attacking players, keeping possession. - Develop an understanding of how to win the ball back (defending and attacking), at a later stage, but questions to provoke thinking are appropriate. - Use passing and moving skills (creating space) to keep possession, developing this	I can... - Work within a team to complete the different problem solving challenges successfully. - Apply an understanding of what makes an effective team and understand how important my role is within the team. - Develop life skills such as respect and communication as they collaborate with my team members to successfully	I can... - Be introduced to the concept of batting and fielding. - Develop an understanding of the purpose of each team. - Be introduced to throwing overarm. - Develop an understanding of how to throw a ball accurately, with polr over distance and understand its purpose in a game of rounders. - Introduce ways of stopping the ball. - Learn when, where and to

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		Start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating my asymmetrical balance to end the sequence.	concept into mini game situations. - Understand not just how I shoot but also where I shoot in terms of cmyt position and why? - Use my prior learning of passing, moving and creating space, to move the ball up the cmyt, creating an attack that results in a shot at goal using the correct technique.	complete the challenges. Develop my ability to remain positive and try my best in every challenge.	they use a long barrier and how this can improve my fielding skills to keep the batter's score as low as possible.
Key vocabulary: Effective, tactics, focus, collaboration, communication, problem solving.	Key vocabulary: roll, jump, turn, fall, still, travel, gesture, fluidity Transition, co-operatively, evaluation	Key vocabulary: Balance, symmetrical, asymmetrical, apparatus, sequence, traveling.	Key vocabulary: Passing, receiving, possession, attack, defend, technique.	Key vocabulary: Communication, tactics, strategy, teamwork, problem solving	Key vocabulary: Batting, fielding, throwing, overarm, underarm, polr, distance, catching, striking, speed, direction.
Tag Rugby	Football	Golf	Tennis	Athletics	Mindfulness
I can.....	I can...	I can....	I can....	I can...	I can....

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• Learn to move a ball, passing and receiving in order to keep possession. • Begin to understand the purpose of tagging, when, where and why this is applied. • Begin to understand the purpose of attacking and the need to create space when they are attacking. • Bring together the suggested sequence of learning to take part in a level 1 tournament.	• Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling	• throw the ball and/or strike the ball using the Roller (Putter) accurately, sending the ball to the intended target. • understand where to throw / hit the ball and be able to outwit my opponent using my accurate throwing and striking skills. • apply my skills with developing confidence as they grow in my ability to show self-belief and emotional regulation. • develop life skills such as teamwork and	• Begin to understand tennis, outwitting an opponent • Create space to win a point • Consolidate how to win a game introduce rackets • Begin to introduce the forehand	• Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Perform a Standing Long Jump	• Explore relaxation techniques • Apply relaxation techniques and use them effectively • Perform balanced meditative poses • Use props to help us balance in my meditative poses
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		cooperation, as they collaborate effectively with others including my opponents.			
Key Vocabulary: Attack, Tag, defend	Key Vocabulary: Dribble, pass, receive	Key Vocabulary: Hole, The 'Tee', Holes, Cmyse, Shots Accuracy Opponent Rolling Throwing	Key Vocabulary: Forehand	Key Vocabulary: Relay, accuracy, distance, tactics speed	Key Vocabulary: Relaxation, pose, meditate
Dodgeball I can: - Develop my dodging, throwing and catching skills to outwit my opponents and win the game - Apply an understanding of where, when and why I dodge, throw and catch, to beat an opponent. - Develop life skills such as respect and					

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cooperation as they collaborate with others including my opponents. • Apply my skills with developing confidence as they grow in my ability to show integrity and take responsibility leading others Key vocabulary: Dodge Tag Defender Attacker Throwing catching					
YEAR 4					
Athletics	Golf	Dodgeball	Football	Tag Rugby	Ancient Greeks-Dance Notes
I can... • Develop running at speed • Explore my stride pattern • Explore running at pace • Understand and apply	I can... • strike the ball using the Launcher with increased polr and control, sending the ball to the intended target.	I can... • Be introduced to jumping and ducking • Develop throwing with accuracy and polr over an increased distance	I can... • Refine dribbling • Be introduced to turning • Refine passing and receiving • Develop passing and dribbling creating space	I can... • Be introduce moving with the ball, passing and receiving • Be introduce tagging • • Create space when attacking	I can... • Use a variety of movements in isolation and combination • Develop flexibility, strength, technique,

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tactics when running for distance • Begin to throw a Javelin • understand Triple Jump	• continue to develop my Putting skills. • develop life skills such as communication and respect as they collaborate effectively with others including my opponents. • develop my understanding of where to hit the ball and why, in order to be able to outwit my opponent using my accurate striking skills. • apply my skills with confidence as they grow in my ability to take responsibility and support others.	• Develop catching • Consolidate dodging, jumping and ducking	• Introduce shooting	• Develop passing and moving • Combine passing/moving to create attacking opportunities	control and balance • Perform dances using a range of movement patterns • Compare and evaluate performances against previous ones • Demonstrate improvement to achieve personal targets
Key vocabulary: Tactics, speed distance, pace, polr, stride pattern	Key vocabulary: Launcher roller hole tee holes cmyse shots accuracy opponent polr	Key vocabulary: Attacker, defender, dodge, ducking, jumping, aiming	Key vocabulary: Attacker, transition, defender, goalkeeper, dragback, turning	Key vocabulary: Space, attacker, defender, forward pass, offside	Key vocabulary: Slow motion, Gods/Goddess, statues, sacrifice, offering,

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					freeze, link together timing, spatial awareness, focus, facial expressions, cues, accuracy of movement and dynamics, rehearse, evaluate, perform
Netball	Mindfulness	Communication and Tactics	Bridges	Swimming X2	Problem Solving
I can... • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting • Introduce defending	I can.... • use my skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a variety of activities. • effectively apply life skills such as communication as they collaborate with others and support each other to develop my mindfulness techniques.	I can • Complete the benches and mats challenge • Complete the round the clock card challenge • Complete the pen challenge • Complete the river rope challenge • Complete the caving challenges	I can • Be introduced to bridges • Learn the application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion	I can.... • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations	I can.... • work within a team to complete the different problem solving challenges successfully. • Apply an understanding of what makes an effective team and understand how important my role is within the team. • Develop life skills such as respect and communication

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	- develop my ability to stay focused when using various mindfulness techniques as they strive to improve my performances showing integrity - discuss and explain and feelings. my emotions, understanding why it is important to use mindfulness techniques in order to combat negative emotions				as I collaborate with my team members to successfully complete the challenges. Develop my ability to remain positive and try my best in every challenge. I will begin to show leadership attributes
Key vocabulary: Attacker, defender, possession, chest pass, foot work	Key vocabulary: Relaxation, pose, meditate, deep breathing, mime	Key vocabulary: Communication, teamwork, tactics, strategy, responsibility, listening, trust	Key vocabulary: Excellent gymnastics, control, extension, interesting, bridge, levels, flow	Key vocabulary: Stroke, front crawl, breathe	Key vocabulary: Communication teamwork tactics strategy problem solving
Football I can.... Develop my passing and					

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moving and dribbling skills to outwit my opponents and keep possession of the ball • Apply an understanding of where, when and why I pass, move and dribble to score points against another team • Develop life skills such as respect and communication as I collaborate with others including my opponents • Apply my skills while developing confidence as I grow in my ability to show resilience and self motivation					
Key Vocabulary:					

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Attacker defender space possession					
YEAR 5					
Athletics	Cricket	Hockey	Football	Netball	Counter Balance and Counter Tension
I can... • Finish a race • Evaluate my performance • Sprint: my personal best • Relay changeovers • Take part in Shot Put • Be introduced to the Hurdle	I can... • Develop my throwing, catching and batting skills to outwit my opponents and win the game. • Demonstrate a growing understanding of the difference between attack and defence (batting and fielding). • Develop life skills such as respect and cooperation as I collaborate with others including my opponents. • Apply my skills with developing confidence as I	I can • Develop defending; blocking and tackling • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing, dribbling and shooting • Refine defending skills developing transition from defence to attack	I can... • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating	I can... • Refine passing and receiving • Explore the function of other passes • Develop defending and marking the player with the ball • Tactical Play	I can... • Be introduced to Counter Balance • Apply Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion

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	grow in my ability to show self motivation and determination				
Key vocabulary: Tactics, Speed, Distance, Evaluation, change over, personal best, Lap	Key vocabulary: Throwing catching outwit fielder batting	Key vocabulary: Attacker, defender, space, possession, Intercepting, barrier, Shooting	Key vocabulary: Tactics, marking, tackle, pressure, shadowing, tracking back	Key vocabulary: Tactics, transition, marking, possession, shoulder pass, bounce pass	Key vocabulary: Excellent gymnastics, interesting, levels, flow, counter balance, counter tension, unison, canon
Golf I can... - consolidate my ability to hit the ball with the Roller (Putter)/Launcher (Idge) accurately and consistently, avoiding the Hazards by varying the speed and angles of my strikes. - make effective decisions to complete the hole in as few shots as possible,					

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understanding the consequences of my ball landing in a Hazard. • be challenged to always try my best, even when they find it difficult and when they, or my team is losing. • be able to manage the games themselves, show respect for my opponent and developing conflict resolution strategies. Key Vocabulary Opponent polr penalty shot					
Dodgeball	Health related Exercise	Street Art	Sports Hall Athletics	Orienteering	Rounders
I can.... • Consolidate my application of	I can...	I can.... • Use movement to create	I can... • Finish a race	I can... • Develop my ability to	I can.... • Develop fielding tactics

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dodging, throwing, jumping, ducking and catching. • Begin to explore blocking and apply this in games. • Create and apply attacking and defending tactics. • Understand how important effective decision making is and begin to evaluate others. • Develop communication skills as I support my team mates in games and suggesting ways to improve my performances	• Explore and understand cardio fitness • Explore and understand flexibility fitness • Explore and understand strength fitness	Street Artists' 'Tags' • Use a variety of concepts/relationships to change and develop my Street Art movements • Combine Breakdance with Street Art	• Evaluate my performance • Sprint: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles	orientate a map and locate points, returning to base as quickly as possible. • Develop my understanding of what makes an effective team and understand how important teamwork is when orienteering. • Develop life skills such as respect and communication as they collaborate with my team to successfully complete the orienteering challenges. • Develop my ability to remain positive and try my best in every challenge.	maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Apply tactics in mini games
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Consolidate my application of life skills such as integrity and responsibility as they strive to improve my own performance.				Begin to show leadership attributes	
Key vocabulary: Tactics, transition, accuracy, polr, dodge, blocking, eliminated	Key Vocabulary: Cardiovascular system, strength, flexibility, fitness, circuits, fitness test	Key Vocabulary: Excellent dancers, expression, creativity, emotion, stimulus,	Key Vocabulary: Tactics, speed, evaluation, distance, change over, personal best	Key Vocabulary Navigate, teamwork, strategy, tactics, communication, symbol	Key Vocabulary: Tactics, fielder, bowling, batting and bowler square, no ball, out
YEAR 6					
Athletics	Health Related Exercise	Dodgeball	Carnival	Matching and Mirroring	Leadership
I can... - Run for speed competition - Run for distance competition - Take part in a throwing competition - Take part in a Jumping competition	I can... - Complete fitness assessments and participate in circuits that will enhance my fitness. - Refine my understanding of the impact of exercise on my body and the importance of developing aerobic	I can... - Refine my application of dodging, throwing, jumping, ducking and catching. - Switch fluidly betlen attacking and defending. - Demonstrate resmycefulness and reflective skills by	I can... - Perform with technical control and rhythm in a group - Create rhythmic patterns using the body - Experience dance from a different culture - Choreograph elements	I can... - Be introduced to matching /mirroring - Apply matching mirroring learning onto apparatus - Sequence development	I can... - Understand what makes an effective leader - Communicate as a leader Introducing the STEP principle: Space , Task, Equipment and People

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Curriculum Progression for PE

	capacity, strength and flexibility. • Refine life skills such as communication and respect as I encourage my partners through the circuits. • Refine life skills such as self motivation, resilience and self discipline as I strive to improve my own performances	creating a range of attacking and defending tactics and adapting these when necessary. • Refine my communication skills as I support my teammates in games and suggest ways to improve my performance. • Consistently apply life skills such as integrity and self discipline by playing by the rules and leading others by example.	including still imagery		
Key vocabulary: Tactics, teamwork, speed, distance, evaluation, false start, events	Key vocabulary: Cardiovascular system, strength, flexibility, fitness, circuits, personal best	Key vocabulary: Tactics, Referee, back/end line, centre line, retrievers	Key vocabulary: Excellent dancers, expression, creativity, emotion, stimulus, choreography, rhythm	Key vocabulary: Excellent gymnastics, flow, levels, matching, mirroring, unison, cannon	Key vocabulary: Communication, teamwork, tactics, strategy, leadership, team member
Orienteering	Tag Rugby	Golf	Sports Hall Athletics	Cricket	Rounders

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I can..... • Develop my ability to orientate a map and locate points, returning to base as quickly as possible. • Develop my understanding of what makes an effective team and understand how important teamwork is when orienteering. • Develop life skills such as respect and communication as they collaborate with my team to successfully complete the orienteering challenges. • Develop my ability to remain positive	I can.... • Consolidate passing and moving • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations • Consolidate attacking and defending in min games	I can... • Refine my ability to hit the ball accurately and consistently, avoiding the Hazards by varying the speed and angles of my strikes, to outscore my opponents. • Continue to be challenged to think tactically and make effective decisions, understanding the different problems I face in a variety of gameplay situations. • Continue to be able to manage the games myself, taking the lead in game	I can.... • Run for speed competition • Run for distance competition • Throw for competition • Jump for competition	I can... • Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game	I can.... • Be introduced to full rounders • Consolidate fielding tactics • Refine my understanding of what happens if the batter misses or hits the ball backwards • Batting considerations
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and try my best in every challenge. • Begin to show leadership attributes		situations and consider a variety of tactics as I collaborate during the games. • Apply advanced self-regulation and discipline, always ensuring I apply my best in games, even when it doesn't always result in victory.			
Key vocabulary: Navigate, teamwork, strategy, tactics, communication, symbol	Key Vocabulary: Tactics, transition, offside, formations, knock on, advantage	Key Vocabulary: Match play, team scramble, team better ball, team alternate shots	Key Vocablary: Tactics, speed, evaluation, distance, team work, events, false start	Key vocabulary: Tactics, umpire, boundary, fmy runs, six runs, over	Key Vocabulary: Tactics, fielder, bowling, run out, umpire, outfielder

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