



## Curriculum Progression Map



### Curriculum Subject                      Physical Education

We have personalised the curriculum to suit the school's current cohort of children throughout each key stage. Please refer to our 2-year rolling programme.

### Level Expected at end of Early Years Foundation Stage

We have selected the Early Learning Goals that link most closely to the P.E. National Curriculum

<p><b>Physical Development - Moving and Handling 40-60</b> Shows increasing control over an object in pushing, patting, catching, throwing or kicking it.</p>	<p><b>Physical Development - Moving and Handling 40-60</b> Experiments with different ways of moving.</p>	<p><b>Physical Development - Moving and Handling (ELG)</b> They move confidently in a range of ways, safely negotiating space.</p>
<p><b>Physical Development - Moving and Handling (ELG)</b> Children show good control and coordination in large and small movements.</p>	<p><b>Physical Development 0 Moving and Handling 40-60</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and changing direction to avoid obstacles.</p>	

### Key Stage 1 National Curriculum Expectations

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;
- perform dances using simple movement patterns.

## Key Stage 2 National Curriculum Expectations

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);
- compare their performance with previous ones and demonstrate improvement to achieve their personal best;

	Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 1 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Health and Fitness	Describe how the body feels when still and after exercise	Describe how the body feels when still and after exercise  Carry and place equipment safely	Recognise and describe how the body feels during and after different physical activities  Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body  Know the importance of strength and flexibility for physical activity  Explain why it is important to warm-up and cool-down	Describe how the body reacts at different times and how this affects performance  Explain why exercise is good for your health  Know some reasons for warming up and cooling down	Know and understand the reasons for warming up and cooling down  Explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down  Carry out warm-ups and cool-downs safely and effectively  Understand why exercise is good for health, fitness and well-being  Know ways they can become healthier

Striking and Hitting a Ball

Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 2 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Hit a ball with a bat or racquet	<p>Use hitting skills in a game</p> <p>Practice basic striking, sending and receiving</p>	<p>Strike or hit a ball with increasing control</p> <p>Learn skills for playing striking and hitting games</p> <p>Position the body to strike a ball</p>	<p>Demonstrate succeeding hitting and striking skills</p> <p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Practice the correct betting technique and use it in a game</p> <p>Strike the ball for distance</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control</p> <p>Accurately serve underarm</p> <p>Build a rally with a partner</p> <p>Use at least two different shots in a game situation</p> <p>Use hand-eye coordination to strike a moving and a stationary ball</p>	<p>Use different techniques to hit a ball</p> <p>Identify and apply techniques for hitting a tennis ball</p> <p>Explore when different shots are best used</p> <p>Develop a backhand technique and use it in a game</p> <p>Practice techniques for all strokes</p> <p>Play a tennis game using an overhead serve</p>	<p>Hit a bowled ball over longer distances</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting</p> <p>Understand how to serve in order to start a game</p>

	Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 1 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Throwing and Catching a Ball	<p>Roll equipment in different ways</p> <p>Throw underarm</p> <p>Throw an object at a target</p> <p>Catch equipment using two hands</p>	<p>Throw underarm and overarm</p> <p>Catch and bounce a ball</p> <p>Use rolling skills in a game</p> <p>Practice accurate throwing and consistent catching</p>	<p>Throw different types of equipment in different ways for accuracy and distance</p> <p>Throw, catch and bounce a ball with a partner</p> <p>Use throwing and catching skills in a game</p> <p>Throw a ball for distance</p> <p>Use hand-eye coordination to control a ball</p> <p>Vary types of throw used</p>	<p>Throw and catch with greater control and accuracy</p> <p>Practice the correct technique for catching a ball and use it in a game</p> <p>Perform a range of catching and gathering skills with control</p> <p>Catch with increasing control and accuracy</p> <p>Throw a ball in different ways (e.g. high, low, fast, slow)</p> <p>Develop a fast and effective overarm bowl</p>	<p>Develop different ways of throwing and catching</p>	<p>Consolidate different ways of throwing and catching and know when each is appropriate in a game</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>
Travelling with a Ball	<p>Move a ball in different ways including bouncing and kicking</p> <p>Use equipment to control a ball</p>	<p>Travel with a ball in different ways</p> <p>Travel with a ball in different directions (side-to-side, forwards and backwards) with control and fluency</p>	<p>Bounce and kick a ball whilst moving</p> <p>Use kicking skills in a game</p> <p>Use dribbling skills in a game</p>	<p>Move with the ball in a variety of ways with some control</p> <p>Use two different ways of moving with a ball in a game</p>	<p>Move with the ball using a range of techniques showing control and fluency</p>	<p>Use a variety of ways to dribble in a game with success</p> <p>Use ball skills in various ways and begin to link together</p>	<p>Show confidence in using ball skills in various ways in a game situation and link these together effectively</p>

	Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 1 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Passing Ball	Kick an object at a target	Pass the ball to another player in a game  Use kicking skills in a game	Know how to pass the ball in different ways	Pass the ball in two different ways in a game situation with some success	Pass the ball with increasing speed, accuracy and success in a game situation	Pass the ball with speed and accuracy using appropriate techniques in a game situation	Choose and make the best pass in a game situation and link a range of skills together with fluency. e.g. passing and receiving the ball on the move
Possession				Know how to keep and win back possession of the ball in a team game	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game	Keep and win back possession of the ball effectively in a team game	Keep and win back possession of the ball effectively and in a variety of ways in a team game
Using Space	Move safely around the space and equipment  Travel in different ways including sideways and backwards	Use different ways of travelling in different directions or pathways  Run at different speeds  Begin to use space in a game	Use different ways of travelling at different speeds and following different pathways, directions or courses  Change speed and direction while running  Begin to choose and use the best space in a game	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space

	Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 1 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Attacking and Defending	Play a range of chasing games	<p>Begin to use terms like attacking and defending</p> <p>Use simple defensive skills such as marking a player or defending a space</p> <p>Use simple attacking skills such as dodging to get past a defender</p>	<p>Begin to use and understand the terms attacking and defending</p> <p>Use at least one technique to attack or defend to play a game successfully</p>	<p>Apply and follow rules fairly</p> <p>Understand and begin to apply the basic principles of invasion games</p> <p>Know how to play a striking and fielding game fairly</p>	<p>Use a range of attacking and defending skills and techniques in a game</p> <p>Use fielding skills as an individual to prevent a player from scoring</p>	<p>Choose the best tactics for attacking and defending</p> <p>Shoot in a game</p> <p>Use fielding skills as a team to prevent the opposition from scoring</p>	<p>Think ahead and create a plan of attack or defence</p> <p>Apply knowledge of skills for attacking and defending</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring</p>
Tactics and Rules	Follow simple rules	<p>Follow simple rule to play games including team games</p> <p>Use simple attacking skills such as dodging to get past a defender</p> <p>Use simple defensive skills such as marking a player or defending a space</p>	<p>Understand the importance of rules in games</p> <p>Use at least one technique to attack or defend to play a game successfully</p>	<p>Apply and follow rules fairly</p> <p>Understand and begin to apply the basic principles of invasion games</p> <p>Know how to play a striking and fielding game fairly</p>	<p>Vary the tactics they use in a game</p> <p>Adapt rules to alter their game</p>	<p>Know when to pass and when to dribble in a game</p> <p>Devise and adapt rules to create their own game</p>	<p>Follow and create complicated rules to play a game successfully</p> <p>Communicate plans to others during a game</p> <p>Lead others during a game</p>

	Early Years Foundation Stage	Key Stage 1 (Year 1)	Key Stage 1 (Year 2)	Lower Key Stage 2 (Year 3)	Lower Key Stage 2 (Year 4)	Upper Key Stage 2 (Year 5)	Upper Key Stage 2 (Year 6)
Compete/Perform	<p>Control my body when performing a sequence of movements</p> <p>Participate in simple games</p>	<p>Perform using a range of actions and body parts with some coordination</p> <p>Begin to perform learnt skills with some control</p> <p>Engage in competitive activities and learn games</p>	<p>Perform sequences of their own composition with coordination</p> <p>Perform learnt skills with increasing control</p> <p>Compete against self and others</p>	<p>Develop the quality of the actions in their performances</p> <p>Perform learnt skills and techniques with control and confidence</p> <p>Compete against self and others in a controlled manner</p>	<p>Perform and apply skills and techniques with control and accuracy</p> <p>Take part in a range of competitive games and activities</p>	<p>Consistently perform and apply skills and techniques with accuracy and control</p> <p>Take part in competitive games with a strong understanding of tactics and composition</p>	<p>Perform and apply a variety of skills and techniques confidently and with precision</p> <p>Take part in competitive games With a strong understanding of tactics and composition</p>
Evaluate	<p>Talk about what they have done</p> <p>Talk about what others have done</p>	<p>Watch and describe performances</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performances</p> <p>Talk about the differences between their own work and that of others</p>	<p>Watch, describe and evaluate the effectiveness of a performance</p> <p>Describe how their performance has improved over time</p>	<p>Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performances</p> <p>Explain why they have used particular skills or techniques and the effect they may have had on their performance</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

**Intent**

We offer a planned sequence of lessons to ensure progression through all areas of the P.E. National Curriculum, covering both KS1 and KS2, inside and outdoors. Progression is identified through lesson plans. In KS1 the focus is to develop and build on the fundamental skills required for games that are then applied in specific sports in KS2. Our intent is to ensure every child is passionate about sports and physical activity. Our children will have a positive and healthy physical and mental outlook and will develop essential skills such as leadership and team work. Every child will have the opportunity to develop their personal skills and to evaluate the impact of PE on their own physical health, fitness and wellbeing. They will have the opportunity to compete or perform in a range of activities and will be able to evaluate these performances. All lessons will be tailored to suit every child participating so that no child is unable to access the lesson irrespective of ability. We aim to offer approximately 60 minutes of active time per day, per child. This could be through structured lessons or through supervised play at break and lunchtime.

**Implementation**

Our staff will deliver high quality teaching and learning opportunities for all areas of the PE National Curriculum. All our lessons will be planned alongside subject -specific progression maps to ensure that knowledge is consolidated by practising skills and techniques in a variety of situations. There will be a series of assessment opportunities, usually built in to each lesson, to ensure each child is confident with the skills they have learned and how to apply them.

**Impact**

Each lesson will be linked to the PE National Curriculum and progression will be assessed accordingly, ensuring that learners have the detailed knowledge and skills across the breadth of the PE National Curriculum expectations; through age-appropriate curriculum delivery. Several of the lessons will be cross-curricular and will link to other topics to further embed the level of engagement and understanding. Children should be able to understand the technical vocabulary being used which will be consistent across both key stages. Children will be encouraged to complete some home-learning tasks as appropriate.