

Subject Intent – PE

Pupil will develop:

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

High levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others’ performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



Substantive Knowledge

Significant sporting events

Aspirational sports people

Knowledge of movement, tactics, strategy and rules across the following disciplines:

- Games
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities
- Swimming

Disciplinary Knowledge

Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This knowledge involves learning and demonstrating a range of physical movements and sporting techniques through a variety of physical activities:

- Games
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities
- Swimming

PE Approach



A high-quality PE curriculum motivates children to expand their skills and enables them to understand the positive benefits of exercise.

At High Clarence, children experience a broad range of sporting activities allowing them to be physically active, experience competition and understand how to lead and enjoy a healthy lifestyle.

Building relationships and communicating with others are also a key part of our physical education curriculum.

At High Clarence our aim is to deliver high-quality inclusive teaching and learning opportunities that inspire all children to succeed in physical activities.

We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equality of play to embed life-long values. We seek to sign-post talented athletes and players to extra-curricular clubs and celebrate the success of all pupils.

- **Inspirational Sports Person/Team or Event**

Positive role models/teams within individual sports – sporting heroes/icons, figures in the community, school club links and sporting events.

- **Rules – Safety**

Safe use of equipment

Develop a progressive understanding of rules - implementation of rules

Recall and retrieval of previous learning and experience

- **Health & Fitness**

Lead healthy, active lives.

Physically active for sustained periods of time.

- **Skills and Tactics**

Development and application of a broad key skill set

Develop a competence to excel in a broad range of physical activities

- **Competitive Physical Activity**

Engage in competitive sports and activities

- **Perform & Evaluate**

Assessment opportunities

EYFS

A1 Locomotion – Walking
Funky Feet

A2 Gymnastics
Health & Wellbeing

S1 Health & Wellbeing
Funky Feet

S2 Ball Skills Hands 1
Ball Skills Hands 2

Su1 Locomotion – Walking/
jumping

Su2 Ball skills hands 2
Athletics

High Clarence PE- Learning Journey



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learning trust

KS1

Autumn 1 Invasion Games Fundamental Skills (Tag Rugby)	Autumn 2 Gymnastics	Spring 1 Dance	Spring 2 Invasion Games Fundamental Skills (Hockey)	Summer 1 Net & Wall -Tennis	Summer 2 Striking & Fielding - Cricket
Mighty Warriors		Swimming		Athletics	

LKS2

Summer 1 Su 2 Striking & Fielding - Cricket KS2 Games - Athletics	Summer 1 Su 1 Net & Wall -Tennis KS2 Games - OAA	Spring 1 Sp 2 Hockey KS2 Games - Invasion - Basketball	Spring 1 Sp1 Dance KS2 Games - Dodgeball	Autumn 2 A2 Gymnastics KS2 Games - Net & Wall Netball	Autumn 1 Invasion - Tag Rugby KS2 Games - Sports Hall Athletics Swimming
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UKS2

Autumn 1 TAG Rugby KS2 Games - Sports Hall Athletics	Autumn 2 Gymnastics KS2 Games - Net & Wall Netball	Spring 1 Invasion - Dance KS2 Games - Dodgeball	Spring 1 Hockey KS2 Games – Invasion - Basketball	Summer 1 Su 1 Net & Wall -Tennis KS2 Games - OAA	Summer 1 Su 2 Striking & Fielding - Cricket KS2 Games – Athletics Swimming
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Year 7



PE Progressions Overview - Games

Subject	PE								
	Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Reception	Describe how the body feels when still and when exercising.	Hit a ball with a bat or racquet.	Roll equipment in different ways. Throw an object underarm at a target. Catch equipment using two hands.	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Kick an object at a target.	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Play a range of chasing games.	Follow simple rules.	Control my body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Pass the ball to another player in a game. Use kicking skills in a game.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing/catching in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Know how to pass the ball in different ways.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Year 3	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.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching skills with control. Catch with increasing control and accuracy. Throw a ball in different ways Develop a safe and effective overarm bowl.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Pass the ball in two different ways in a game situation with some success.	Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



PE Progressions Overview - Games

Subject	PE								
	Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Year 4	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.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Develop different ways of throwing and catching.	Move with the ball using a range of techniques, showing control and fluency.	Pass the ball with increasing speed, accuracy and success in a game situation.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Vary the tactics they use in a game. Adapt rules to alter games.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition
Year 6	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 wellbeing. Know ways they can become healthier	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.	Throw and catch accurately and successfully under pressure in a game.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	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.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.



PE Progressions Overview - Dance

Subject	PE			
	Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Reception	Describe how the body feels when still and when exercising.	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas	Control my body when performing a sequence of movements.	Talk about what they have done. Talk about what others have done.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Watch and describe performances. Begin to say how they could improve.
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others
Year 3	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.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.



PE Progressions Overview - Dance

Subject	PE			
	Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Year 4	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.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6	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 wellbeing. Know ways they can become healthier.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



PE Progressions Overview - Gym

Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Reception	Describe how the body feels when still and when exercising.	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Straight jump Tuck jump Jumping jack Half turn jump Cat spring		Bunny hop	Tiptoe, step, jump and hop	Standing balances	Control my body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump off springboard	Bunny hop Front support wheelbarrow with partner	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.



PE Progressions Overview - Gym

Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Copy, explore and remember actions and movements to create a sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
Year 3	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.	Compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Crouched forward roll Forward roll from standing Tucked backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Handstand Lunge into handstand Cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



PE Progressions Overview - Gym

Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 4	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.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Lunge into handstand Lunge into cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Lunge into handstand Lunge into cartwheel Lunge into round-off	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.



PE Progressions Overview - Gym

Subject	PE								
	Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Year 6	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 wellbeing. Know ways they can become healthier	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.



PE Progressions Overview - Athletics

Subject	PE				
	Health and fitness	Running	Jumping	Throwing	Compete/perform
Reception	Describe how the body feels when still and when exercising.	Run in different ways for a variety of purposes	Jump in a range of ways, landing safely.	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Control their body when performing a sequence of movements. Participate in simple games.
Year 1	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Begin to perform learnt skills with some control. Engage in competitive activities and team games.
Year 2	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Perform learnt skills with increasing control. Compete against self and others.
Year 3	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.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.



PE Progressions Overview - Athletics

Subject	PE				
	Health and fitness	Running	Jumping	Throwing	Compete/perform
Year 4	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.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.
Year 6	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 wellbeing. Know ways they can become healthier.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.



PE Progressions Overview – Outdoor and Adventurous Activities

Subject	PE					
	Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Year 3	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.	Orientate themselves with increasing confidence and accuracy around a short trail.	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Begin to choose equipment that is appropriate for an activity.	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.
Year 4	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.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.
Year 5	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.
Year 6	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 wellbeing. Know ways they can become healthier	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

KS1 – Substantive and Disciplinary Knowledge

Games:

Y1 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Pass the ball to another player in a game. Use kicking skills in a game.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games

Y2 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing/catching in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Know how to pass the ball in different ways.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.

KS1 – Substantive and Disciplinary Knowledge

Gym:

Y1 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump off springboard	Bunny hop Front support wheelbarrow with partner	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.

Y2 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Copy, explore and remember actions and movements to create a sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.

KS1 – Substantive and Disciplinary Knowledge

Dance:

Y1 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Watch and describe performances. Begin to say how they could improve.

Y2 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others

KS1 – Substantive and Disciplinary Knowledge

Athletics:

Y1 Health and fitness	Running	Jumping	Throwing	Compete/perform
Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Begin to perform learnt skills with some control. Engage in competitive activities and team games.

Y2 Health and fitness	Running	Jumping	Throwing	Compete/perform
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Perform learnt skills with increasing control. Compete against self and others.

Swimming:

	Learning outcomes
Swimming is taught by an outside provider following their personalised scheme of lessons. .	Perform safe self-rescue in different water based situations 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

LKS2 – Substantive and Disciplinary Knowledge

Games:

Y3 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
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.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching skills with control. Catch with increasing control and accuracy. Throw a ball in different ways. Develop a safe and effective overarm bowl.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Pass the ball in two different ways in a game situation with some success.	Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.

Y4 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
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.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Develop different ways of throwing and catching.	Move with the ball using a range of techniques, showing control and fluency.	Pass the ball with increasing speed, accuracy and success in a game situation.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Vary the tactics they use in a game. Adapt rules to alter games.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.

LKS2 – Substantive and Disciplinary Knowledge

Dance:

Y3 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
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.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.

Y4 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
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.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

LKS2 – Substantive and Disciplinary Knowledge

Gym:

Y3 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
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.	Compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Crouched forward roll Forward roll from standing Tucked backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Handstand Lunge into handstand Cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.

Y4 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
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.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Lunge into handstand Lunge into cartwheel	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.

LKS2 – Substantive and Disciplinary Knowledge

Athletics:

Y3 Health and fitness	Running	Jumping	Throwing	Compete/perform
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.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.
Y4 Health and fitness	Running	Jumping	Throwing	Compete/perform
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.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.

LKS2 – Substantive and Disciplinary Knowledge

Outdoor and Adventurous Activities:

Y3 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
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.	Orientate themselves with increasing confidence and accuracy around a short trail.	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Begin to choose equipment that is appropriate for an activity.	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.

Y4 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
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.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.

Swimming:

	Learning outcomes
Swimming is taught by an outside provider following their personalised scheme of lessons. .	Perform safe self-rescue in different water based situations 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

UKS2 – Substantive and Disciplinary Knowledge

Games:

Y5 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition

Y6 Health and Fitness	Striking and hitting a ball	Throwing and catching a ball	Travelling with a ball	Passing a ball	Possession and using space	Attacking and defending	Tactics and rules	Compete and Perform
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 wellbeing. Know ways they can become healthier	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.	Throw and catch accurately and successfully under pressure in a game.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	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.	Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

UKS2 – Substantive and Disciplinary Knowledge

Dance:

Y5 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Y6 Health and Fitness	Dance Skills	Compete/Perform	Evaluate
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 wellbeing. Know ways they can become healthier.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

UKS2 – Substantive and Disciplinary Knowledge

Gym:

Y5 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Lunge into handstand Lunge into cartwheel Lunge into round-off	Tiptoe, step, jump and hop Hopscotch Skippping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.

Y6 Health and fitness	Acquiring and developing skills - general	Rolls	Jumps	Vault	Handstands, cartwheels, round offs	Travelling and linking actions	Shapes and balances	Compete/perform
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 wellbeing. Know ways they can become healthier	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off	Tiptoe, step, jump and hop Hopscotch Skippping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.

UKS2 – Substantive and Disciplinary Knowledge

Athletics:

Y5 Health and fitness	Running	Jumping	Throwing	Compete/perform
Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.

Y6 Health and fitness	Running	Jumping	Throwing	Compete/perform
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 wellbeing. Know ways they can become healthier.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

UKS2 – Substantive and Disciplinary Knowledge

Outdoor and Adventurous Activities:

Y5 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.

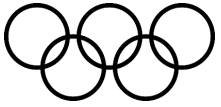
Y6 Health and Fitness	Trails	Problem - solving	Preparation and Organisation	Communication	Compete and Perform
Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

Swimming:

	Learning outcomes
Swimming is taught by an outside provider following their personalised scheme of lessons.	Perform safe self-rescue in different water based situations 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



High Clarence Academy – Approach to teaching - P.E



Inspirational Sports
Person/Team or Event



Rules
Safety



Health & Fitness



Skills and Tactics



Competitive Physical Activity



Perform & Evaluate

Games – Dance – Gymnastics – Swimming – Athletics - OAA