

PE Progression Map



"Every winner was once a beginner."

Curriculum Intent:

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

At Ladybridge, we encourage our pupils to, 'Think like Athletes.'

Intent:

We provide a carefully sequenced and ambitious P.E. curriculum that builds physical skills and movement competence progressively over time. Pupils develop secure fundamental movement skills and explore how different sports and activities contribute to healthy bodies and minds. Through rich, varied and practical experiences such as outdoor adventure activities, team games, dance, gymnastics and the use of specialist equipment, children are immersed in physical learning that is relevant, enjoyable and meaningful to them. Our pupils are encouraged to think critically about their performance, reflect on their strengths and areas for development, and demonstrate resilience and teamwork. Our curriculum enables pupils to understand and apply key physical education concepts such as balance, coordination, running. Pupils are taught to evaluate and improve their own performance, work collaboratively with others, and develop confidence in a range of physical contexts. Our children develop strong physical competence and a positive attitude towards being active. They learn to understand, retain and apply key skills and knowledge across a variety of sporting and practical situations, equipping them for future learning and helping them to lead healthy, active lives.

Implementation:

At Ladybridge, P.E is taught twice weekly, with one indoor and one outdoor session, ensuring children experience a broad range of environments in which to develop and apply physical skills. We follow the 'Get Set 4 PE' scheme, which provides progressive lesson plans from Early Years to Year 6. Each unit is carefully sequenced so that skills build steadily in complexity, either lesson by lesson or through increasing difficulty. Within each lesson, children are introduced to a core skill, given time to explore and develop it, and then supported to apply it within a game, sequence, routine, or competitive context. A clear progression grid outlines the development of key physical competencies. Our core PE lenses: running, jumping, throwing, agility, catching, balance and coordination, are revisited across all year groups, enabling pupils to build on what they know and can do. This structured progression ensures that children develop confidence, precision, control and resilience over time. Throughout the year, pupils engage in a wide variety of activities in which they can apply and refine their developing skills. These include dance, gymnastics, outdoor adventure activities, striking and fielding, invasion games, athletics, net and wall activities and swimming. Lessons are active, inclusive and designed to support all pupils in achieving their personal best. Our PE curriculum connects learning to real-life contexts. Each half-term, children take part in inter-house competitions designed to promote teamwork, sportsmanship and a sense of belonging. Every child also participates in at least one external competition annually, ensuring that all pupils experience challenge, motivation and the pride of representing their school community. Learning is enriched through carefully planned experiences, the use of quality equipment, outdoor learning opportunities and exposure to a range of sports and physical challenges. Planning templates, skill progressions and reflective discussions help children recognise how their abilities are developing and understand the importance of physical activity for health and well-being. This approach ensures pupils leave Ladybridge with the physical competence, confidence and positive attitudes needed to lead active, healthy lives and to continue developing their physical skills beyond primary school.

Impact:

At Ladybridge, the impact of our P.E curriculum is seen in pupils who move, think, and participate like confident young athletes. They are motivated, resilient, and enthusiastic about being active, and they leave us well-prepared for the next stage of their physical development and for leading healthy, active lives beyond primary school. Pupils leave with strong physical competence, a secure understanding of how to stay healthy, and the confidence to engage in a wide range of sports and activities. They develop a rich PE vocabulary that enables them to talk about skills, tactics and performance with clarity. Children demonstrate their learning through high levels of engagement, improved physical skills, teamwork, and the ability to apply these skills in real game, dance, gymnastic, and outdoor adventure contexts. Consistent teaching, regular skill assessment, and the structure provided by our progression grids ensure clear skill development and high-quality outcomes across all year groups. Pupils show noticeable progress in core PE lenses such as agility, balance, coordination, running, jumping, throwing, and catching. Our curriculum creates lasting memories through inclusive lessons, inter-house competitions, external sporting events, and opportunities to take part in a wide variety of physical experiences. These moments help children develop pride, confidence, and a sense of belonging. Above all, we want every child to thoroughly enjoy being active, to understand the value of physical activity, and to be inspired to continue participating in sport and exercise throughout their lives.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE 1: Fantasy and adventure	Dance 2: Places	Gymnastics 2: Traditional tales	Ball Skills 1: Minibeasts	Games 2: Around the world	Fundamentals 2: Places and spaces
Year 1	Gymnastics Ball Skills	Gymnastics Sending and receiving	Dance Target games	Fundamentals Invasion	Athletics Striking and fielding	Team Building Net and wall
Year 2	Gymnastics Ball Skills	Gymnastics Sending and receiving	Dance Target games	Fundamentals Invasion	Athletics Striking and fielding	Team Building Net and wall
Year 3	Gymnastics Ball Skills	Dance Orienteering	Dodgeball Football	Fitness Basketball	Athletics Netball	Fundamentals Tennis
Year 4	Gymnastics Ball Skills	Dance Orienteering	Dodgeball Football	Fitness Tennis	Fundamentals Cricket	Swimming Rounders
Year 5	Gymnastics Athletics	Dance Orienteering	Badminton Hockey	Dodgeball Netball	Fitness Tag Rugby	Swimming Cricket
Year 6	Gymnastics Tennis	Dance Orienteering	Badminton Hockey	Dodgeball Tag Rugby	Fitness Rounders	Athletics Orienteering








Knowledge:

<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>
<p>Substantive Concepts embedded within units and revisited many times e.g. dance, gymnastics, OAA, swimming, invasion, athletics</p>	<p>Working collaboratively: Applying skills and knowledge around tactics, choosing different strategies and working collaboratively to make decisions.</p>
<p>Knowledge of sporting disciplines. e.g. football, tennis, tag rugby</p>	<p>Disciplinary Concepts: Games, fundamentals, body management, dance, team building and swimming</p>
<p>Understand the contribution of sporting figures and teams from a range of sports – e.g. Women's football – Euros 2022 England team</p>	<p>Evaluating performance: Opportunities for children to evaluate performances and reflect on how they will improve next time.</p>

Themes:

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

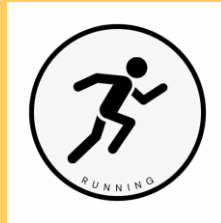
<u>Key Concepts:</u>	Dance	Gymnastics	Outdoor Adventure	Striking and Fielding	Invasion	Athletics	Net and Wall	Swimming
	Children explore movement, rhythm and expression. They learn to perform simple and more complex sequences, use space effectively, respond to music, and work creatively on their own, with a partner or in groups.	Children develop control, balance, strength and flexibility through movements such as rolling, jumping, balancing and travelling. They learn to link actions together to create sequences using both the floor and apparatus.	Children take part in problem-solving, teamwork and navigation challenges, often outdoors. Activities include orienteering, trust tasks, map work and team challenges that encourage communication, resilience and cooperation.	Children learn the skills needed to hit (strike) a ball and to field it effectively. They develop techniques such as throwing, catching, stopping, bowling and batting while understanding simple game tactics and teamwork.	Children learn how to attack and defend in games where teams try to invade the opponent's space to score (e.g., football, netball, tag rugby, hockey). They develop skills such as passing, dribbling, marking, moving into space and working cooperatively.	Children build running, jumping and throwing skills with a focus on improving personal performance. Activities include sprints, relays, distance running, long jump, high jump, and various throwing events such as javelin and shot put (age-appropriate).	Children take part in activities where they send an object over a net or against a wall while trying to outplay an opponent (e.g., tennis, badminton, volleyball-type games). They develop skills such as serving, rallying, hitting with control and positioning.	Children learn water safety, water confidence and basic strokes. As they progress, they develop controlled breathing, efficient stroke technique (front crawl, backstroke, breaststroke), and the ability to swim longer distances safely and confidently.

<u>Think like an Athlete...</u>	Running	Jumping	Catching	Co-ordination	Throwing	Agility	Balance
							
	A continuous, rhythmic movement in which the body moves quickly on foot, demonstrating control, technique, and appropriate pacing.	The action of pushing off the ground using strength and power in the legs to travel upward or forward, followed by a safe, controlled landing.	The ability to track and receive an incoming object with the hands, using timing, control, and coordination to secure it safely.	The ability to use different parts of the body together effectively, such as hand eye or foot eye coordination, to perform smooth and controlled movements.	Using the arms, hands, and body to propel an object through the air with accuracy, speed, or power, depending on the task and intention.	The ability to move quickly and smoothly, changing direction or speed while maintaining control of the body.	The ability to maintain stability—either while still (static balance) or while moving (dynamic balance)—to prevent falling or wobbling

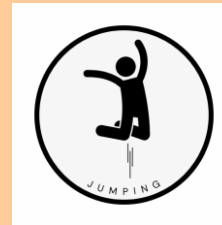
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Running



Jumping

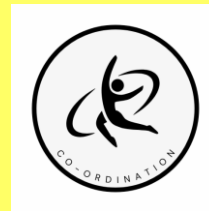


Catching

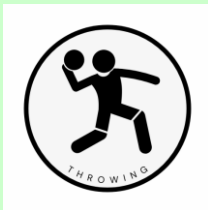


Think Like an Athlete...

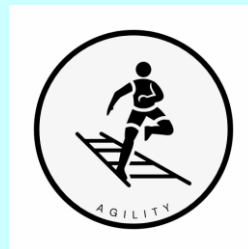
Co-ordination



Throwing



Agility



Balance



	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Dance</u>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
<u>National Curriculum:</u>	KS1	Perform dances using simple movement patterns.					
	KS2	Perform dances using a range of movement patterns.					

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Gymnastics</u>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
<u>National Curriculum:</u>	KS1	Master basic movements as well as developing balance, agility and co-ordination					
	KS2	Develop flexibility, strength, technique, control and balance.					

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Outdoor Adventure</u>	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Communicate with others clearly and effectively when under pressure.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
<u>National Curriculum:</u>	KS1	Participate in team games, developing simple tactics					
	KS2	Take part in outdoor and adventurous activity challenges both individually and within a team.					

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Striking and Fielding</u>	<p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Hit a ball with hands.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Throw and roll towards a target with some varying techniques.</p> <p>Strike a stationary ball using a racket.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance</p>	<p>Throw and roll towards a target using varying techniques with some success.</p> <p>Strike a ball using a racket.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Use a variety of throwing techniques in game situations.</p> <p>Strike a ball with varying techniques.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<u>National Curriculum:</u>	KS1	Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.					
	KS2	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.					


	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Invasion</u>	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Run and stop when instructed</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure</p> <p>Use a variety of throwing techniques with some control under increasing pressure</p> <p>Use a variety of kicking techniques with some control under increasing pressure</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Use a variety of techniques to change direction to lose an opponent</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<u>National Curriculum:</u>	KS1	Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.					
	KS2	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.					



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<u>Athletics</u>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
<u>National Curriculum:</u>	KS1	Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.					
	KS2	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.					


	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Net and Wall</u>	<p>Hit a ball with hands.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Strike a stationary ball using a racket.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance</p>	<p>Strike a ball using a racket.</p> <p>Move to space to help score points or limit others scoring points.</p> <p>Use simple tactics.</p>	<p>Strike a ball with varying techniques.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<u>National Curriculum:</u>	KS1	Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.					
	KS2	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.					


<u>Disciplinary Knowledge</u>	<u>EYFS</u>	<u>Beginners</u>	<u>Developers</u>	<u>Intermediate</u>
<u>Swimming</u>		<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
<u>National Curriculum:</u>	KS1	All schools must provide swimming instruction either in key stage 1 or key stage 2.		
	KS2	All schools must provide swimming instruction either in key stage 1 or key stage 2.		


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore running and stopping safely.</p> <p>Explore changing direction safely.</p> <p>Explore moving and stopping with control.</p> <p>Explore moving for extended periods of time.</p>	<p>Explore running at different speeds.</p> <p>Change direction whilst running.</p> <p>Explore running at different speeds.</p> <p>Explore moving for longer periods of time and identify how it makes me feel.</p>	<p>Develop the sprinting action.</p> <p>Consistently track and collect a ball being sent directly.</p> <p>Demonstrate improved technique when changing direction on the move.</p> <p>Demonstrate running at different speeds.</p> <p>Show an ability to work for longer periods of time.</p>	<p>Develop the sprinting technique and apply it to relay events.</p> <p>Track a ball not sent directly.</p> <p>Show balance when changing direction.</p> <p>Explore sprinting technique.</p> <p>Explore using my breath to increase my ability to work for longer periods of time.</p>	<p>Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Consistently track a ball sent directly and indirectly.</p> <p>Show balance when changing direction at speed.</p> <p>Demonstrate improved sprinting technique.</p> <p>Demonstrate using my breath to maintain my work rate.</p>	<p>Apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Use a steady pace to be able to move for sustained periods of time.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Demonstrate a wider range of techniques when tracking a ball under pressure.</p> <p>Change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Adapt running technique to meet the needs of the distance.</p> <p>Use my breath to increase my ability to move for sustained periods of time.</p>




	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore throwing to a target.</p> <p>Explore sending an object with hands and feet.</p> <p>Explore sending and receiving with hands and feet using a variety of equipment.</p> <p>Explore rolling and throwing catching using a variety of equipment.</p>	<p>Explore throwing for distance and accuracy.</p> <p>Roll and throw with some accuracy towards a target.</p> <p>Explore sending and receiving with hands and feet to a partner.</p> <p>Explore technique when throwing over and underarm.</p> <p>Explore technique when throwing overarm towards a target.</p> <p>Explore technique when throwing underarm towards a target.</p>	<p>Develop overarm throwing for distance.</p> <p>Roll, throw and kick a ball to hit a target.</p> <p>Developing sending and receiving with increased control.</p> <p>Develop co-ordination and technique when throwing over and underarm.</p> <p>Develop co-ordination and technique when throwing overarm towards a target.</p> <p>Develop co-ordination and technique when throwing underarm towards a target.</p>	<p>Explore the technique for a pull throw.</p> <p>Send a ball with accuracy and increasing consistency to a target.</p> <p>Explore sending and receiving abiding by the rules of the game.</p> <p>Use overarm and underarm throwing in game situations.</p> <p>Explore throwing at a moving target.</p>	<p>Explore power and technique when throwing for distance in a pull and heave throw.</p> <p>Accurately use a range of techniques to send a ball to a target.</p> <p>Develop passing techniques appropriate to the game with increasing success.</p> <p>Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Throw with increasing accuracy at a target.</p>	<p>Develop technique and power in javelin and shot put.</p> <p>Demonstrate clear technique when sending a ball under pressure.</p> <p>Develop control when sending and receiving under pressure.</p> <p>Demonstrate good technique when using a variety of throws under pressure.</p> <p>Demonstrate clear technique and accuracy when throwing at a target.</p>	<p>Develop power, control and technique when throwing discus and shot put.</p> <p>Show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Send and receive consistently using a range of techniques with increasing control under pressure.</p> <p>Consistently demonstrate good technique in throwing skills under pressure.</p> <p>Throw with increasing control under pressure.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore catching to self and with a partner.</p> <p>Explore sending and receiving with hands and feet using a variety of equipment.</p> <p>Explore catching using a variety of equipment.</p>	<p>Begin to catch with two hands. Catch after a bounce.</p> <p>Explore sending and receiving with hands and feet to a partner.</p> <p>Develop co-ordination and technique when catching.</p>	<p>Develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Developing sending and receiving with increased control.</p> <p>Catch with two hands with some co-ordination and technique.</p>	<p>Catch a range of objects with increasing consistency.</p> <p>Explore sending and receiving abiding by the rules of the game.</p> <p>Catch with some consistency in game situations.</p> <p>Begin to catch whilst on the move.</p>	<p>Catch different sized objects with increasing consistency with one and two hands.</p> <p>Develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.</p> <p>Begin to catch with one and two hands with some consistency in game situations.</p> <p>Catch with increasing consistency.</p>	<p>Demonstrate good technique under pressure.</p> <p>Develop control when sending and receiving under pressure.</p> <p>Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Demonstrate good technique and consistency in catching skills.</p>	<p>Demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>Send and receive consistently using a range of techniques with increasing control under pressure.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p> <p>Catch with increasing control under pressure.</p>

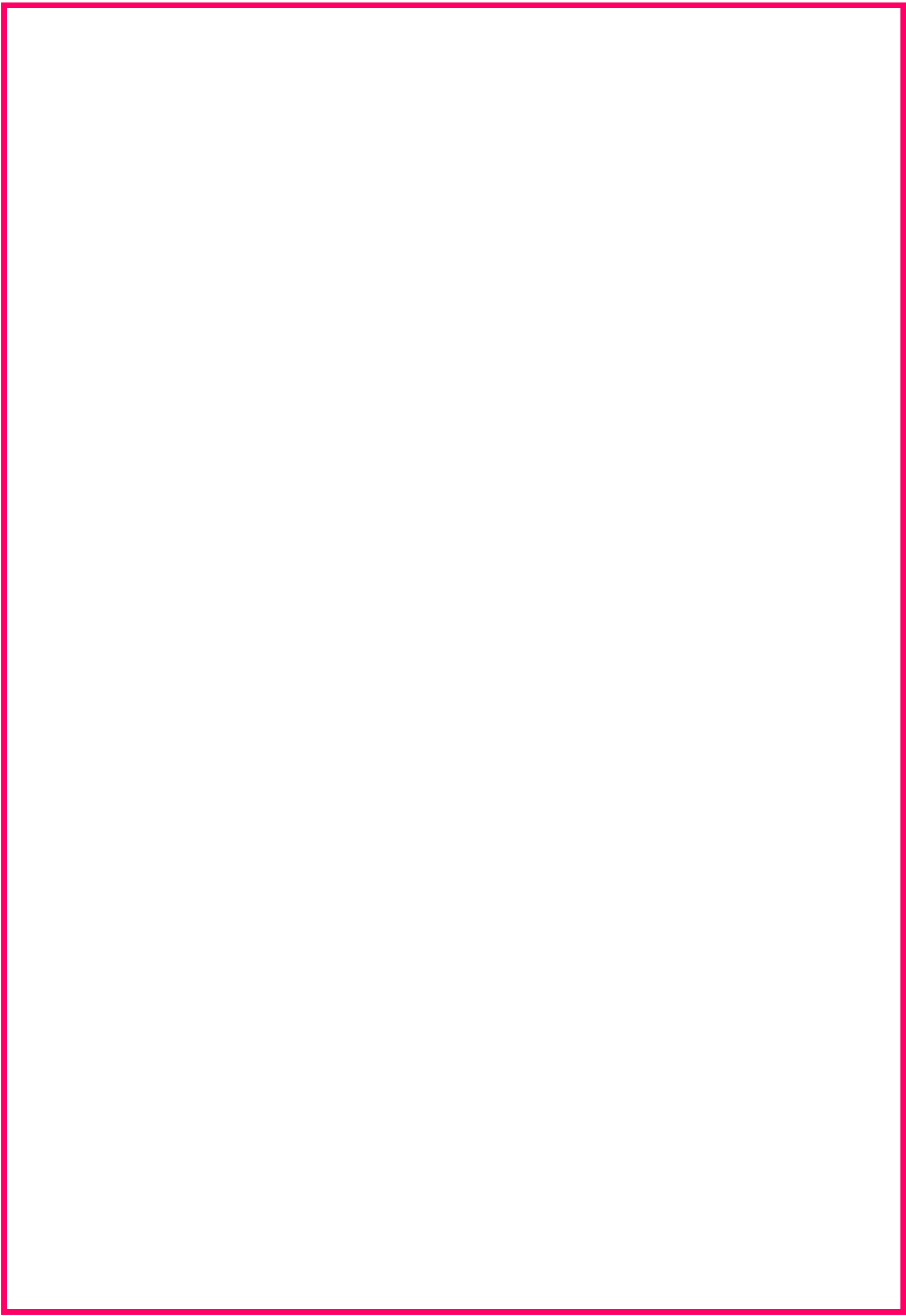
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore jumping and hopping safely.</p> <p>Begin to explore take-off and landing safely.</p>	<p>Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Demonstrate control in take-off and landing when jumping.</p> <p>Explore shape jumps, including jumping off low apparatus.</p>	<p>Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Demonstrate jumping for distance, height and in different directions.</p> <p>Explore shape jumps and take off combinations.</p>	<p>Develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Link jumping and hopping actions.</p> <p>Develop stepping into shape jumps with control.</p>	<p>Develop technique when jumping for distance.</p> <p>Link hopping and jumping actions with other fundamental skills.</p> <p>Develop control in performing and landing rotation jumps.</p>	<p>Explore technique and rhythm in the triple jump.</p> <p>Demonstrate good technique and co-ordination when linking jumps.</p> <p>Select a range of jumps to include in sequence work.</p>	<p>Develop power, control and technique in the triple jump.</p> <p>Demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Combine and perform a range of gymnastic jumps more fluently and effectively.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore balancing whilst stationary and on the move.</p> <p>Explore balancing whilst stationary and on the move.</p> <p>Explore shapes in stillness using different parts of my body.</p>	<p>Explore balancing in more challenging activities with some success.</p> <p>Move with some control and balance. Explore stability and landing safely.</p> <p>Perform balances making my body tense, stretched and curled.</p>	<p>Demonstrate increased balance whilst travelling along and over equipment.</p> <p>Demonstrate balance when performing movements.</p> <p>Remember, repeat and link combinations of gymnastic balances.</p>	<p>Explore more complex activities which challenge balance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Show control whilst completing activities which challenge balance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Develop control and fluency in individual and partner balances.</p>	<p>Change my body position to maintain a controlled centre of gravity.</p> <p>Consistently demonstrate good balance when performing other fundamental skills.</p> <p>Explore symmetrical and asymmetrical balances.</p>	<p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Explore counter balance and counter tension.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore changing direction safely.</p> <p>Explore changing direction and tagging games.</p>	<p>Change direction whilst running.</p> <p>Explore changing direction to move away from a partner.</p> <p>Explore tracking and moving to stay with a partner.</p>	<p>Demonstrate improved technique when changing direction on the move.</p> <p>Developing moving into space away from defenders.</p> <p>Explore staying close to other players to try and stop them getting the ball.</p>	<p>Show balance when changing direction.</p> <p>Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Develop tracking opponents to limit their scoring opportunities.</p>	<p>Show balance when changing direction at speed.</p> <p>Change direction to lose an opponent with some success.</p> <p>Develop defending one on one and begin to intercept.</p>	<p>Demonstrate improved body posture and speed when changing direction.</p> <p>Use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Develop tracking and marking with increased success.</p>	<p>Change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Confidently change direction to lose an opponent.</p> <p>Use a variety of defending skills (tracking, interception) in game situations.</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explore how my body moves. Copy basic body actions and rhythms.</p> <p>Explore moving different body parts together.</p> <p>Explore shapes in stillness using different parts of my body.</p> <p>Show contrast with my body including wide/narrow, straight/curved.</p>	<p>Copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Explore co-ordination when using equipment.</p> <p>Perform balances making my body tense, stretched and curled.</p> <p>Explore basic shapes straight, tuck, straddle, pike.</p>	<p>Accurately remember, repeat and link actions to express an idea.</p> <p>Perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Remember, repeat and link combinations of gymnastic balances.</p> <p>Explore using shapes in different gymnastic balances.</p>	<p>Create actions in response to a stimulus individually and in groups.</p> <p>Co-ordinate my body with increased consistency in a variety of activities.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Explore matching and contrasting shapes.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Explore increased speed when co-ordinating my body.</p> <p>Develop control and fluency in individual and partner balances.</p> <p>Develop the range of shapes I use in my sequences.</p> <p>Develop strength in bridge and shoulder stand.</p>	<p>Choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Demonstrate increased speed when co-ordinating my body.</p> <p>Explore symmetrical and asymmetrical balances.</p> <p>Perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Develop bridge and shoulder stand, explore progressions of a cartwheel.</p>	<p>Show controlled movements which express emotion and feeling.</p> <p>Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Explore counter balance and counter tension.</p> <p>Combine and perform gymnastic shapes more fluently and effectively.</p> <p>Develop control in progressions of a handstand, cartwheel, bridge and shoulder stand.</p>



SEND Adaptations for P.E

“Studying geography is so important for children regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun.”

<u>Cognition and Learning</u>	<u>Communication and Interaction</u> <u>Social</u>	<u>Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>PE can have some technical language included so using key words/signs/symbols/simple language will support children with poor receptive language or processing delays. Use the PE lenses lanyard.</p> <p>Introduce new equipment by showing it how to use it and then model using it.</p> <p>Break the content down into small steps and allow time to step by step build up conceptual understanding. Consider physically showing exercises in a step-by-step approach to model, demonstrate and imitate to encourage active participation in a scaffolded manner.</p> <p>Adults modelling skills, breaking down activities is key and supporting through over-learning and repetition will help embed skills.</p> <p>Peer support is also essential as it stops over reliance on adults in PE and</p>	<p>Use the child’s preferred communication method – verbal, Makaton or symbols or a combination.</p> <p>Clear and precise names for strategies and techniques will be supportive.</p> <p>Clear names for rules should be used too. For example, as a warm up:</p> <p>Consider carefully where children are watching/learning from to maximise their focus and attention and minimise background noise/distraction.</p> <p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement.</p> <p>Simple, step by step instructions verbally and then in a visual prompt sheet if needed.</p>	<p>Ensure that the learning environment is calm and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Showing a video or demonstration of the skills/sports being learnt may support children’s understanding.</p> <p>Providing a safe space for children within the lesson if needed, this can be accessed through an adult directed or child-initiated time out card.</p> <p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child’s needs.</p>	<p>Consider the physical layout of the area being used, is it accessible for all children? Is the size of area going to be overwhelming for a child?</p> <p>Adaptations may be small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.</p> <p>Consider if any of the PE techniques being used need adapting to support gross/fine motor skill development or for hearing/visual impairment for example: rice in a balloon to help in tennis sessions, large/bright/shiny resources to engage more sensory learners, adaptations to the size, weight, grip of PE equipment or assistive resources.</p> <p>Think about whether visual or auditory stimuli needs to be altered for the child.</p>

<p>can be very supportive – mixed ability pairs and groups are best.</p> <p>Gradually reduce the amount of support given once a child becomes more confident.</p>	<p>Use of appropriate modelling to support understanding.</p>	<p>Allow sensory/brain breaks as a break from learning.</p> <p>Think about cognitive overload and the child's ability to cope with this.</p> <p>Ensure that children tidy away the equipment they have used as this can support transitions between the lesson and the end of the lesson.</p>	<p>Some children may prefer group learning but for some children this may be too much and practising/playing in pairs may be easier.</p> <p>Through pre-exposure, prior to the PE lesson, children can gain in confidence and become the 'expert' before the lesson even begins.</p> <p>Modelling/demonstrating any concepts.</p>
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