

Otley All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

P.E Progression

PE Curriculum Map 2022/2023

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Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	Outside provision Real Foundations -Bike Footwork & coordination	Outside provision/Dance Real Foundations (Thurs/Fri)	Yoga (Monday) Real Foundations - Cat <i>Static balance/one leg</i>	Yoga (Monday) Real Foundations - Train <i>Dynamic balance on a line</i>	Yoga (tbc) Real Foundations -Pirates <i>Static balance/one leg</i>	Outside provision/Yoga (tbc) Preparation for Sports Day
	Reception	-Finding a space -Listening and responding to commands Real Foundations: Bike <i>Foot work</i> Pirates - 1 legged balance	Real Foundations Continuous Movement Play Provision & Outdoor Provision Real PE: Space <i>Jumping and landing</i> Jungle <i>Static seated balance</i>	Real Foundations Continuous Movement Play Provision & Outdoor Provision Real Gym: 1-3 At Home <i>Shape</i> Real Gym 4-6 Jungle Trip <i>Travel</i>	Real Foundations Continuous Movement Play Provision & Outdoor Provision Real Gym: Park Life flight Real Gym 10-12 Toy Box Rotation	Real Foundations Continuous Movement Play Provision & Outdoor Provision Real PE Foundations: Clown and Juggler <i>Ball skills, throwing and catching targets</i>	Real Foundations Continuous Movement Play Provision & Outdoor Provision Real Dance <i>solo shapes partnering shapes feeling the rhythm moving to the beat</i> Preparation for Sports Day
Key Stage 1	Year 1	Real Gym Unit 1 <i>Shape</i> Real PE Unit 1 <i>FUNS: Coordination - Footwork Static Balance - One leg</i>	Real Gym & Yoga <i>Travel</i> Real PE Unit 2 <i>FUNS: Dynamic Balance to ability - Jumping & Landing) Static Balance - Seated)</i>	Real Gym <i>Flight</i> Real PE Unit 3 <i>FUNS:Dynamic Balance - On a Line) Static Balance - Stance)</i>	Real Gym & Yoga <i>Rotation</i> Real PE Unit 4 <i>FUNS: Coordination - Ball Skills Counter Balance - With a partner</i>	Multi-skills through football (KFG) Real PE Unit 5 <i>FUNS:Coordination (Sending & Receiving) Agility (Reaction & Response)</i>	Preparation for Sports Day & Yoga <i>(dip into Run, Jump, Throw athletics to support teaching and learning)</i> *PE CPD (CO'C) Real PE Unit 6 <i>FUNS: Agility (Ball chasing) Static balance (floorwork)</i>



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	Year 2	Real Gym Unit 1 <i>Balance</i> Real PE Unit 1 and 2 <i>FUNS: Coordination - footwork</i> <i>Static balance - One leg</i> <i>Dynamic balance to agility</i> <i>Static balance (Seated)</i>	Real Gym Unit 1 <i>Travel</i> Real PE Unit 2 and 3 <i>FUNS: Dynamic balance on a line</i> <i>Static balance - Stance</i>	Real Gym Unit 2 <i>Flight</i> Real PE Unit 4 <i>FUNS: Coordination - Ball skills</i> <i>Counter balance - with a partner</i>	Multi-skills through Handball (KFG) Real PE Units 5 and 6 <i>FUNS: Coordination - sending and receiving</i> <i>Agility - reaction/response/chasing</i> <i>Static balance: floor</i>	Real Gym Unit 2 <i>Rotation</i> Real Dance <i>Aspects of dance; build simple sequences</i>	Preparation for Sports Day <i>(dip into Run, Jump, Throw athletics to support teaching and learning)</i> Games <i>Competitive games including an introduction to rounders</i>
Key Stage 2	Year 3	Real PE Unit 1 Swimming	British Gymnastics-Key Steps (NW) Swimming	Real PE Unit 3/ Gymnastics (KFG) Swimming	Orienteering/LTA Tennis Swimming	Real PE Unit 4 *PE CPD (CO'C) Swimming/OAA	Athletics/Sports Day prep (NW) Swimming OAA
	Year 4	Uni-Hockey (NW) Netball (KFG)	British Gymnastics-Key Steps (NW) Real PE Unit 2 (Personal Skills) Team building	*PE CPD Dance (CO'C) Real PE Unit 1 (Personal Skills)	LTA Tennis (NW) Real PE Unit 4 (Creative Skills))	Kwik Cricket (NW) Real PE Unit 5 (Applying Physical Skills) OAA	Athletics/Sports Day prep (NW) Real PE Unit 6 (Health & Fitness) OAA
	Year 5	Tag-Rugby (NW) Real PE Unit 1 (Cognitive Skills) Team building	Health Related Fitness (NW) Real PE Unit 2 (Creative Skills)/ Badminton (KFG)	Gymnastics (NW British Gymnastics Key Step 3) Real PE Unit 3 (Social Skills/	LTA Tennis (NW) Real PE Unit 4 (Applying Physical Skills) *PE CPD (CO'C)	Baseball (NW) Real PE Unit 5 (Health & Fitness) OAA	Athletics/Sports Day prep (NW) Real PE Unit 6 (Personal Skills) OAA
	Year 6	Football (NW) PGL Outdoor Activity Residential 1 week Orienteering/ Sports Leader training (JS)	Performance Related Fitness (NW) *Dance (CO'C)/ Basketball (JS/CO'C)	Gymnastics (NW British Gymnastics Key Step 3) Real PE Unit 5 (Health & Fitness) (MP)	LTA Tennis (NW) Orienteering & training for Sports Leaders (MP)	Netball (NW) Hockey (JS)/ OAA	Athletics (NW) Rounders/Cricket (KFG)/ OAA

***CPD units (taster sports) change on a yearly basis, depending on coach availability. **Teachers follow real PE at their discretion, building in flexibility of delivery.**



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Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

Nursery skills

Statements are from 'Development Matters'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Skip, hop, stand on one leg and hold a pose for a game like musical statues Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	GM: Use large-muscle movements to wave flags and streamers, paint and make marks	GM: Go up steps and stairs, or climb up apparatus, using alternate feet	GM: Skip, hop, stand on one leg and hold a pose for a game like musical statues	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Fine Motor	Start eating independently and learn how to use a knife and fork Use one-handed tools and	Start eating independently and learn how to use a knife and fork	Start eating independently and learn how to use a knife and fork	Start eating independently and learn how to use a knife and fork	Start eating independently and learn how to use a knife and fork	Start eating independently and learn how to use a knife and fork



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	<p>equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed (putting on coats , doing up zips) use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p>
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Personal - Real PE		
<u>Early Years Development Matters statements</u>	<u>NC KS1 objectives</u> Pupils should be taught to:	<u>NC KS2 objectives</u> Pupils should be taught to:
<p>real PE end of unit expectations (KS1):</p> <ul style="list-style-type: none"> ● I enjoy working on simple tasks with help. ● I can follow instructions, practise safely and work on simple tasks by myself. ● I try several times if at first I don't succeed and I ask for help when appropriate. 	<p>real PE end of unit expectations (lower KS2):</p> <ul style="list-style-type: none"> ● I know where I am with my learning and I have begun to challenge myself. ● I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. 	<p>real PE end of unit expectations (upper KS2):</p> <ul style="list-style-type: none"> ● I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.



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					<ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. 	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can follow instructions, practise safely and work on simple tasks by myself. (GD)</p> <p>I enjoy working on simple tasks with help. (EXP)</p>	<p>I try several times if at first I don't succeed and I ask for help when appropriate. (GD)</p> <p>I can follow instructions, practise safely and work on simple tasks by myself. (EXP)</p> <p>I enjoy working on simple tasks with help. (WT)</p>	<p>I know where I am with my learning and I have begun to challenge myself. (GD)</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate. (EXP)</p> <p>I can follow instructions, practise safely and work on simple tasks by myself. (WT)</p>	<p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (GD)</p> <p>I know where I am with my learning and I have begun to challenge myself (EXP)</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate (WT)</p>		<p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. (GD)</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (EXP)</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. (WT)</p>	

Social - Real PE



NC KS2 objectives

Purpose of NC in PE (KS1 & KS2):

- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

real PE end of unit expectations (KS1):

- I can play with others and take turns and share with help.
- I can work sensibly with others, taking turns and sharing.
- I can help, praise and encourage others in their learning.

real PE end of unit expectations (lower KS2):

- I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.
- I can involve others and motivate those around me to perform better

real PE end of unit expectations (upper KS2):


- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can work sensibly with others, taking turns and sharing. (GD)</p> <p>I can play with others and take turns and share with help. (EXP)</p>	<p>I can help praise and encourage others in their learning. (GD)</p> <p>I can work sensibly with others, taking turns and sharing. (EXP)</p> <p>I can play with others and take turns and share with help. (WT)</p>	<p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (GD)</p> <p>I can help praise and encourage others in their learning. (EXP)</p> <p>I can work sensibly with others, taking turns and sharing. (WT)</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (GD)</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (EXP)</p> <p>I can help praise and encourage others in their learning. (WT)</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (GD)</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (EXP)</p> <p>I can help praise and encourage others in their learning. (WT)</p>	<p>I can involve others and motivate those around me to perform better. (GD)</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (EXP)</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (WT)</p>	<p>I can involve others and motivate those around me to perform better. (GD)</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (EXP)</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. (WT)</p>


Cognitive - Real PE



<p align="center">NC KS1 objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 		<p align="center">NC KS2 objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best and play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 				
<p>real PE end of unit expectations (KS1):</p> <ul style="list-style-type: none"> I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. 		<p>real PE end of unit expectations (lower KS2):</p> <ul style="list-style-type: none"> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can understand ways (criteria) to judge performance and identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions 				
<p>real PE end of unit expectations (upper KS2):</p> <ul style="list-style-type: none"> I have a clear idea of how to develop my own and others' work. I can recognise & suggest patterns of play which will increase chances of success and & develop methods to outwit opponents. I can review, analyse and evaluate my own and others' strengths and weaknesses & read/ react to different game situations as they develop. 						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can understand and follow simple rules and can name some things I am good at. (GD)</p> <p>I can follow simple instructions. (EXP)</p>	<p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. (GD)</p> <p>I can understand and follow simple rules and can name some things I am good at. (EXP)</p> <p>I can follow simple instructions. (WT)</p>	<p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. (GD)</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. (EXP)</p> <p>I can understand and follow simple rules and can name some things I am good at. (WT)</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. (GD)</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. (EXP)</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. (WT)</p>	<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. (GD)</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. (EXP)</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. (WT)</p>		

Creative - Real PE 						
<u>NC KS1 objectives</u>		<u>NC KS2 objectives</u>				
Pupils should be taught to: <ul style="list-style-type: none"> perform dances using simple movement patterns. 		Pupils should be taught to: <ul style="list-style-type: none"> perform dances using a range of movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best 				
real PE end of unit expectations (KS1): <ul style="list-style-type: none"> I can observe and copy others. I can explore and describe different movements. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. 		real PE end of unit expectations (lower KS2): <ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can link actions and develop sequences of movements that express my own ideas & change tactics, rules or tasks to make activities more fun/ challenging 		real PE end of unit expectations (upper KS2): <ul style="list-style-type: none"> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. 		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explore and describe different movement (GD) I can observe and copy others. (EXP)	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. (GD) I can explore and describe different movements. (EXP) I can observe and copy others. (WT)	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks/music & can recognise similarities/ differences in movements & expression. (GD) I can begin to compare my movements/skills with others & select/link movements together (EXP) I can explore & describe different movements. (WT)	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. (GD) I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. (EXP) I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. (WT)		I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. (GD) I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. (EXP) I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. (WT)	

<h3>Applying physical - Real PE </h3>						
<p>NC KS1 objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 			<p>NC KS2 objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
<p>real PE end of unit expectations (KS1):</p> <ul style="list-style-type: none"> I can move confidently in different ways. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. 			<p>real PE end of unit expectations (lower KS2):</p> <ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a variety of movements/skills with good body tension and link actions to flow in running, jumping, throwing activities. 		<p>real PE end of unit expectations (upper KS2):</p> <ul style="list-style-type: none"> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can effectively transfer skills & movements across a range of activities/sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. 	
EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. (GD) I can move confidently in different ways. (EXP)	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. (GD) I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. (EXP) I can move confidently in different ways. (WT)	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. (GD) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. (EXP) I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. (WT)	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. (GD) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. (EXP) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. (WT)		I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. (GD) I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. (EXP) I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. (WT)	

<h3 style="text-align: center;">Health & Fitness - Real PE</h3> 						
<p style="text-align: center;"><u>NC KS1 objectives</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● lead healthy, active lives. 			<p style="text-align: center;"><u>NC KS2 objectives</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop flexibility, strength, technique, control and balance and compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
<p style="text-align: center;">real PE end of unit expectations (KS1):</p> <ul style="list-style-type: none"> ● I am aware of the changes to the way I feel when I exercise. ● I am aware of why exercise is important for good health ● I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. 			<p style="text-align: center;">real PE end of unit expectations (lower KS2):</p> <ul style="list-style-type: none"> ● I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down. ● I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. 		<p style="text-align: center;">real PE end of unit expectations (upper KS2):</p> <ul style="list-style-type: none"> ● I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. ● I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. 	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am aware of why exercise is important for good health. (GD)</p> <p>I am aware of the changes to the way I feel when I exercise. (EXP)</p>	<p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (GD)</p> <p>I am aware of why exercise is important for good health. (EXP)</p>	<p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. (GD)</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (EXP)</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. (GD)</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. (EXP)</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (WT)</p>		<p style="text-align: center;"><u>Health-related fitness (Y5) & Performance-related fitness (Y6)</u> (Nicky Wilce)</p> <p>Know the concept of the 4S component of Health-Related Fitness (Y5 Strength, Stamina, Suppleness and Shape) and Sport-Related Fitness (Y6 Speed, Agility, Balance & Power).</p> <p>Develop and deepen health & sports-related fitness knowledge & skills through active circuit training & PowerPoint Presentations.</p> <p>Gain knowledge and skills in the techniques used in health and sport-related fitness testing and to critique them.</p> <p>Understand the principles of warm ups and cool downs in the recovery from exercise safely and effectively.</p>	



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	<p>I am aware of the changes to the way I feel when I exercise. (WT)</p>	<p>I am aware of why exercise is important for good health. (WT)</p>		<p>Identify and explore the health-related & sport fitness (Y6) benefits gained by taking part in circuit training, why we need to stay healthy and how these types of exercise aid a healthy lifestyle.</p> <p>Develop an understanding of all major muscle groups used for various techniques in the health and performance-related fitness training.</p> <p>Improve accurate replication of the correct techniques when developing health related fitness (i.e. press up, squat, triceps dip) and performance related fitness (Y6 i.e. explosive power, dynamic agility, static balance).</p> <p>Describe the elements of an effective technique in a general health and performance-related fitness circuit.</p> <p>Develop knowledge and skills involved in circuit training planning & design for the 4 components of fitness (Y5 Strength, Stamina, Suppleness & Shape) and performance related fitness (Y6 Speed, Agility, Balance & Power)</p> <p>Encourage the ability to become a reflective learner. Plan training and performance related training sessions and evaluate the use of various techniques to gain an improvement in different components of health & performance-related fitness.</p> <p>Gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and other performances.</p>
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Dance						
<u>KS1 objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> perform dances using simple movement patterns. 			<u>KS2 objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	Copy, remember and repeat actions. Choose actions for an idea Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Copy remember and perform a dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.	<u>Autumn 2-Dance linked to topic</u> Copy, remember and adapt set choreography Choreograph considering structure individually, with a partner and in a group Use action and reaction to represent an idea Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music.	<u>Autumn 1-Street Dance</u> Perform dances confidently and fluently with accuracy and good timing 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 Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work. Develop dance routines to build into a 'canon'.

Gymnastics						
KS1 objectives			KS2 objectives			
Pupils should be taught to: <ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 			Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 			
real Gym			KS Gym	Key Steps Gymnastics		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to 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.	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.	Copy, explore and remember actions and movements to create their own 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.	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.	Demonstrate and consolidate the gymnastics actions of travelling, jumping and landing, transferring of movement. Identify muscle groups and deepen knowledge and skills in body weight, balancing, rolling and turning both on the floor and when using apparatus. Know all the kills for body management, floor routines and vaulting to the set skills list outlined in British Gymnastics Key step 3 national programme. Understand the importance of heart rate and recall muscle group names. Suggest any gymnastics clubs within the school timetable and promote local clubs. Highlight the benefits of gymnastics based movements to flexibility and general suppleness Pupils will replicate, select and perform skills, actions and balances related to gymnastics Key Step 3 national programme. Apply movements and balances individually and as part of a composed sequence. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance. Understand the idea of balancing and the relationship between body position and centre of mass.		



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	<p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>		<p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Develop the skills necessary to develop fluent routines. Body tension, control, extension, jumping and travelling will be developed.</p> <p>Demonstrate high quality performances and routines using different apparatus. Accurate replication of skills showing control and fluency will be assessed.</p> <p>Pupils will develop and refine skills and compositional ideas based on decisions about sequences.</p> <p>Discuss the use of body parts to balance and body tension and how sequences are aesthetically improved, working as a pair or a team will require a level of communication and teamwork.</p> <p>Incorporate control, levels and aesthetics into sequences showing creativity. Evaluate and assess movements to improve sequences. Learn how to erect and dismantle apparatus safely</p> <p>Appropriate questioning on teaching points of the skills and processes developed.</p> <p>Evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of video recorders to observe and improve the performance of self and others.</p> <p>Plan and design a gymnastics sequence based on the skills developed</p> <p>Peer observation and assessments.</p> <p>Suggest areas for improvement through peer coaching/assessment (i.e. watch each other and refine their skills). Use demonstrations effectively to highlight good work (i.e. what is happening in gymnastics).</p>
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Invasion games				
KS1 objectives	KS2 objectives			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending. <p>Skills developed using real PE to prepare children for KS2 sports.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 			
Sport	Year 3	Year 4	Year 5	Year 6
<p><u>Football</u> Y3 & Y6</p>	<ul style="list-style-type: none"> ➤ Experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. ➤ Develop understanding of basic rules and keep simple scores during a game situation. ➤ Use football to develop observation skills on peer performances and techniques. ➤ Choose and perform basic football skills with control and accuracy. ➤ Begin to explore ways of using space and develop an understanding about how to outwit opponents. ➤ Y6: Pupils will develop the skills necessary to outwit opponents. Passing, shooting, throwing and control will be developed through small sided games and conditional situations. Pupils should begin to combine skills and develop anticipation. ➤ Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently. ➤ Develop the skills necessary to outwit opponents. Dribbling, Passing, Shooting, Tackle, Throwing and Control will be developed through individual technical practices, conditioned exercises and sided games. ➤ Begin to combine skills and develop anticipation. Demonstrating high quality performances and accurate replication will be assessed by both peer and group continuous assessment. ➤ Implement tactical decisions based on movement of the ball into space and choice of skill execution. ➤ Understand the concept of a team and working with a partner (<i>i.e. what a team is, how it is made up and the different roles in it</i>). ➤ Opportunities to referee/coach pupils or small groups will develop knowledge of the rules and enhance communication skills. Y6 Sports Leaders: opportunities for referring lunchtime games. ➤ Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. ➤ Suggest areas for improvement through peer coaching/assessment (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e. what is happening, what others are doing and copy how others act and work</i>). 			



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<h3><u>Uni-hoc/Hockey</u> (Y4 & Y6)</h3>	<ul style="list-style-type: none"> ➤ Experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. ➤ Use a small range of sending, receiving and travelling techniques in games, with varied control; know what their team needs to do to take the ball towards the opposition's goal, and contribute occasionally; follow others in warm-up activities; with guidance, recognise some things that need to be improved in games ➤ Pupils will use a number of different techniques to pass, dribble and shoot; play games confidently; control the ball consistently; use a range of tactics in attack and defence; carry out thorough, effective warm-up activities ➤ Dribble the ball keeping it under control, receive and control a pass. Adopt the correct posture in order to play the ball with control. ➤ Play the game to the rules set. ➤ Work cooperatively with others in practice and small sided game situations. ➤ Be aware of the safety aspects related to uni-hoc and demonstrate them at all times. ➤ Develop simple tactics and strategies. ➤ Recognise weakness' in their own and other's play and implement actions to improve their performance. ➤ Observe the conventions of fair play, honest competition and good sporting behaviour ➤ Implement tactical decisions based on movement of the ball into space and choice of skill execution. ➤ Begin to combine skills to create effective performances, demonstrating high quality performances and accurate replication will be assessed
<h3><u>Tag Rugby</u> (Y5)</h3>	<ul style="list-style-type: none"> ➤ Experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. ➤ Choose and perform basic Tag Rugby skills with control and accuracy. ➤ Begin to explore ways of using space and develop an understanding about how to outwit opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently. ➤ Develop understanding of Tag Rugby rules and keep an accurate score during a game situation. ➤ Develop the skills necessary to outwit opponents. Passing, receiving, dodging and anticipation will be developed through small sided games and conditional situations. ➤ Combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed. ➤ Implement tactical decisions based on movement of the ball into space and choice of skill execution. <ul style="list-style-type: none"> ➤ Begin to combine skills to create effective performances, demonstrating high quality performances and accurate replication will be assessed.



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Striking & fielding games

EYFS & KS1: Skills covered through real PE to develop children's basic skills to prepare for sports in KS2.	KS2 objectives - Pupils should be taught to:			
	<ul style="list-style-type: none"> • take part in outdoor & adventurous activity challenges, both individually and within a team. • play competitive games, modified where appropriate, and apply basic principles suitable for attacking & defending. 			
Sport	Year 3	Year 4	Year 5	Year 6
<u>Kwik Cricket</u> (Y3/4)	<ul style="list-style-type: none"> ➤ attempt to move and position themselves into a ball's pathway when attempting to make a catch; ➤ adapt their hand and body positioning when attempting to make different types of catches; ➤ understand the importance of keeping sight of the ball at all times; ➤ throw a ball overarm using a learnt technique; ➤ think about body positioning when throwing a ball at a target; ➤ stop a ball rolling towards them at times; ➤ stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat; ➤ sometimes adopt the correct stance when facing a thrown or rolling ball; ➤ use elements of forward defensive stroke, in appropriate circumstances, to protect stumps from a ball travelling towards them; ➤ strike a ball, sometimes going in their chosen direction; ➤ sometimes adopt the correct positioning when playing attacking strokes; ➤ show an understanding of the different lines and lengths that a bowled ball can travel along the pitch. ➤ attempt to bowl overarm, with a straight arm and the correct grip; ➤ make the ball bounce, directing it towards the general area of an intended target; ➤ take part in a Kwik Cricket game; ➤ show an understanding of teamwork and communication in a striking and fielding game ➤ Y5: Know the rules for 'LBW' (leg before wicket) and what a 'no ball' is. Y5 to also know the rules of scoring in cricket. 			
<u>Cricket</u> (Y5)				
<u>Baseball</u> (Y6)	<ul style="list-style-type: none"> ➤ apply and develop the rules of fielding ➤ develop speed and fielding in order to play defensively. ➤ understand the rules of speed and bases. ➤ develop arm strength and understand the role of the pitcher. ➤ know the rules of scoring runs and hitting for average. ➤ develop swing and hitting power as a batsman. 			
<u>Rounders</u> (Y6)	<ul style="list-style-type: none"> ➤ hold and swing a rounders bat correctly in order to connect with a bowled ball; ➤ bowl a rounders ball using the correct technique in order to reach the batter; ➤ catch a ball accurately when it is thrown directly to them; ➤ accurately throw a ball overarm and underarm in the right direction; ➤ use a range of tactics during a game when instructed and explain how these will benefit the overall strategy. 			



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Athletics (<i>Run, Jump, Throw</i>)						
<u>KS1 objectives</u>			<u>KS2 objectives</u>			
Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 			Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>See real PE skills that will start to develop the required skills for athletics in KS2.</i>			Jump in a number of ways. Demonstrate a range of throwing actions including underarm and overarm. Improve running technique at different speeds. Hit a target using a throwing technique. Use a jumping technique to hit a target.	Jump in a number of ways and use a run up where appropriate. Sustain a running technique at different speeds for both short and long distances. Cover distance using a throwing technique. Use a jumping technique to cover distance. Compete with others and aim to improve my personal best. Identify and explain athletic performance	Start to combine sprinting with low hurdles over short distances. Throw accurately and analyse my performance. Compete with others and know my personal best. Explain how to improve technique in a variety of events	Choose the best pace for running over a variety of distances including hurdles. Show control in take-off and landing when jumping. Set targets for own improvement. Demonstrate control, strength and speed and stamina in athletics events. Understand how to apply athletic skills and tactics to a competitive situation to achieve your best



Net & Wall games

Net & Wall games				
<u>EYFS & KS1</u> Skills will be covered through real PE to develop children's basic skills to prepare them for sports in KS2.	<u>KS2 objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> play competitive games, modified where appropriate and compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
Sport	Year 3	Year 4	Year 5	Year 6
<u>Tennis (Y4,5,6)</u>	<p>Highlight the health benefits gained from taking part in tennis activities and discuss the need to stay healthy and active.</p> <p><u>PAS (Path, angle, speed)</u> Y4: Understand and apply the basic principles of PAS in tennis and how it affects the game performance. Apply PAS in simple partner rallies. Y5/6: Apply with a high degree of control and fluency. Hit the ball into marked areas using a range of tennis shots. Apply PAS to play competitive tennis games and improve the quality and variety of strokes played in mini-tennis games.</p> <p><u>CP (Contact point)</u> Y4: Understand and apply the principles of CP and how it affects the game performance. Hit the ball consistently with the correct contact point. Y5/6: Revise and apply the principles of CP and hit the ball consistently with the ability to perform both a forehand and backhand shot. Execute good footwork in order to consistently hit the ball using the correct contact point.</p> <p>Y4: Develop the skills to hit the ball in front of the leading foot and with the correct contact point so that a straight arm can generate the correct PAS (path, angle speed). Demonstrate and use the correct grip of the racket and understand how to get into the ready position. Y5/6: Demonstrate and use the correct grip of the racket and understand how to get into the ready position. Explore the Chopper grip and use the correct (PAS) low to high path to improve the forehand stroke.</p> <p>In Y4, use good hand/eye coordination to be able to contact the ball with the face of the racket. In Y5/6, develop this skill when executing a 'serve'.</p> <p>Y4: Be able to ensure baseliners are in a ready position and quick to respond. Y5/6: Demonstrate the ability to be in ready position and be able to quickly respond to a range of feeds and execute a variety of shots in pressured situations.</p> <p><u>Serving</u></p>			



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	<p>Y4: Understand how to serve in order to start a Tennis game (using the underarm serve) and return court positioning in ready position. In Y5/6, further develop the technique of serving in order to start a tennis game and return court positioning in ready position. Y5/6: Players must have proper grip and set up sideways in a trophy position when serving.</p> <p><u>Shots</u> Y4: Understand the principles of the different shots (forehand, backhand, volley) and how to execute different shots to outwit an opponent. Y5/6: Further understand the importance of position on the court in competitive Tennis and recovering after a shot. Understand the importance of fast feet in tennis.</p> <p><u>Rules of the game</u> Y4: Develop knowledge, understanding and principles within the game, including tactics and strategies used. Understand the concepts in Tennis and make effective evaluations of strength and weaknesses in performance. Y5/6: Identify and name the Tennis court markings and explain where the ball needs to be played when serving and when a ball is either out or in depending on whether a singles or doubles matches. Learn how to score a Tennis match using the correct tennis vocabulary. Pupils will need to implement tactical decisions based on movement of the ball into space to outwit opposition. Pupils will understand the concepts of tennis and make effective evaluations of strength and weaknesses in performance.</p> <p>Y4/5/6: Self evaluation- suggest areas for improvement. Peer coaching (i.e. watch each other playing and refine their skills). Use demonstrations effectively to highlight good work (what others are doing and copy how others act and work). Use demonstrations effectively to highlight good work (what others are doing and copy how others act and work).</p> <p>Suggest any Tennis clubs within the school timetable and promote community links to Otley and Ilkley Tennis clubs.</p>
<u>Netball (Y4)</u>	<ul style="list-style-type: none"> ➤ catch a netball with two hands with some confidence and success; ➤ use elements of the correct technique for the chest pass, with some success; ➤ use elements of the correct technique for the shoulder pass, with some success; ➤ catch a netball with one and two hands with some confidence and success; ➤ use elements of the correct technique for the bounce pass, with some success; ➤ use elements of the correct technique for the overhead pass, with some success; ➤ use more than one type of netball pass in a game situation; ➤ land in different ways without the ball and begin to coordinate catching the ball with different landings; ➤ pivot using the correct footwork in activities that focus only on this skill. Combine the skill of pivoting with other learnt netball skills; ➤ understand the footwork rule and sometimes demonstrate their understanding in a game situation; ➤ move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario; ➤ know how to dodge and lead and sometimes apply these attacking moves to outwit a defender in specific drills to practise these skills; ➤ apply some of the attacking movement skills they have learnt to outwit a defender with some success in a game;



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	<ul style="list-style-type: none"> ➤ know how to mark an opposition player who is in possession of the ball (marking the ball) and sometimes adopt elements of the correct technique when doing this in a game; ➤ know how to mark an opposition player who is not in possession of the ball (marking the player) and sometimes adopt elements of the correct technique when doing this in a game; ➤ perform some elements of the shooting technique in isolation and sometimes in a competitive game; ➤ understand and sometimes use attacking and defending skills to contribute towards the success of their team; ➤ understand what being part of a team involves and sometimes demonstrate this skill; ➤ evaluate their own and other's performance and suggest improvements with support.
<u>Badminton</u> (Y5)	<ul style="list-style-type: none"> ➤ use a badminton racket to balance a shuttlecock; ➤ use a forehand or backhand grip to control a balloon; ➤ use a forehand or backhand grip to strike a balloon or shuttlecock; ➤ begin to use a badminton racket to hit a shuttlecock in a particular direction; ➤ strike a shuttlecock in different ways, altering the distance the shuttlecock travels; ➤ use running and chasse steps to move around a space; ➤ adopt the ready position but may need reminding; ➤ attempt a badminton serve with some success; ➤ attempt a rally with a partner and an attacking shot during a rally; ➤ position themselves in a defensive stance when prompted; ➤ perform a block shot using a balloon; ➤ compete in a badminton game; ➤ attempt to use attacking and defensive shots; ➤ evaluate own performance in a badminton game.
<u>Basketball</u> (Y6)	<ul style="list-style-type: none"> ➤ dribble with the ball using some elements of the correct technique; • occasionally look up when dribbling with the ball; ➤ use elements of the correct technique to pass the ball over a range of distances; ➤ sometimes combine dribbling and passing at a walking pace; ➤ sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced; ➤ know the rules for pivoting and sometimes perform this skill, using the correct footwork; ➤ occasionally combine more than one skill, such as dribbling and pivoting, at a walking pace; ➤ use at least one technique while dribbling to protect the ball from a defender to keep possession; ➤ know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking; ➤ know how to man-to-man mark and sometimes do this with success and attempt to get free from a defender, sometimes with success; ➤ understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team; ➤ understand what being part of a team involves; ➤ evaluate their own performance, with support.



Swimming & water safety

KS2 objectives

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
n/a			<p>Swim short distances unaided between 5 & 20 metres using one consistent stroke.</p> <p>Propel themselves over longer distances with the assistance of swimming aids.</p> <p>Move with more confidence in the water including submerging themselves fully.</p> <p>Enter and exit the water independently and in a variety of ways.</p> <p>Swim over greater distances, between 10 & 20 metres with confidence in shallow water</p> <p>Begin to use basic swimming techniques including correct arm and leg action.</p> <p>Explore and use basic breathing patterns.</p> <p>Take part in problem-solving activities such as group floats and team challenges.</p>	Catch-up if necessary		n/a



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PE Curriculum Endpoints			
	End of KS1	End of lower KS2	End of upper KS2
<p>KEY AIM: <i>Develop practical skills in order to participate, enjoy, compete and lead a healthy lifestyle.</i></p>	<p>Games</p> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics and follow rules • Lead others when appropriate. <p>*To challenge myself in a competitive situation</p> <p>*Negotiate space and obstacles safely, with consideration for self and others</p> <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p>Change speed, levels and direction in a dance</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/ curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. <p>*Work in isolation and with a partner</p> <p>*Improve performance based on feedback</p> <p>Athletics</p>	<p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p>*Be aware of what I need to do in order to improve</p> <p>*Co-operate as part of a team</p> <p>Dance</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). <p>*Offer constructive criticism to improve a performance</p> <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. 	<p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc). • Work alone, or with team mates in order to gain points or possession. <p>*Pass in different ways - use a number of different techniques to pass, dribble, shoot.</p> <ul style="list-style-type: none"> • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>*Take on an officiating role in game play</p> <p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences using a range of stimuli • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. <p>Gymnastics</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements.



Otley All Saints C.E Primary School

PE Progression

	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. *Explain how you feel when you exercise 	<ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. *Understand and demonstrate correct running technique • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Show an ability to both lead and form part of a team • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. *Follow a route/map in a familiar setting I would move this to upper KS2 • Remain aware of changing conditions and change plans if necessary. <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations. *Understand the benefits of a healthy lifestyle – physical, mental and social 	<ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practice and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well rehearsed actions). <p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best pace for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Use maps, compasses and digital devices to orientate themselves. *Work as a group to discuss, plan and action what to do to meet a challenge • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Show resilience, persevering with a challenge and trying different approaches to solve a problem. • Use a range of devices in order to orientate themselves. *Explain how leading a healthy lifestyle is beneficial and how it supports you personally
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