



Progression of Knowledge, Skills and Vocabulary: Physical Education

Early Physical Education Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Fundamentals	Ball Skills	Games	Gymnastics	Dance
Relevant ELG	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly <p>ELG: Building relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others 			<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Building relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others 	
KS1 Readiness Objective	<ul style="list-style-type: none"> To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.

Physical Education Progression: National Curriculum Programme of Study

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of the National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Physical Education Progression: Subject Content in KS1 and KS2

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Physical Education Progression: Dance

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Core Knowledge	<ul style="list-style-type: none"> - Actions can be performed to music - Performing actions with others can happen at the same time (unison) or at different times - A stimulus is something that can inspire a dance and direct the activity- a picture book or an object - Speed, Agility, Travel - In chasing games, children should be aware of the other children around you - When being chased, they should not run with their head turned watching their chaser - If they are getting closer to another children, they should slow down - You can change direction at speed through both choice and instructions - You can change speed- stop, start pause and prepare - You can travel with control and coordination 	<ul style="list-style-type: none"> - To be able to respond to a range of stimuli and types of music. - To explore space, direction, levels and speeds. - Actions and movements can be made using different parts of the body - That mirroring can be used in partner work - That a dance phase has a beginning, middle and end 	<ul style="list-style-type: none"> - To describe and explain how performers can transition from shapes and balances - That music allows you to move imaginatively and freely - Dancing alone and away from others is solo and two people dancing together with complimentary and contrasting acting is a duet 	<ul style="list-style-type: none"> - Practising a dance allows you to be able to put a whole performance together - Facial expressions make a dance more interesting and entertaining - Props are objects that dancers use to enhance their dance, like chairs, fans, ribbons and swords - Choreography is the act of designing a dance - Describe features of dances performed by others 	<ul style="list-style-type: none"> - Freeze frame (also known as still image) is like pressing the pause button on a remote control, taking a photo or making a statue. - That dancing can incorporate a variety of different formations 	<ul style="list-style-type: none"> - There are 5 actions of dance- jump, turn, travel, gesture and stillness. - Locomotion is moving from one place to another - Non-locomotion movements are body movements without travel, such as bending swaying or wiggling - Dances can be refined and improved by adapting them to include space, rhythm and expression 	<ul style="list-style-type: none"> - Collaborative work allows you to incorporate more complex and compositional ideas - To understand the importance of talking about different styles of dance, with appropriate language and terminology - Dances have various genres- ballet, modern, hip-hop, ballroom, folk dance, performance art
	Skills	<ul style="list-style-type: none"> - Link colours to feelings. - Explore animal movements and levels. - Replicate actions in larger groups. Sequence work. - Explore leader or follower work. - Speed, Agility, Travel - Experiment with starting and stopping positions. - Perform fast and slow movements. - Show control to stop and perform actions. - Demonstrate agility in a variety of games - Recognise and follow instructions 	<ul style="list-style-type: none"> - Exploring storytelling through dance. - Use a theme to create a dance. - Develop actions to express friendship. - Dance with start middle and end. - Perform with feeling. - Perform basic body actions to music - Work with a partner to use repeating motifs 	<ul style="list-style-type: none"> - Dance in solo and duet. - Explore creative footwork. - Discuss how a dance can develop. - Respond to visual stimulus. - To show confidence when performing in front of others - To show good timing with the music - Attempt to work as part of a group to perform a dance 	<ul style="list-style-type: none"> - Perform a jazz square. - Perform 2 contrasting characters. - Communicate ideas as part of a group. - Use a prop in a 4-action dance phrase. - Competently include props and other ideas in their dance - Share and create short dance phases 	<ul style="list-style-type: none"> - Develop dance freeze frames. - Practise and perform a slide and roll. - Replicate a set phrase. - Work collaboratively to sequence movements. - Create a 5- action routine. - Perform with increasing musicality with control and confidence - Work as part of a group to listen and give ideas 	<ul style="list-style-type: none"> - Perform locomotor and non-locomotor movements - Apply some basic Bollywood actions - Describe the key features of line dancing. - Work collaboratively in a group of 4. - Use basic knowledge of line dancing steps to create own line dance. - Perform different styles of dance fluently and clearly - Refine and improve dances, adapting them to include rhythm and expression 	<ul style="list-style-type: none"> - Use tension and extension to control your body - Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. - Perform some basic street dance skills. - Compose a street dance performance. - Use recognised dance actions to create motifs and movement patterns

	Vocabulary	<p>dance twist turn rhythm step music beat stretch feet curl high low fast slow</p>	<p>stretch swing mood feeling theme story static friendship start middle end</p>	<p>direction huddle group mood feeling musicality respond galloping flying</p>	<p>facial expression improvisation rehearse director</p>	<p>improvisation rehearse director choreographer slide formation freeze frames</p>	<p>facial expression rehearse choreographer locomotion Bangra line dance wall patterns</p>	<p>motif street dance Hakka composition collaborate stag leap rebound expression</p>
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Physical Education Progression: Gymnastics

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Core Knowledge	<ul style="list-style-type: none"> - Travelling in gymnastics is moving from one area to another in ways such as jumping, rolling, crawling, leaping and turning - Apparatus is the equipment we use and that you can jump, slide, roll and move over and under it <p>Body Management</p> <ul style="list-style-type: none"> - How to stretch, reach and extend - That specific movements can be performed on command - We can make a bridge with our bodies in a variety of ways- a 4-points bridges with our feet and hands, tummy facing up or down or a 3-point bridge with two hands and one foot 	<ul style="list-style-type: none"> - Identify gymnastics actions and shapes. You need basic strength to perform a range of gymnastics actions. - How to carry simple apparatus such as mats and benches - To recognise 'like' actions and link them. - A magic chair is when you safely land a jump from increasing height by bending you knees to absorb the impact. 	<ul style="list-style-type: none"> - Describe and explain how performers can transition and link gymnastic elements - Performances have to be controlled and consistent and can be different speeds and at different levels - Gymnastics can be judged professionally, where a gymnast starts with 10.0. Throughout the routine, judges deduct points. 	<ul style="list-style-type: none"> - Actions can be modified by changing pathways, direction and shape. - Consolidation can improve the quality of a gymnasts actions - Relate strength and flexibility to the actions and movements they are performing. - Both strength and flexibility in actions are needed in performances - Unison is the simultaneous performance by two or more people to complete a gymnastics action, such as a roll at the same time or holding a balance 	<ul style="list-style-type: none"> - Competence and confidence will allow you to perform skills more consistently - Basic gymnastic shapes are tuck, straddle, pike, star, dish, arch, L-sit, back, support, front support, v-sit, bridge, straight and arabesque 	<ul style="list-style-type: none"> - Symmetry can be created individually, as a pair and in a small group - How to compare performances, judge strengths and areas for improvement - How to select a component which needs improvement. For example timing or flow. - A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. - Partner counterbalances can be created by pulling/holding or pushing 	<ul style="list-style-type: none"> - Demonstrate accuracy, consistency, and clarity of movement. - Apparatus can be arranged to enhance work and vary compositional ideas - Flight can be experienced both on and off of apparatus - The vault is an artistic gymnastics apparatus which gymnasts perform on - Vaulting is the action of performing on a vault, which male and female gymnasts use
	Skills	<ul style="list-style-type: none"> - Adapt instructions to physical actions. - Develop take-off and landing position for jumps. - Moving through and under apparatus - Developing shapes and balances - Develop confidence in fundamental movements - Develop coordination and gross motor skills <p>Body Management</p> <ul style="list-style-type: none"> - Complete the 'follow, balance. Obstacle' challenge - Work with others to move through hoops - Reach and stretch to retrieve and place objects - To be able to step, use strides, hop, bounce, do bridges and tunnels - Use a variety of ways to travel over apparatus 	<ul style="list-style-type: none"> - Carry equipment safely - Perform magic chair landing - Refine shapes and jumps to improve coordination - Explore body tension - Link movements 	<ul style="list-style-type: none"> - Use start and finishing shapes. - Link movements - Have power in jumping. - Create different levels. - Perform at different speeds 	<ul style="list-style-type: none"> - To use contrasting shapes, body control when rolling. - To have unison when working with a partner - To recognise and create patterns. 	<ul style="list-style-type: none"> - To show changes in speed - To make progress when performing a cartwheel - To refine sequences - To perform in time with a partner and group - To use compositional ideas in sequences 	<ul style="list-style-type: none"> - Explore symmetry and asymmetry - Perform counterbalances. - To show progression in round offs - To use counterbalances - To perform in front of others - Create longer and more complex sequences - Adapt performances - Take a lead in a group 	<ul style="list-style-type: none"> - Prepare for vaulting. - Dismounting from height. - Gaining flight in unison and cannon. - Including equipment in a performance - Using music - Demonstrate accuracy, consistency and clarity of movement

	Vocabulary	<p>balance control fast high jump link low stretch pattern climb step alternate balance stand reach touch crawl</p>	<p>balance body tension tensed relaxed shape stretched curled carry control extension fast hang high jump link low safety</p>	<p>shape sequence pattern movement music timing hang carry power judging</p>	<p>fluency contrasting unison low combinations full turn half-turn flexibility compositional ideas healthy active lifestyle</p>	<p>control group similar different direction speed partner actions compositional stamina leap refine progression</p>	<p>symmetry asymmetry sequences combinations direction speed partner asymmetrical symmetrical aesthetics counterbalance</p>	<p>flight consistent vault vaulting sequences combinations direction dismount</p>
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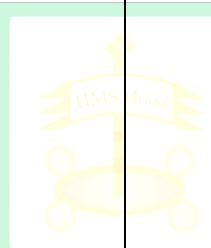
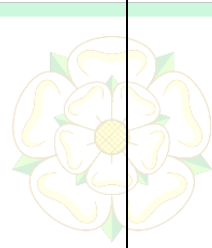
Physical Education Progression: Games – Invasion

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Invasion	Core Knowledge	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - That you can change direction at speed through both choice and instructions - That you can anticipate in a variety of situations when to stop, start, pause and prepare <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - That you can send and receive an object with different body parts. - How to work with others to control objects in space. - Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways - Bilateral coordination refers to the ability to coordinate both sides of the body at the same time, in a controlled and organised manner <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - That various patterns and actions can be repeated - Working with a partner allows you to listen, share ideas and question - Taking turns is a vital part of playing cooperatively 	<ul style="list-style-type: none"> - That basic movements include running, jumping, throwing and catching. - That ABC stands for agility, balance and coordination and that will improve more and more as you practice - Begin to understand the basic rules- no contact, no running with the ball and you restart from the side line if the ball goes out 	<ul style="list-style-type: none"> - That you can both send and receive a ball with your feet - Recall and link combinations of skills, e.g. dribbling and passing. - Continue to understand the basic rules- no contact, restart play if the ball goes off the side line (the team that did not hit the ball out gets a side line ball and must pass to one of their players). - Pass to each player before shooting 	<ul style="list-style-type: none"> - Basic invasion games skills include throwing, catching, kicking and dribbling. - To know the difference between attacking and offensive play. - Basic control skills include sending and receiving the ball. - That a ball needs to be sent with some accuracy to maintain possession and build attacking play - To understand and implement basic rules of modified games e.g. netball - Development of motor skills allow greater ease of handling sticks and improving agility - Show basic skills to maintain possession. - That space can be created efficiently to build an attack. - Skills can be linked to perform as a team. 	<ul style="list-style-type: none"> - Understand footwork rules in a game situation and explore basic marking. - How to pass over longer distances - Moving towards a ball will help to receive the pass - Passing and moving with the ball as team can build attacks - Tactics can help in a competitive situation - Speed and endurance will improve the outcome of the game - How to evaluate skills, tactics and team play to aid improvement. 	<ul style="list-style-type: none"> - Strength, agility and coordination are required when defending - A range of tactics and techniques are required to play with consistency. That you need to be able to play in a variety of positions and formations. - How to relate a greater number of attacking and defensive tactics to gameplay - That you become more skilful when performing movements at speed. - How to select and apply appropriate skill in a game situation. - An effective team needs to take turns in defence taking 	<ul style="list-style-type: none"> - How applying aspects of fitness to the game can improve power, strength, agility and coordination - Choose and implement a wider range of strategies to play defensively and offensively. - The importance of a wider range of strategies when playing defensively and offensively - Grasping more technical aspects of the game. - Observe, recognise and analyse good individual and team performances. - How to suggest, plan and lead simple drills for given skills - Explain when and why set plays are used in a game situation - How you can effectively switch between defence and attack
	Skills	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Demonstrate agility in variety of games. - Recognise and follow instructions. - Experiment with starting and stopping positions. - Perform fast and slow movements - Show control to stop and perform actions <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Coordinate limbs to carry out defined movements and actions. - Reproduce movements with a ball bilaterally 	<ul style="list-style-type: none"> - Sending to targets. - Catching and intercepting - Bounce ball to self. - Defend a target. - Attack and defend as a pair. - Compete in a simple tournament 	<ul style="list-style-type: none"> - Kick with inside of foot and stop ball with feet. - Control a ball. - Bounce the ball to send it. - Bounce a ball to begin to dribble. - Refine ways to control bodes and a range of equipment 	<p>General</p> <ul style="list-style-type: none"> - Dribbling, passing in pairs. - Defensive positioning. - Building an attack. - Finding space to receive the ball. - Shot, pass, dribble theory. <p>Football</p> <ul style="list-style-type: none"> - Using inside and outside of foot, trapping. - Short distance passing <p>Hockey</p> <ul style="list-style-type: none"> - Using flat side of stick. - Close control, preparing to tackle. 	<p>General</p> <ul style="list-style-type: none"> - Passing over longer distances - Use some marking techniques - Introduce some defending principles - Coming towards the ball to receive <p>Football</p> <ul style="list-style-type: none"> - Dribbling in different directions - Defensive tackling, front of player and goal side marking. <p>Hockey</p> <ul style="list-style-type: none"> - Push pass, slap pass 	<p>General</p> <ul style="list-style-type: none"> - Combine basic skills with confidence such as dribbling and shooting. - Select and apply appropriate skills in a game situation. <p>Football</p> <ul style="list-style-type: none"> - Turning and running with the ball - Keeping possession - Step over - Maintaining space <p>Hockey</p> <ul style="list-style-type: none"> - Block tackle - Passing in the D - Sweep shot to send over a distance 	<p>General</p> <ul style="list-style-type: none"> - Compare performances. - Comprehend and show why player with the ball should keep moving or be ready to pass quickly. <p>Football</p> <ul style="list-style-type: none"> - Setting up others to shoot - Deny space - Attacking in pairs and set play - Covering the defender <p>Hockey</p> <ul style="list-style-type: none"> - Shooting from close range - Long corners, - Goal side marking

	<ul style="list-style-type: none"> - Make contact with a ball using feet and legs - Practice hop, step and jump sequences - Send and stop objects using hands and feet <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work as an individual and part of a group to match - Keep heart rate high. - Work as a pair to demonstrate larger numbers - Travelling and travel trails - Work cooperatively to make shapes 			<ul style="list-style-type: none"> - Moving into a space to receive <p>Netball</p> <ul style="list-style-type: none"> - Chest, shoulder and bounce pass. - Dodging to get free. - Collecting a loose ball <p>Tag Rugby</p> <ul style="list-style-type: none"> - Ball handling. - Running past defenders. - Evading taggers and tag protocol. 	<ul style="list-style-type: none"> - Straight dribble, stopping and turning with the ball. <p>Netball</p> <ul style="list-style-type: none"> - Protecting the ball - Basic shooting - Playing within 3rds, using 1to1 marking <p>Tag Rugby</p> <ul style="list-style-type: none"> - Picking up and running with ball - Correct ball carrying position - Keeping possession. 	<ul style="list-style-type: none"> - Dragging the ball from left to right <p>Netball</p> <ul style="list-style-type: none"> - Effective bounce pass in game - Use a greater variety of dodging skills - Pivot and pass - Two handed shooting. <p>Tag Rugby</p> <ul style="list-style-type: none"> - Tagging opposition - When to run and when to pass into space, Magic diamond formation - Principles of defence - Pop pass 	<ul style="list-style-type: none"> - Self-pass rule - Channelling the opposition. <p>Netball</p> <ul style="list-style-type: none"> - Double bounce rule - Marking to pass or shoot - Organisation around the D - Rebounds as attacker and defender - Knocking the ball away. <p>Tag Rugby</p> <ul style="list-style-type: none"> - Set play for attacking - Take the distance not the tim - Spaces not face principle - Transition from attack to defence
Vocabulary	agility travel apparatus stretch cooperate trail	attack catch compete defend over-arm play against receive rolling send throw under-arm	aim attack compete controlling cooperate receive control	shoot defend attack block run control receive pass teamwork score hockey shaft foot space accurately mark dodge defend footwork possession netball rules improve	passing running backwards tag straight space teamwork try-area	teamwork score shoot positions power distance perform consistent fair play score shoot footwork foul free pass pivot umpire dodging attack defence dodge stationary	transition principle agility turnover support observe analyse

Physical Education: Games – Net / Wall

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Net / wall	Core Knowledge	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Travel with some control and coordination - Change direction at speed through both choice and instructions - Stop, start, pause, prepare for and anticipate movement in a variety of situations - Agility-based activities moving and controlling objects <p>Manipulation and coordination</p> <ul style="list-style-type: none"> - Send and receive a objects with different body parts. - Work with others to control objects in space. - Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways - Coordinate similar objects in a variety of ways - Differentiate ways to manoeuvre objects <p>Cooperate and solve problems</p> <ul style="list-style-type: none"> - Move confidently and cooperatively in space - Copy and repeat various patterns and actions - Solve more complex tasks using skills learned - Work and play cooperate and take turns 	<ul style="list-style-type: none"> - Objects can be sent using a hand or a bat - You have to move towards a moving ball to return it. - You can send and return a variety of balls/objects such as balloons and beachballs. - A variety of objects such as balls and beanbags can be tracked, intercepted and stopped - Skills can be selected and applied to beat the opposition 	<ul style="list-style-type: none"> - A ball's path can be tracked over a net - A ball can be hit and returned using hands and a racquet - Games can include throwing, catching and sending over a net - Tactics can be used to make it difficult for their opponent to score a point - Agility and coordination will improve the game 	<ul style="list-style-type: none"> - Identify and describe some rules of net/wall games. - That you serve to begin a game. - Begin to understand forehand hitting. - Play with some understanding of modified court boundaries. - Show understanding of how sitting volleyball is an inclusive game. 	<ul style="list-style-type: none"> - That shots can be made with a forehand and a backhand - Practise some trick shots in isolation. - Trick shots can be made in isolation - That to continue in play, serves have to be returned - There are different court positions in gameplay. - The basic volley2s rules. 	<ul style="list-style-type: none"> - Learn new types of shots and serves that can be used in-game. - By playing with others, you can score and defend points in competitive games - Footwork technique can help you to move confidently around the playing area - Begin to understand how volley and overhead shots are used - Further, explore tennis service rules. 	<ul style="list-style-type: none"> - Understand how a wider range of shots can be used - More sophisticated tactics such as net play, offensive and defensive positioning can be applied - Play with fluency with a partner in doubles / partner scenarios. - Fluency with a partner will improve a doubles game - Develop backhand shots. - Begin to understand the use of full scoring systems. - Continue developing doubles play and tactics to improve.
	Skills	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Demonstrate agility in variety of games. - Recognise and follow instructions. - Experiment with starting and stopping positions. - Play games, take turns. <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Coordinate limbs to carry out defined movements and actions. - Reproduce movements with a ball bilaterally 	<ul style="list-style-type: none"> - Sliding and receiving a ball/beanbag. - Explore different ways of sending a ball. Moving towards and returning balls. - Scoring points against opposition. 	<ul style="list-style-type: none"> - Identify the dominant and non-dominant side. - Use basic serving rules in a game. - Able to self-feed a ball to a partner using a racquet. - Being on your own toes to receive the ball 	<p>Tennis</p> <ul style="list-style-type: none"> - Ready position. - Recognise the types of hitting needed for different areas of the court - Serve with some accuracy to targets - Perform a forehand shot on a moving ball - Move towards the ball to return to the other side 	<p>Tennis</p> <ul style="list-style-type: none"> - Return the ball from around the court - Use forehand towards targets - Introduce backhand shots - Return balls to different places on court - Use tennis skills to play in doubles games 	<p>Tennis</p> <ul style="list-style-type: none"> - Putting skills into games - Using volley shots - Be able to clear the ball from the back of the court - Recognise differences in where you might stand in doubles games - Approach the ball forehand and backhand 	<p>Tennis</p> <ul style="list-style-type: none"> - Defend points against opposition using teamwork - Describe why and when to use a backhand shot - Demonstrate a lob shot in isolation situations - Score a tennis game using full tennis rules - Work as a pair to develop tactics against other pairs

	<ul style="list-style-type: none"> - Make contact with a ball using feet and legs - Practice hop, step and jump sequences - Send and stop objects using hands and feet <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work as an individual and part of a group to match. - Keep heart rate high. - Respond to visual cues. 		 				
Vocabulary	<p>pause prepare freeze high low switch agility music beat carry crawl feet hold cooperate trail body shape</p>	<p>court hit collect strike pick up batter hitter court bowl net send opposition umpire stop hitter</p>	<p>serve rally strike racquet shuttlecock badminton tennis drop bounce volleyball court throw track umpire opposition</p>	<p>forehand backhand return score net tactics underarm overarm</p>	<p>clear backcourt position ready</p>	<p>overhead volley singles doubles forehand backhand</p>	<p>lob offensive play wide no ball stance defensive positioning dispute peers attacking improvement</p>

Physical Education Progression: Games – Strike and Field

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games – Strike and Field	Core Knowledge	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Travel with some control and coordination - That you can change direction at speed through both choice and instructions - That you can stop, start, pause and, prepare for and anticipate movement in a variety of situations - How to move and control objects - Recognise different actions such as: moving softly, quietly, quickly, powerfully <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Objects can be sent and received with different body parts - Working with others can help you to control objects in space - Body parts, such as hand-eye and foot-eye can be used in a variety of activities and in different ways - Objects can be manouvered in different ways <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work with a partner to listen, share ideas, question and choose - You can move in a space confidently and cooperatively - Patterns and actions can be copied and repeated - Show an understanding of own feelings and others - Complex tasks need to be solved using skills learned - Work and play cooperate and take turns 	<ul style="list-style-type: none"> - Objects can be hit with a hand or a bat - A rolling ball should be tracked, then retrieved. - You can throw and catch with a variety of objects - By developing sending and receiving skills you can benefit your team - Distinguish between the roles of batters and fielders. - Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> - Hitting skills can be developed using a variety of bats - Bowling and feeding skills need to be practised - Hitting and running are required to score points in a game - Scoring runs can be achieved in different hit, catch and run games - Working as a team will improve your fielding - What role the wicketkeeper and backstop play 	<ul style="list-style-type: none"> - To be able to understand adhere to some of the basic rules of cricket of striking and fielding games. - To develop a range of skills to use in isolation and a competitive context. - Skills can be developed both in isolation and in a competitive context - To use basic skills with more consistency including striking a bowled ball. - By working cooperatively with others, fielding tasks can be completed more effectively. 	<ul style="list-style-type: none"> - Striking and fielding skills learnt can be applied in competitive contexts - Choose, use a range of simple tactics in isolation and in a game context. - Consolidate existing skills and apply with consistency. - Strike to ball with intent, use decision making attempt direction. - Decision making should be used to strike the ball in the right direction 	<ul style="list-style-type: none"> - How a range of skills can be linked together and used in combination - Collaborate with a team to choose, use, adapt and understand rules in games. - Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance 	<ul style="list-style-type: none"> - Understand and apply standard rules in a variety of different styles of games. - That a small range of shots can be used in isolation and competitive scenarios - Tactics can be used for attacking and defending in the role of the bowler, batter and fielder

	Skills	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Demonstrate agility in variety of games. - Recognise and follow instructions. - Experiment with starting and stopping positions. - Play games, take turns. <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Coordinate limbs to carry out defined movements and actions. - Reproduce movements with a ball bilaterally - Make contact with a ball using feet and legs - Practice hop, step and jump sequences - Send and stop objects using hands and feet <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work as an individual and part of a group to match - Keep heart rate high. - Work as a pair to demonstrate larger numbers - Travelling and travel trails - Work cooperatively to make shapes 	<ul style="list-style-type: none"> - Use a range of throwing and rolling skills. - Return a ball to a base/zone. - Work with others to stop players scoring runs. - Self-feed and hit a ball. - Run between bases to score points. 	<ul style="list-style-type: none"> - Hit with bats (some still hitting with hands). - Use kicking to send a ball and score points. - Use underarm bowling. Play as part of a team. - Field to catch and throw to teammates 	<p>General</p> <ul style="list-style-type: none"> - Bowl with some accuracy and consistency. - Use the long barrier to collect a rolling ball / collect and return a moving ball. <p>Cricketer</p> <ul style="list-style-type: none"> - Forward drive into space. - Foot placement to hit the ball effectively. - Use overarm throw to send ball longer distances. - Use long barriers to collect the ball - Bowl with some consistency <p>Rounders</p> <ul style="list-style-type: none"> - Use underarm bowling action to bowl a 'good' ball. - Retrieve and throw the ball as a fielder - One handed hitting - Collect and return a moving ball - Throw over longer distances 	<p>General</p> <ul style="list-style-type: none"> - Directing hit to score runs. - Attempt to stop a bouncing ground ball with some success. <p>Cricketer</p> <ul style="list-style-type: none"> - Anticipate when to run to score singles. - Bowl overarm from a stationary position. - Attempt a pull shot in a game. - Intercept the ball with one hand. - Directing the hit <p>Rounders</p> <ul style="list-style-type: none"> - Run at speed to avoid being stumped. - Play backstop in small game. - Use rounders scoring system. - Throw and catch with increasing accuracy - Intercept balls to stop runs in games 	<p>General</p> <ul style="list-style-type: none"> - Throw for accuracy over short distances. - Recognise where to play. <p>Cricketer</p> <ul style="list-style-type: none"> - Start sprints with power to run between wickets - Using the short throw to run players out - Anticipating the rise of the bowled ball - Flexibility and overarm bowling - Defensive shot <p>Rounders</p> <ul style="list-style-type: none"> - Apply rules of the game consistently - Optimal base positioning - Following the path of the ball - Applying backwards hit rule - Field with some awareness of the batters' strengths 	<p>General</p> <ul style="list-style-type: none"> - Demonstrate urgency when acquiring runs/rounders. - Track and catch high balls. - Work in pairs to field a long ball. <p>Cricketer</p> <ul style="list-style-type: none"> - Fielding positions, slip, short leg and cover. - Bowling short. - On and off drive. <p>Rounders</p> <ul style="list-style-type: none"> - Attempt attacking bowling - Catching a high ball to get players out - Using the faster ball to deceive batters - Working as pairs to field a long ball - Employ base running tactics
	Vocabulary	<p>agility travel apparatus stretch cooperate trail</p>	<p>hit send collect stop net throw roll strike catch bowl feed pick up batter hitter forehand backhand court</p>	<p>serve bounce drop badminton tennis volleyball squash shuttlecock racquet</p>	<p>Rounders</p> <p>batting fielding bowling bases long barrier batter bowler fielder innings no ball batting box backstop rounders half rounder</p>	<p>Tennis</p> <p>hit return court forehand backhand bounce points score net tactics underarm overarm position ready</p> <p>Rounders</p> <p>zones directing speed avoid intercept role scoring system gain stumped</p>	<p>power consistency stump conditioned fitness miss hit strength encouragement defensive offensive</p>	<p>Tennis</p> <p>lob shot positioning footwork listening skill dispute peers attacking defensive improvement</p> <p>Rounders</p> <p>shot defensive offensive predict place select tactics stance tracking</p>

Physical Education Progression: Athletics

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Core Knowledge	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Travel with some control and coordination - That you can change direction at speed through both choice and instructions - That you can stop, start, pause and, prepare for and anticipate movement in a variety of situations - How to move and control objects - Recognise different actions such as: moving softly, quietly, quickly, powerfully <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Objects can be sent and received with different body parts - Working with others can help you to control objects in space - Body parts, such as hand-eye and foot-eye can be used in a variety of activities and in different ways - Objects can be manoeuvred in different ways <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work with a partner to listen, share ideas, question and choose - You can move in a space confidently and cooperatively - Patterns and actions can be copied and repeated - Show an understanding of own feelings and others - Complex tasks need to be solved using skills learned - Work and play cooperate and take turns 	<ul style="list-style-type: none"> - To understand how running and jumping link - That running includes varying pathways and speeds - By develop throwing techniques you can send objects over long distances. - Increased stamina and core strength - There are a broad range of opportunities to extend strength, balance, agility and coordination. - By cooperating with others, you can carry out more complex tasks 	<ul style="list-style-type: none"> - Power, agility, coordination and balance can be developed over a variety of activities - Quoits, beanbags, balls, hoops can all be thrown over long distances - Can negotiate obstacles showing increased control of body and limbs - Obstacles can be negotiated when showing increased control of the body and limbs - That running and jumping should happen over a sustained period of time. - Reflect on activities and make connections between a healthy active lifestyle. - Understand the importance of experiencing and improving jumping for both height and distance 	<ul style="list-style-type: none"> - Control movements and body actions in response to specific instructions. - Athletics requires both agility and speed - Jumping can be for height or distance and these need to be controlled and balanced - Throwing with speed and power requires appropriate force 	<ul style="list-style-type: none"> - Running, jumping and throwing can be practised one at a time in small groups - A variety of equipment can be used to measure and time athletics to compare the effectiveness of different styles of runs, jumps and throws. 	<ul style="list-style-type: none"> - Understanding the corrected pace needed to run short and longer distances - How to organise a relay team to maximise their speed - Runs and jumps should contain both power and accuracy 	<ul style="list-style-type: none"> - Become confident and expert in a range of techniques and recognise their success. - Strength and flexibility need to be applied to a broad range of throwing, running and jumping activities. - Recognise where improvement is needed when working with others and yourself - Accurately and confidently judge across a variety of activities

	Skills	<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> - Demonstrate agility in variety of games. - Recognise and follow instructions. - Experiment with starting and stopping positions. - Play games, take turns. <p>Manipulation and Coordination</p> <ul style="list-style-type: none"> - Coordinate limbs to carry out defined movements and actions. - Reproduce movements with a ball bilaterally - Make contact with a ball using feet and legs - Practice hop, step and jump sequences - Send and stop objects using hands and feet <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work as an individual and part of a group to match - Keep heart rate high. - Work as a pair to demonstrate larger numbers - Travelling and travel trails - Work cooperatively to make shapes 	<ul style="list-style-type: none"> - Starting and stopping at speed. - Show power in run, use arms. - Take off on two feet. - Use leading arm to throw. - Compete in relay teams. - Perform agile movements. - Work for sustained periods of time. - Negotiate obstacles. - Jumping and bounding. - Run from different starting positions. 	<ul style="list-style-type: none"> - Aware of others when running in space. - Create more power with legs and apply to agility test. - Select best throw for conditioned games. - Perform some static and dynamic balances. - Explore their emotions around different challenges. - Attempt more accuracy in throws. - Perform under pressure. - Explore breathing techniques. 	<ul style="list-style-type: none"> - Combination jumps. - Recognising and performing different paced runs. - Approaching hurdles. - Pull action when throwing. - Recording scores accurately. 	<ul style="list-style-type: none"> - Aiming at targets. - Accelerating over short distances. - Taking off from run with one foot to increase distance. - Sling action when throwing. - Perform baton exchanges 	<ul style="list-style-type: none"> - Prepare to run an individual leg. - Develop further the principles of pace. - Steeplechase and jump for distance. - Push action when throwing. - Baton exchange within restricted area 	<ul style="list-style-type: none"> - Sprint start techniques. - Run up for long jump. - Recording data for different types of throws. - Use STEP principles. - Work collaboratively to judge and record. - Take part in specific modified events using laws/rules for each event.
	Vocabulary	<p>agility travel apparatus stretch cooperate trail</p>	<p>backwards distance far fast forwards furthest high hop link medium fastest</p>	<p>run throw handle power quick burpee obstacle control stamina static dynamic collect</p>	<p>run jump throw agility power speed track force distance curve accelerate hurdles pull record pace approach combine</p>	<p>track force distance curve accelerate hurdles foam javelins vortex howler bounce target take off sling exchange accuracy</p>	<p>bounce relay baton safety rules targets record set take over pass strength judge trajectory sprint push receive hot-step-jump</p>	<p>safety rules targets record set take over pass strength judge trajectory sprint shuttle assess</p>

Physical Education Progression: Outdoor and Adventurous Activity

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor and Adventurous	Core Knowledge	<p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Organise and match various items, images, colours and symbols - Work with a partner to listen, share ideas, question and choose - Move confidently and cooperatively in space - Copy and repeat various patterns and actions - Show an understanding of own feelings and others - Solve more complex tasks using skills learned - Work and play cooperate and take turns 	<ul style="list-style-type: none"> - Multi step instructions require thinking skills - Challenges can be solved as an individual - Comprehend that one thing can represent another. 	<ul style="list-style-type: none"> - To find given items from clues and pictures requires searching skills - Navigating space can happen in a pair - Unusual equipment can be used to develop coordination, problem-solving and motor skills 	<ul style="list-style-type: none"> - You can work with others to solve problems. - Problems can be solved using different strategies - Lead others and be led - Differentiate between when a task is competitive and when it is collaborative. 	<ul style="list-style-type: none"> - A team/group needs defined and understood roles to work well - Planning and refining strategies will help to solve problems - Understand the relevance of maps, compasses and symbols - Identify what they do well and suggest what they could do to improve 	<ul style="list-style-type: none"> - How communication can be used effectively during challenging activities - That you can navigate and solve problems from memory - Trust can be used to complete the task and perform under pressure 	<ul style="list-style-type: none"> - Information given by others can be used to complete tasks and work collaboratively - Responsibility is necessary to complete a task - That knowledge of PE and physical activities will help to suggest design ideas and amendments to games
	Skills	<p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> - Work as an individual and part of a group to match. - Keep heart rate high. - Travel and follow travel trails as and individual. - Work cooperatively to form shapes. - Move along a pathways/trail with partner. - Work with partner to form jumping patterns. - Respond to visual cues. - Compete as a team to complete an obstacle relay. 	<ul style="list-style-type: none"> - Follow simple instructions - Recognise, remember, and match some symbols - Undertake simple speed stack arrangements - Select equipment using symbols 	<ul style="list-style-type: none"> - Build on speed stack skills. - Participate in blindfold activities, hoop dance and gym orienteering 	<ul style="list-style-type: none"> - Use non-verbal communication effectively. - Develop further simple map reading skill. - Respond to and resolve problems as a team. - Participate in trust activities. - Plan on route map. 	<ul style="list-style-type: none"> - Recognise compass points. - Use a compass. - Follow a course. - Work cooperatively with a partner to follow a map and solve problems. - Recognise a range of standard map symbols. - Sprint orienteering 	<ul style="list-style-type: none"> - Use memory and recall skills. - Classify and interpret simple morse code. - Work collaboratively 	<ul style="list-style-type: none"> - Follow and orient a map. - Identify objects in a scavenger hunt. - Perform complex group pyramid balances. - Tie a reef knot. - Design your own game using, refining, and adapting group ideas.
	Vocabulary	<p>agility travel apparatus stretch cooperate trail</p>	<p>sequence problems instructions perform symbol pyramid stacking up stack down stack shape map repeat pattern individual group</p>	<p>reach search find explore teamwork speed verbal tactile map key equipment variety</p>	<p>maps diagrams scale symbols orienteering control challenges problem-solving lead follow plan trust</p>	<p>challenges problem-solving lead follow plan trust solve cardinal points success</p>	<p>challenges plan trust solve team design instructions extend orient morse code decipher individual signal</p>	<p>maps diagrams scale symbols orienteering compass challenges design instructions extend knot orient</p>

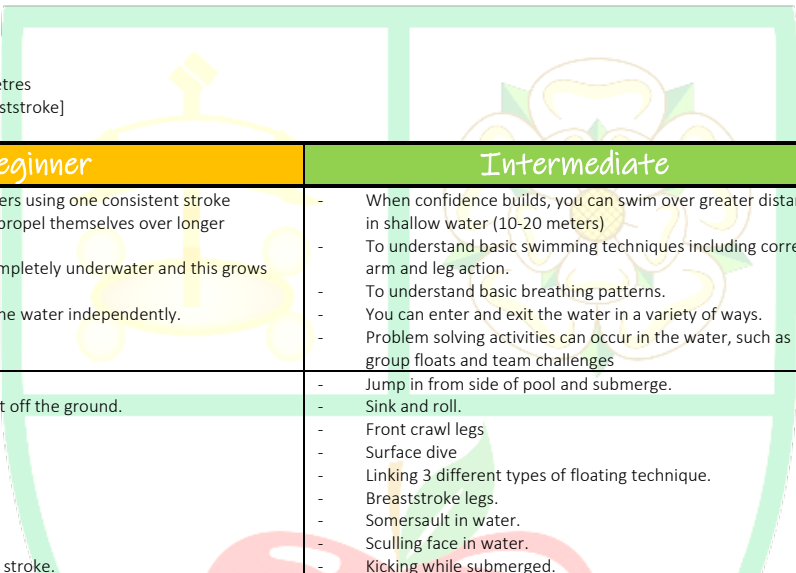
Physical Education Progression: Swimming and Water Safety (either KS1 or KS2)

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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	Beginner	Intermediate	Advanced
Outdoor and Adventurous	Core Knowledge	See beginner	<ul style="list-style-type: none"> - You can swim 5-20 meters using one consistent stroke - Swimming aids help to propel themselves over longer distances - Submerging is going completely underwater and this grows with confidence - How to enter and exit the water independently. 	<ul style="list-style-type: none"> - When confidence builds, you can swim over greater distances in shallow water (10-20 meters) - To understand basic swimming techniques including correct arm and leg action. - To understand basic breathing patterns. - You can enter and exit the water in a variety of ways. - Problem solving activities can occur in the water, such as group floats and team challenges 	<ul style="list-style-type: none"> - Fluency and control should be seen in at least two recognised strokes - Good breathing technique allow for smooth stroke patterns - Personal survival techniques can be developed as an individual and as a group - Lengths can be linked together with turns and these can be done in isolation and during a stroke
	Skills		<ul style="list-style-type: none"> - Pulling and pushing - Stabilising – feet upright off the ground. - Submerging. - Prone float. - Supine float. - Leg action on back. - Push, glide, turn. - Doggy paddle. - Transition from glide to stroke. 	<ul style="list-style-type: none"> - Jump in from side of pool and submerge. - Sink and roll. - Front crawl legs - Surface dive - Linking 3 different types of floating technique. - Breaststroke legs. - Somersault in water. - Sculling face in water. - Kicking while submerged. 	<ul style="list-style-type: none"> - Relay change over. - Mushroom float. - Partner support. - Crouching dive. - Surface dive. - Treading water. - Tumble turn/tumble under water. - Combining fluent breaststroke arm and leg technique. - Head out entry to water
	Vocabulary	See beginner	swim kick front back arms legs lie on front back breath splash sculling doggy paddle prone supine glide stroke float pace	breath rotate submerge sink float sculling breaststroke glide surface dive jump on top of the water underwater front crawl	meters distance back crawl front crawl breaststroke compete improve challenge personal survival treading crouching

What will our pupils go on to learn?

Physical Education Progression: Programme of Study KS3 and KS4

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of the National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Physical Education Progression: Subject Content KS3

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs.

Physical Education Progression: Subject Content KS4

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.