

### PE – Curriculum Progression Map Year A

Autumn 1 PE SESSION 1	Gymnastics (Unit 1)	Gymnastics (Y1 -Unit 1)	Gymnastics (Yr 3 - Unit 1)	Gymnastics (Year 5 - Unit 1)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How can we travel safely and in a variety of different ways?	How can we link simple gymnastic actions?	How can we adapt a sequence?	How can we improve our performances?
<b>National Curriculum</b>  <b>EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  Accurately replicate basic movements and enjoy participating in a broad range of activities.	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	Pupils should be taught to:  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to:	Pupils should be taught to:  develop flexibility, strength, technique, control and balance  compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to:
<b>End Points</b>	Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.	Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.	Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.
<b>Lesson objective</b>	<p><b>1. We are learning to move safely.</b> Listen and respond appropriately to instructions.  Move in a variety of way, changing speed and direction.  Apply a simple understanding of shape and space.</p> <p><b>2. We are learning to take off and land on two feet</b>  Jump and rebound on and off low apparatus.</p>	<p><b>1. We are learning to perform ‘like’ actions in a sequence.</b> Can link two like actions  Can explain that ‘like’ actions are the same type of action.  Perform two rolls or two jumps, link them together and repeat.</p> <p><b>2. We are learning to carry and set up apparatus safely.</b> Able to move mats and benches safely.  Can identify key points for moving apparatus.  Transfer like sequence to low apparatus.</p>	<p><b>1. We are learning to show full extension during a balance.</b> Create a sequence of 2 contrasting elements.  Demonstrate extension in shapes.  Produce flow in sequence.</p> <p><b>2. We are learning to move in and out of contrasting shapes with fluency.</b> Explore a greater range of contrasting actions.  Copy a partner’s sequence.  Define what contrast is and how it applies to sequences.</p> <p><b>3. We are learning to perform a sequence using different types of rolls.</b></p>	<p><b>1. We are learning the key steps to performing a round-off.</b> Complete a four-element sequence containing actions at different heights and speed.  Take weight on hands to move forward.  Include symmetrical and asymmetrical shapes.</p> <p><b>2. We are learning to create and perform a partner sequence using symmetry.</b> Explore symmetry as applied to both balance and travel.  Compose an individual symmetrical sequence.  Attempt to combine sequences with a partner to create paired symmetrical sequences.</p>

	<p>Work with a partner to jump in unison.</p> <p>Create a simple jumping sequence.</p> <p><b>3. We are learning to balance and move balls and beanbags.</b> Balance beanbag in as many different ways on the body as possible.</p> <p>Move and roll a ball around the body with control.</p> <p>Work as part of a team to transfer balls, beanbags and hoops.</p> <p><b>4. We are learning to travel on mats and benches</b> Work on apparatus to develop travelling skills on various body parts.</p> <p>Move over, under, around, through, on and off apparatus.</p> <p>Incorporate balances.</p> <p><b>5. We are learning to copy and repeat actions</b> Develop body awareness, moving limbs together and in isolation.</p> <p>Show ability to copy and repeat simple patterns.</p> <p>Use basic equipment to demonstrate coordinated movement.</p> <p><b>6. We are learning to perform simple shapes and balances.</b></p> <p>Discover and perform simple shapes.</p>	<p><b>3. We are learning to perform shapes on both large and small body parts.</b></p> <p>Identify that shapes can be performed on large or small body parts.</p> <p>Transfer shapes from small body parts to large ones.</p> <p>Use body tension to hold shapes.</p> <p><b>4. We are learning to take off and land and use shape in our jumps.</b></p> <p>Take off and land with (some) control.</p> <p>Jump for height and distance</p> <p>Perform shapes in jumps.</p> <p><b>5. We are learning to travel on our feet, showing good body tension.</b></p> <p>Explore ways of travelling on feet using good body tension.</p> <p>Link types of travel to make a sequence.</p> <p>Use knowledge of shapes and implement then within the sequence.</p> <p><b>6. We are learning how we can create different levels in our performances</b></p> <p>Choose two like actions rolls, travel on feet or jumps that show different levels.</p> <p>Choose a shape to start and finish.</p> <p>Create and perform a 6-element sequence.</p>	<p>Consolidate and improve the quality of basic rolls.</p> <p>Explain how strength and flexibility apply to rolls.</p> <p>Work with a partner to perform a roll sequence.</p> <p><b>4. We are learning to perform powerful jumps from low apparatus.</b> Consolidate and improve the quality of basic jumps.</p> <p>Jump high and far off low apparatus.</p> <p>Work in groups of 3/4 to create a rolling and jumping sequence.</p> <p><b>5. We are learning to perform in unison with a partner.</b> Perform in unison with a partner.</p> <p>Translate unison into contrasting actions.</p> <p>Identify when they use strength in their sequence.</p> <p><b>6. We are learning to create a group performance using contrasting actions.</b> Choose and apply contrasting shapes in a sequence.</p> <p>Work in a group of 3 or 4 to produce a contrasting sequence.</p> <p>Include unison in sequence.</p>	<p><b>3. We are learning to create and perform a partner sequence using asymmetry.</b> Explore asymmetrical balances and travels.</p> <p>Compose and individual asymmetrical sequence.</p> <p>Attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p><b>4. We are learning to perform counter-balances with a partner.</b> Introduce partner counter balances.</p> <p>Work together to complete trust exercise.</p> <p>Create a short sequence that contains counter balances.</p> <p><b>5. We are learning to perform smooth transitions between counter balances using different levels.</b> Apply compositional ideas to counterbalances.</p> <p>Move smoothly from one balance to another with a partner.</p> <p>Show clear individual movements.</p> <p><b>6. We are learning to evaluate each other's work and suggest improvements.</b> Redo AFL tasks in pairs, including symmetrical and asymmetrical balances, travel, partner and counter partner balances.</p> <p>Show sequence to another couple, evaluate others' sequence to select a component for improvement.</p> <p>Practise and refine an area for improvement.</p>
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	Explore balancing in a variety of ways.			
<b>Vocabulary KS1 KS2</b>	balance, control, fast, high, jump, link, low, stretch pattern	Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.



### PE – Curriculum Progression Map Year A

<b>Autumn 1 PE SESSION 2</b>	<b>Co-operate and solve problems (Unit 1)</b>	<b>Attack Defend Shoot (Y1 -Unit 1)</b>	<b>Netball (Yr 3 - Unit 1)</b>	<b>Netball (Year 5 - Unit 1)</b>
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How can we work better together?	What skills/knowledge can help us play effectively in competitive activities?	What skills/knowledge do we need to play a basic game of netball?	What skills/knowledge do we need to play in a competitive game of netball?
<b>National Curriculum Focus  EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  Preparing for cooperative physical activities.	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	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching. Work collaboratively to use basic tactics for attacking play.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Play in competitive games developing strength and technique.  Able to recognise where improvements could be made in their work.  Select and combine more complex skills in game situations.
<b>End Points</b>	Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.	Practice basic movements, including running, jumping etc. and begin to engage in competitive activities.  Experience opportunities to improve ABCs.	Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.	Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.
<b>Lesson objective</b>	<b>I. We are learning to match colours and symbols.</b>	<b>I. We are learning to hit a target.</b> Practice throwing at targets accurately.	<b>I. We are learning to perform quick, accurate chest passes.</b> Pass and receive the ball using a chest pass.	<b>I. We are learning to choose the appropriate pass for different scenarios.</b> Practise/recap passes learnt in previous lessons.

	<p>Work as an individual and part of a group to match various markings and colours.</p> <p>Identify relationships between self and others through group activity.</p> <p><b>2. We are learning to work as a team to complete a task.</b></p> <p>Follow instructions to perform individual coordination skills.</p> <p>Cooperate with a partner to move across defined areas.</p> <p><b>3. We are learning to use our bodies to make number shapes.</b> Work for a sustained period to raise heart rate.</p> <p>Replicate with some accuracy body shapes to represent numbers.</p> <p>Work as a pair to demonstrate larger numbers.</p> <p><b>4. We are learning to follow a trail.</b> Name and perform actions, including jumps, rolls and travel.</p> <p>Associate an action with a colour. Some – Define their own trail.</p> <p><b>5. We are learning to work with others to make patterns.</b> Individually create a shape story using mime.</p> <p>Recognise and retrieve coloured items assigned to their group.</p>	<p>Pass a beanbag between pairs with some control.</p> <p>Explain/show ways you can pass a beanbag/ball to a partner.</p> <p><b>2. We are learning to defend a target.</b> Experiment catching a variety of beanbags and different sized balls.</p> <p>Recognise how you can intercept a ball or beanbag.</p> <p>Use basic defensive technique.</p> <p><b>3. We are learning to roll and slide balls and beanbags.</b></p> <p>Experiment with different ways you can send a ball or beanbag.</p> <p>Roll/slide a ball or beanbag to a partner and a target.</p> <p><b>4. We are learning to shoot in a game to get points.</b></p> <p>Score points by throwing a beanbag or ball into an opponent's hoop.</p> <p>Demonstrate simple defending to stop beanbag/ball going into hoops.</p> <p>Describe how they threw the beanbag and how they defended their hoop.</p> <p><b>5. We are learning to work with a partner to score points.</b></p> <p>Work with a partner to attack and defend a target against an opposition.</p> <p>Describe simple ways you can work with your partner to score and defend points.</p> <p>Play AFL Task, 2v2</p> <p><b>6. We are learning to use our attacking and defending skills in a game.</b></p> <p>Participate in competitive games against an opponent using attacking and defending skills.</p> <p>Comment on how you used different attacking and defending skills you have already learned to help you in your games.</p>	<p>Work collaboratively to keep possession and score points by passing accurately.</p> <p>Explain how accurate passes help when attacking.</p> <p><b>2. We are learning to use dodging to get free from our opponent.</b> Recognise the need to get 'free' from opposition players.</p> <p>Demonstrate dodging techniques to get 'free'.</p> <p>Define and explain why you need to be free from a player when receiving the ball.</p> <p><b>3. We are learning to catch a netball.</b> Demonstrate catching in isolation.</p> <p>Demonstrate catching under pressure.</p> <p>Show awareness of footwork rules.</p> <p><b>4. We are learning to bounce pass to feed the goal shooter.</b> Introduction to the role of goal shooter.</p> <p>Work to get the ball to the goal shooter.</p> <p>Use a bounce pass to feed the ball to the goal shooter.</p> <p><b>5. We are learning to throw for distance using a shoulder pass.</b> Throw over longer distances using shoulder pass.</p> <p>Recognise which throw is needed over shorter and longer distances. Use shoulder pass in a game to build attacking play.</p> <p><b>6. We are learning to collect a loose ball.</b> Use a range of passes to build an attack.</p> <p>Collect a loose ball that is rolling or bouncing.</p> <p>Play in a game attacking and defending.</p>	<p>Choose appropriate pass in different scenarios.</p> <p>Use a variety of passes in a game.</p> <p><b>2. We are learning to find space to receive in a game.</b> Attempt to find space in activity/game.</p> <p>Communicate with teammates when moving into space.</p> <p>Find space and receive the ball in a game.</p> <p><b>3. We are learning to use different dodging techniques to outwit a defender and get free.</b> Use different dodging techniques, both opposed and in isolation.</p> <p>Apply a range of speeds to movement skills to get free from your defender.</p> <p>(Some) – use dodging effectively to get away from opponents.</p> <p><b>4. We are learning to practise and perform pivoting with quick turns.</b> Recap and use pivoting in a game to make more successful passes.</p> <p>Attempt some quick turns to move the ball quickly.</p> <p><b>5. We are learning to get into closer shooting positions.</b> Recap shooting technique.</p> <p>Work to get into a better shooting position.</p> <p>Apply a strategy to get into better shooting positions.</p> <p><b>6. We are learning to react and move quickly in isolation and in games.</b> Work to improve reaction time.</p> <p>Use quick thinking and agility to react to what is happening around us.</p> <p>Play in high-five netball games implementing some rules.</p>
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	<p>Work cooperatively to construct shapes and patterns on the floor.</p> <p><b>6. We are learning to work with a partner to complete challenges.</b></p> <p>Work cooperatively as part of a pair to move objects.</p> <p>Persevere through challenges.</p> <p>Listen and make decisions as part of a partnership.</p>			
<b>Vocabulary KS1 KS2</b>	Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.	Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.	Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.



### PE – Curriculum Progression Map Year A

<b>Autumn 2 PE SESSION 1</b>	<b>Co-operate and solve problems (Unit 2)</b>	<b>Attack Defend Shoot (Y1 -Unit 2)</b>	<b>Hockey (Yr 3 - Unit 1)</b>	<b>Hockey (Year 5 - Unit 1)</b>
	<b>EYFS</b>	<b>Y1/Y2</b>	<b>Y3/Y4</b>	<b>Y5/Y6</b>
<b>Overarching Key Question</b>	How can we work better together?	Why are rules in games so important?	What skills/knowledge do we need to play a basic game of hockey?	What techniques can we use to keep possession during a game?
<b>National Curriculum Focus  EYFS- Links to Early Learning Goals</b>	<p>Develop basic movements such as jumping, changing direction, moving at speed and balancing.</p> <p>Preparing for cooperative physical activities.</p> <p>Develop cooperation and solve problem skills.</p>	<p>Pupils should be taught to:</p> <p>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> <p>Become increasingly competent and confident with fundamental movement skills.</p> <p>Develop simple tactics in game situations.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.</p> <p>Play in competitive games developing agility.</p> <p>Able to recognise where improvement could be made in their work.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p>

			Select and combine more complex skills in game situations.	
<b>End Points</b>	Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex task.	To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.	Play in hockey-type invasion game. Improve game-based agility. Manipulate objects, stick and ball with safety and control.	Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.
<b>Lesson objective</b>	<p><b>1. We are learning to follow a trail with a partner</b></p> <p>Work with a partner to move along a pathway/trail.</p> <p>Keep track of objects on a checklist.</p> <p>Make a straight line in a variety of ways.</p> <p><b>2. We are learning to play parachute games.</b></p> <p>Apply teamwork to play cooperative parachute games.</p> <p>Use communication skills to solve simple tasks.</p> <p><b>3. We are learning to make jumping patterns.</b></p> <p>Respond, copy and repeat repetitive actions.</p> <p>Work with a partner to form jumping patterns.</p> <p>Work as a team to coordinate and cooperate in movement actions.</p> <p><b>4. We are learning to create movement patterns.</b></p>	<p><b>1. We are learning to find our pulse on our wrist.</b></p> <p>Recognise the reasons why heart rate increases during exercise.</p> <p>Discuss what makes exercise fun.</p> <p>Play a range of pulse raising activities.</p> <p><b>2. We are learning to move side to side to defend the goal.</b></p> <p>Play in a game with defined areas.</p> <p>Play as part of a team to attack and defend.</p> <p>Anticipate the direction of an attack.</p> <p><b>3. We are learning to bounce a ball with control to ourselves.</b></p> <p>Bounce the ball with some control to self.</p> <p>Begin to bounce a ball to a partner.</p> <p>Play 2-on-1 using bouncing skills to score.</p> <p><b>4. We are learning to aim at different targets.</b></p> <p>Play with a partner using throwing, catching and bouncing skills to score points.</p> <p>Work under pressure to hit targets.</p> <p>Transfer target skills into a competitive game.</p> <p><b>5. We are learning to adapt to a game with changing rules.</b></p>	<p><b>1. We are learning to keep close control of the ball using the flat side of the stick.</b></p> <p>Recognising key features of a hockey stick, including how to hold it.</p> <p>Play and control the ball using the flat part of the stick.</p> <p>Attempt to dribble and score.</p> <p><b>2. We are learning to control a ball and pass it into space.</b></p> <p>Control the ball and pass into space.</p> <p>Work collaboratively to move the ball.</p> <p>Play in a 2v3 game.</p> <p><b>3. We are learning to use a defensive body position.</b></p> <p>Use defensive body position in preparation for tackling.</p> <p>Use a defensive position to force a mistake and knock balls away from the ball carrier.</p> <p>Attempt defensive body positioning in a game to force a mistake.</p> <p><b>4. We are learning to consistently stop a moving ball ready to pass or shoot.</b></p> <p>Control the ball and pass unchallenged.</p> <p>Move into space to receive the ball.</p> <p>Use control to work together as a team to score points.</p>	<p><b>1. We are learning to perform a block tackle to dispossess an attacker</b></p> <p>Explain the role of a defender in a competitive game.</p> <p>Use the block tackle in isolation.</p> <p>Apply basic defensive positions in a game.</p> <p><b>2. We are learning to use fast, accurate passes into the D to create scoring opportunities.</b></p> <p>Dribble and shoot with accuracy.</p> <p>Pass into the D to shoot.</p> <p>Work as a team to score within the D.</p> <p><b>3. We are learning to mark an attacker closely to stop them from receiving the ball.</b></p> <p>Identify how to mark an opponent.</p> <p>Mark and intercept the ball.</p> <p>Apply basic marking to a game situation.</p> <p><b>4. We are learning to perform a sweep hit to send the ball 'first time.</b></p> <p>Clearing the ball from danger in defence.</p> <p>Moving the ball over longer distances.</p> <p>Receiving the ball from longer distances.</p> <p><b>5. We are learning to move the ball quickly from left to right to outwit a defender.</b></p>

	<p>Reproduce patterns from images.</p> <p>Respond to visual cues.</p> <p><b>5. We are learning to lead a partner in tapping.</b> Create and follow tapping patterns.</p> <p>Relate previous learning to solve problems.</p> <p><b>6. We are learning to navigate obstacles.</b></p> <p>Compete as part of a team to participate in an obstacle relay.</p> <p>Recall and remember actions linked to colours.</p> <p>Navigate obstacles and remember actions from cues.</p>	<p>Play in a game where rules apply.</p> <p>Adapt to play to the rules.</p> <p>Recognise when rules have changed.</p> <p><b>6. We are learning to play in the best defensive position in a game.</b></p> <p>Identify where to stand to defend goals (hoops) best.</p> <p>Play in competitive games.</p> <p>Play using defined rules in a game.</p>	<p><b>5. We are learning to improve our agility and apply it in a game situation.</b></p> <p>Practise agility skills.</p> <p>Identify when you would need to use agility in hockey.</p> <p><b>6. We are learning to avoid our feet contacting the ball and apply basic rules to the game.</b></p> <p>Grasp and use some of the basic rules of the game.</p> <p>Play avoiding the ball touching your feet.</p> <p>Implement some skills learned throughout the unit in the game.</p>	<p>Keep possession as a team with pressure from defenders.</p> <p>Use a range of simple skills to stop, control and send.</p> <p>To drag the ball to move away from a defender.</p> <p><b>6. We are learning to use a variety of techniques to keep possession in a game</b></p> <p>To work cooperatively as a team to defend &amp; attack.</p> <p>Use simple skills to keep possession.</p> <p>Explain how a passage of play was effective.</p>
<b>Vocabulary KSI KS2</b>	Switch, agility, den, hop, step, grip, trails, over, under, through, around.	Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.	Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.



### PE – Curriculum Progression Map Year A

<b>Autumn 2 PE SESSION 2</b>	<b>Dance (Unit 1)</b>	<b>Dance (Y1 -Unit 1)</b>	<b>Dance (Yr 3- Unit 1)</b>	<b>Dance (Year 5 - Unit 1)</b>
	<b>EYFS</b>	<b>Y1/Y2</b>	<b>Y3/Y4</b>	<b>Y5/Y6</b>
<b>Overarching Key Question</b>	How can we use music to inspire our dance?	How can we use different body parts to enhance our dance performances?	Is dance all we need to create a performance?	What do we need to consider when creating a dance sequence?
<b>National Curriculum Focus  EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.	Pupils should be taught to:  master basic movements including running, jumping, throwing and catching, as well as developing balance,	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.



	<p>Preparing for cooperative physical activities.</p> <p>Develop cooperation and solve problem skills.</p>	<p>agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Respond to a range of stimuli and types of music</p> <p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with different body parts</p>	<p>Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.</p> <p>Develop and perform simple routines.</p> <p>Perform to an audience.</p>	
<b>End Points</b>	<p>Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.</p>	<p>Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.</p>	<p>Practise and put together a performance. Perform using facial expressions. Perform with a prop.</p>	<p>Perform different styles of dance fluently and clearly. Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</p>
<b>Lesson objective</b>	<p><b>1. We are learning to use colours and feelings in dance.</b></p> <p>Explore colour stimulus using a range of actions.</p> <p>Choreograph a short sequence combining a range of actions.</p> <p>Describe how the actions relate to the stimulus.</p> <p><b>2. We are learning to perform as animals using different levels and directions.</b></p> <p>Explore animal stimuli using a range of levels and direction.</p> <p>Choreograph a short sequence combining a range levels and directions.</p> <p>Demonstrate the ability to work with others to develop a sequence.</p> <p><b>3. We are learning to work with a partner.</b></p> <p>Explore theme park stimulus using unison and canon.</p>	<p><b>1. We are learning show moods and feelings we would experience in the jungle.</b></p> <p>Compose a travelling sequence using a variety of body parts.</p> <p>Explore ideas, moods and feelings.</p> <p>Show control, coordination and spatial awareness.</p> <p><b>2. We are learning: to move as if we are living in the jungle.</b></p> <p>Perform with an awareness of body shape with a partner.</p> <p>Show control, coordination and spatial awareness.</p> <p>Demonstrate some musicality throughout the performance.</p> <p><b>3. We are learning to create and perform movements which show friendship.</b></p> <p>Compose a movement pattern to demonstrate unison.</p> <p>Develop partner work.</p> <p>Explore ideas and movements showing a friendship theme.</p> <p><b>4. We are learning to perform leading and following movements.</b></p>	<p><b>1. We are learning to perform a jazz square and use it in our dance.</b></p> <p>Explore creating characters and narratives.</p> <p>Select and apply actions to a dance phrase. Discuss your own and others' work with some awareness of dance choreography.</p> <p><b>2. We are learning to perform a dance showing two contrasting characters.</b></p> <p>Explore characters using descriptive keywords.</p> <p>Use performance skills to communicate character.</p> <p>Perform to the count of 8.</p> <p><b>3. We are learning to develop movements using improvisation.</b></p> <p>Perform and communicate ideas as part of a group.</p> <p>Develop movements using improvisation.</p> <p>Use and arabesque balance.</p> <p><b>4. We are learning to use props in our dance sequence.</b></p> <p>Introduce the use of a prop.</p> <p>Work with others to improve a four-action routine.</p> <p>Linking sections of dance together.</p>	<p><b>1. We are learning what non-locomotor movement is and using it in our dance.</b></p> <p>To be able to perform a non-locomotor movement.</p> <p>To apply some basic Bollywood actions to a dance phrase.</p> <p>To perform solo.</p> <p><b>2. We are learning to perform both non-locomotor and locomotor movements together.</b></p> <p>To be able to perform non-locomotor and locomotor movements together.</p> <p>To link movements into a short dance phrase.</p> <p>To work with a partner to develop and remember dance phrases.</p> <p><b>3. We are learning to create new and exciting group patterns.</b></p> <p>Work as part of a group to move collaboratively.</p> <p>Create pathways and patterns as a group.</p> <p>Use performance skills in their dance.</p> <p><b>4. We are learning a simple Line Dance routine.</b></p>



	<p>Choreograph a short sequence combining unison and canon.</p> <p>Demonstrate the ability to perform a sequence in a group or partner using unison and canon.</p> <p><b>4. We are learning how to show expression in our sequence.</b></p> <p>Compose a sequence demonstrating mirroring and following. Watch what others do and suggest improvements to their work.</p> <p>Create a short dance based on visual stimulus.</p> <p><b>5. We are learning to perform a short dance with a clear start, middle and end.</b></p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Show greater control, coordination and spatial awareness in their movement patterns.</p> <p>Demonstrate an ability to create a dance with a clear start, middle and end.</p> <p><b>6. We are learning use repeated actions in our dance.</b></p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Show greater control, coordination and spatial awareness in their movement patterns.</p>	<p>Compose a sequence demonstrating mirroring and following.</p> <p>Watch what others do and suggest improvements to their work.</p> <p>Create a short dance based on visual stimulus.</p> <p><b>5. We are learning to perform a short dance with a clear start, middle and end.</b></p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Show greater control, coordination and spatial awareness in their movement patterns.</p> <p>Demonstrate an ability to create a dance with a clear start, middle and end.</p> <p><b>6. We are learning to use repeated actions in our dance.</b></p> <p>Choose and link actions to make short dance phrases that reflect rhythmic qualities.</p> <p>Explore repetition through a dance sequence.</p> <p>Perform dance phrases and short dances that express ideas and feelings.</p>	<p><b>5. We are learning to use facial expressions to bring life and emotion to our dance together.</b></p> <p>Incorporate facial expressions into a dance phrase.</p> <p>Build a dance with multiple phrases.</p> <p>Describe ways to improve self and others' performances.</p> <p><b>6. We are learning to take on the director role to help others improve their dance.</b></p> <p>Perform to an audience.</p> <p>Describe and evaluate features in a dance.</p> <p>Watch and make decisions on how to improve own performance.</p>	<p>Describe what line dancing is and some of the key features.</p> <p>Perform in isolation some line dancing steps.</p> <p>Perform a basic 1,2 and 4 wall line dance as a class.</p> <p><b>5. We are learning to create our own 3 step line dance with a partner.</b></p> <p>Perform 3-line dance steps in isolation.</p> <p>With a partner, combine 3 steps to make a short movement phrase.</p> <p>Use knowledge of basic line dance steps to create their own.</p> <p><b>6. We are learning to work collaboratively within our group to improve our performance.</b></p> <p>Combine 3 new dance steps with previously learnt steps.</p> <p>Work collaboratively with a group of 4.</p> <p>Practise and improve dance to perform for others.</p>
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	Demonstrate an ability to create a dance with a clear start, middle and end.			
<b>Vocabulary KS1 KS2</b>	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.	Facial expression, improvisation, rehearse, director.	Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns.



### PE – Curriculum Progression Map Year A

<b>Spring I PE SESSION I</b>	<b>Gymnastics (Unit 2)</b>	<b>Gymnastics (Y1 -Unit 2)</b>	<b>Gymnastics (Yr 3 - Unit 2)</b>	<b>Gymnastics (Year 5 - Unit 2)</b>
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How can we link simple balance, jump and travel actions?	How can we extend performance in movement patterns and sequences?	How can we develop our bodies to improve a sequence?	How can we use feedback to improve our performances?
<b>National Curriculum  EYFS- Links to Early Learning Goals</b>	<p>Master basic movements such as jumps, balance and rolls.</p> <p>Perform simple movement patterns and sequences.</p>	<p>Pupils should be taught to:</p> <p>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> <p>To extend performance in movement patterns and sequences.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Perform with control and confidence a range of basic actions.</p> <p>Develop a broader range of new actions.</p> <p>Work individually to improve a sequence.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Apply a range of complex actions to make a sequence.</p> <p>Make improvements in own performance from feedback.</p> <p>Demonstrate an understanding of how to improve strength and flexibility in starter activity.</p>
<b>End Points</b>	Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.	To show a range of recognised point balances. To introduce turn, twist, rock, roll and to link these. To perform unison simple canon and unison techniques.	Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.	Take responsibility for own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions
<b>Lesson objective</b>	<b>I. We are learning: to link different shapes and ways of moving.</b>	<b>I. We are learning to move on, off and over apparatus and use the 'Magic Chair' landing.</b>	<b>I. We are learning to perform a Japana.</b> Recap front support and rolling from dish to arch.	<b>I. We are learning to use space creatively along an L shaped pathway.</b>

	<p>Discover shapes and ways to travel.</p> <p>Choose shapes and different ways of travelling.</p> <p>Link 2 shapes and 2 ways of travelling to make a short movement pattern.</p> <p><b>2. We are learning to egg roll and log roll.</b></p> <p>To demonstrate previous lessons shapes and movements.</p> <p>To be able to perform an egg roll and log roll.</p> <p>To add 2 rolls to previous movement pattern.</p> <p><b>3. We are learning to follow different pathways.</b></p> <p>To travel in different directions and pathways.</p> <p>To follow a partner through different pathways.</p> <p>To show increased body control when rolling.</p> <p><b>4. We are learning to balance on points and patches.</b></p> <p>Identify different parts of the body to balance on.</p> <p>Discuss what it means to balance.</p> <p>Discover points and patches.</p> <p><b>5. We are learning to further develop our skill in linking movements.</b></p>	<p>Recap 'like actions' from the previous unit (jumps and rolls).</p> <p>Show creative ways to move on, off and over the apparatus.</p> <p>Use magic chair landing and say why it is necessary.</p> <p><b>2. We are learning to rock on different parts of our body and rock using shapes.</b></p> <p>Experiment with rocking on different parts of the body.</p> <p>Link rocking into simple sequences with a start, balance, rock and jump.</p> <p>Develop flexibility through various ranges of motion.</p> <p><b>3. We are learning to perform specific one-foot balances such as h and y balances.</b></p> <p>Perform a one-foot h and y balances.</p> <p>Perform a front and back support.</p> <p>Use creativity to create their own individual balances.</p> <p><b>4. We are learning to perform actions at the same time as others (unison).</b></p> <p>Introduce the concept of unison.</p> <p>Count to keep time with others.</p> <p>Practice and perform a simple jump, balance and rock movement pattern in unison.</p> <p><b>5. We are learning to perform actions one person after the other (canon).</b></p> <p>Introduce the concept of canon.</p> <p>Transfer counting skills from unison to canon.</p> <p>Practice and perform a simple jump, balance and rock movement pattern using canon.</p> <p><b>6. We are learning to turn and jump a quarter and half.</b></p> <p>To turn and jump a quarter and to turn and jump a half.</p>	<p>Introduce leaning towards 'Japana.'</p> <p>Link smoothly Japana-arch-front support-lower to ground.</p> <p><b>2. We are learning to use bounces and broad jumps in a sequence.</b></p> <p>Identify the primary muscles used for jumping.</p> <p>Engage muscles to jump high, straight and far.</p> <p>Bouncing and broad jumping in sequence.</p> <p><b>3. We are learning to perform a half lever.</b></p> <p>Mirror and match actions with a partner.</p> <p>Move in unison with a partner.</p> <p>Perform a leg raise dish and half lever with a partner.</p> <p><b>4. We are learning to transition from a japana to another shape with control.</b></p> <p>Revisit previous learning on front support and arch.</p> <p>Introduce Japana and its progressions.</p> <p>Link smoothly from Japana-front support-lower to ground.</p> <p><b>5. We are learning stretches while moving and when we are still to increase our flexibility.</b></p> <p>Introduce box splits; full, right and left.</p> <p>Introduce shoulder flexibility shape.</p> <p>Perform some dynamic and static stretches to improve range of movement.</p> <p><b>6. We are learning to show strength, flexibility and control in our sequence.</b></p> <p>Combine all elements of unit 2 body management in the order taught: Bounce- the dish with an alternating leg out-half lever-Japana-arch-front support-lower to ground-right split-box split-left split-shoulder shape-broad jump.</p> <p>Perform demonstrating flexibility and extension in actions,</p>	<p>Work with a partner to create a 6 element sequence.</p> <p>Perform a variety of actions.</p> <p>Work within/on set pathway.</p> <p><b>2. We are learning to refine our round-off technique.</b></p> <p>Refine round-off technique with a focus on the extension of limbs.</p> <p>Create three asymmetrical balances with partner.</p> <p>Select one asymmetrical balance to link with a round-off and perform with a partner.</p> <p><b>3. We are learning to refine over-the-shoulder roll and attempt a handstand finish.</b></p> <p>Practise, refine and perform over shoulder roll into a handstand.</p> <p>Attempt full turn and half turn jump with control.</p> <p>Link elements together with elements from lesson 2.</p> <p><b>4. We are learning to smoothly link 2 cartwheels to perform a double cartwheel.</b></p> <p>Perform a sequence of actions learned in unit 2.</p> <p>Give and receive feedback for sequence and work to improve.</p> <p>Link taking weight on hands in preparation for next part of a sequence.</p> <p><b>5. We are learning to transition into a bridge with control.</b></p> <p>Devise warm up for stretching core.</p> <p>Choose transition from feet to bridge.</p> <p>Choose an appropriate finishing position for the sequence.</p> <p><b>6. We are learning: to develop a 6 element partner sequence incorporating asymmetry.</b></p> <p>Combine all actions: Round off, an asymmetrical balance of choice, over the shoulder roll to</p>
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	<p>Include points and patches in the Giant's story.</p> <p>Perform a story to music.</p> <p>Say what they like about other pupils' stories.</p> <p><b>6. We are learning to use a start and finish position.</b></p> <p>Choose three points or patch balances from the Giant's story.</p> <p>Link balances by travelling along pathways.</p> <p>Use a start and finish shape.</p>	<p>To work with a partner to create a short sequence using turning, rocking, jumping and balance.</p> <p>Choose whether to perform using unison or canon.</p>		<p>handstand, half/full turn, two linked cartwheels/weight on hands, too bridge/crab to finish of own choice.</p>
<b>Vocabulary KS1 KS2</b>	<p>pattern, shape, sequence, movement, timing, pathway, direction.</p>	<p>balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon</p>	<p>sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.</p>	<p>speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature.</p>



### PE – Curriculum Progression Map Year A

<b>Spring I PE SESSION 2</b>	<b>Co-operate and solve problems (Unit 2)</b>	<b>Attack Defend Shoot (Y2 -Unit 1)</b>	<b>Football (Yr 3 - Unit 1)</b>	<b>Football (Year 5 - Unit 1)</b>
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	What do we need to be able to move at different speeds?	Why do we need to understand how to attack and defend to be an effective team player?	What skills/knowledge can we use to maintain possession of the ball?	What skills/knowledge do we need to increase our possession of the ball?
<b>National Curriculum Focus  EYFS- Links to Early Learning Goals</b>	<p>Develop basic movements such as jumping, changing direction, moving at speed and balancing.</p> <p>Preparing for cooperative physical activities.</p> <p>Developing speed and agility in travel and movement.</p>	<p>Pupils should be taught to:</p> <p>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> <p>develop eye to foot coordination.</p> <p>participate in increasingly challenging games situations.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.</p> <p>Work collaboratively to use basic tactics for attacking play.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their work.</p>

				Select and combine more complex skills in game situations.
<b>End Points</b>	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.	Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.	Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics Become more skilful when performing movements at speed.
<b>Lesson objective</b>	<p><b>1. We are learning to move in different directions.</b></p> <p>Move forwards, backwards and sideways at speed.</p> <p>Improve speed through practice.</p> <p>Demonstrate agility in a variety of games.</p> <p><b>2. We are learning to keep our bodies safe in running games.</b></p> <p>Participate in chasing games safely and with control.</p> <p>Perform as part of a team in running games.</p> <p>Recognise and follow instructions to participate in different running and chasing games.</p> <p><b>3. We are learning to jump in different directions.</b></p> <p>Respond to cues to change direction.</p> <p>Make choices about changing direction in games.</p>	<p><b>1. We are learning: to kick the ball over long and short distances.</b></p> <p>Send the ball with feet by kicking.</p> <p>Send the ball varying distances using harder and softer kicks.</p> <p><b>2. We are learning: to stop a ball with control using the foot.</b></p> <p>Receive and stop the ball with feet.</p> <p>Pass the ball to another player.</p> <p><b>3. We are learning: to work as a team to keep the ball.</b></p> <p>Working as a team to keep possession in a defined area.</p> <p>Pass the ball for accuracy.</p> <p>Demonstrate receiving and passing.</p> <p><b>4. We are learning to bounce a ball with our partner.</b></p> <p>Play in a game with defined areas.</p> <p>Play as part of a team to attack and defend.</p> <p>Move the ball independently by bouncing.</p> <p><b>5. We are learning: to bounce the ball while we are moving (dribbling).</b></p> <p>To move the ball using basketball-style dribbling.</p>	<p><b>1. We are learning to use the inside of the foot to pass the ball.</b></p> <p>Pass and receive the ball around the playing area showing some control.</p> <p>Work collaboratively to keep possession by passing accurately.</p> <p><b>2. We are learning to trap a ball that is moving along the ground with control.</b></p> <p>Control the ball and pass unchallenged.</p> <p>Move into space to receive the ball unchallenged.</p> <p>Work together as a team to score points.</p> <p><b>3. We are learning: to pass the ball accurately into space over short distances.</b></p> <p>Using short passes to keep possession.</p> <p>Work as a team to move towards the goal.</p> <p>Look to 1 shoot, 2 pass, 3 dribble.</p> <p><b>4. We are learning: to identify and move into space to receive the ball.</b></p> <p>Recognise where there is space in a game.</p> <p>Move into space to receive the ball.</p> <p>Send the ball and move into a new space.</p> <p><b>5. We are learning to use the outside of the foot to control the ball and dribble.</b></p>	<p><b>1. We are learning: to turn with the ball.</b></p> <p>Turn with the ball unchallenged.</p> <p>Receive the ball and turn into space.</p> <p>Receive the ball and turn to shoot.</p> <p><b>2. We are learning: to travel quickly and effectively when running with the ball.</b></p> <p>Recognise space and opportunities for running with the ball.</p> <p>Travel quickly and effectively with the ball.</p> <p>Select an appropriate conclusion to run e.g. shoot, pass, dribble.</p> <p><b>3. We are learning: to combine running with the ball and sending it into space.</b></p> <p>Combine running with the ball and sending into space.</p> <p>Selecting where to pass the ball on completion of a run.</p> <p>Apply running and sending in a game.</p> <p><b>4. We are learning: to maintain position when attacking to create space.</b></p> <p>Play in a restricted position.</p> <p>Choose when to change position in a game.</p> <p>Move into space to open up the play.</p>

	<p><b>4. We are learning: to stop safely.</b></p> <p>Explore a variety of ways to start movement.</p> <p>Explore different ways of stopping showing control.</p> <p><b>5. We are learning to move at slow and fast speeds.</b></p> <p>Recognise fast and slow movements.</p> <p>Perform like two animals moving quickly and two animals moving slowly.</p> <p><b>6. We are learning to stop safely in different ways</b></p> <p>Show control to stop and perform actions.</p> <p>Move and stop appropriately on cue.</p>	<p>Link bouncing and passing.</p> <p>Play collaboratively to attack a goal.</p> <p><b>6. We are learning: to pass the ball forward in a game.</b></p> <p>Play with and against others.</p> <p>Make some attempt at attacking collaboratively.</p> <p>Make choices on where to stand when defending as part of a team</p>	<p>Control the ball at your feet and dribble unchallenged.</p> <p>Receive the ball and dribble into space.</p> <p>Use control of the ball to keep possession in a game.</p> <p><b>6. We are learning: to cushion the ball when receiving it.</b></p> <p>Use short passes and dribbling to build an attack.</p> <p>Determine when to run into space to receive the ball.</p> <p>Suggest ways to improve the skills they have learnt.</p>	<p><b>5. We are learning: to perform a step over to beat a defender.</b></p> <p>Distinguish between when teams are in possession of the ball and when it is lost.</p> <p>As an individual challenge themselves to maintain possession.</p> <p>Act as a team to maintain possession.</p> <p><b>6. We are learning: to control a bouncing ball, keeping it close to the body.</b></p> <p>Implement skills developed throughout the unit.</p> <p>Control a bouncing ball with more confidence.</p> <p>Work with team to discuss and improve performance after each game.</p>
<b>Vocabulary KSI KS2</b>	pause, prepare, freeze, high, low, switch, agility, music, beat.	aim, attack, compete, control, cooperate, receive, restart, side-line.	teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.	distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.



### PE – Curriculum Progression Map Year A

<b>Spring 2 PE SESSION I</b>	<b>Speed Agility Travel (Unit 2)</b>	<b>Attack Defend Shoot (Y2 -Unit 2)</b>	<b>Basketball (Yr 3 - Unit 1)</b>	<b>Basketball (Year 5 - Unit 1)</b>
	<b>EYFS</b>	<b>Y1/Y2</b>	<b>Y3/Y4</b>	<b>Y5/Y6</b>
<b>Overarching Key Question</b>	How can we use agility to improve our physical performance?	Why are tactics so important?	What skills/knowledge do we need to play a basic game of basketball?	What skills/knowledge do we need to play consistently in a competitive game of basketball?
<b>National Curriculum Focus</b>	Develop basic movements such as jumping, changing	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:

<p><b>EYFS- Links to Early Learning Goals</b></p>	<p>direction, moving at speed and balancing.</p> <p>Preparing for cooperative physical activities.</p> <p>Developing speed and agility in travel and movement.</p>	<p>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> <p>Become increasingly competent and confident with fundamental movement skills.</p> <p>Develop simple tactics in game situations.</p>	<p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.</p> <p>Play in competitive games developing agility.</p> <p>Use sprinting, running and dynamic movements.</p> <p>Apply the rules of basketball to drills and gameplay..</p>	<p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p> <p>Play competitively using basketball rules.</p> <p>Work to improve strength, stamina and flexibility to help with basketball skills.</p>
<p><b>End Points</b></p>	<p>Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.</p>	<p>Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.</p>	<p>Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.</p>	<p>Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.</p>
<p><b>Lesson objective</b></p>	<p><b>1. We are learning to move beanbags and balls.</b></p> <p>Move objects at speed.</p> <p>Play games in an organised manner, taking turns.</p> <p>Send and receive a ball.</p> <p><b>2. We are learning: to move in different ways.</b></p> <p>Move by inching, crawling and jumping.</p> <p>Follow copy and repeat fast and slow actions.</p> <p>Link fast and slow travel movements.</p> <p><b>3. We are learning: to jump on, off and over.</b></p> <p>Use different types of jumps.</p>	<p><b>1. We are learning to throw different types of equipment</b></p> <p>Pass and receive the ball around the playing area showing some control.</p> <p>Work collaboratively to keep possession by passing accurately.</p> <p><b>2. We are learning to move to space after passing a ball.</b></p> <p>To send and receive moving into space.</p> <p>Play with a variety of balls.</p> <p>Move into space in a game situation.</p> <p><b>3. We are learning to pass and move forwards to a target with a partner.</b></p> <p>To work with a partner to progress towards a target.</p> <p>Co-ordinate hands and feet to progress forwards.</p> <p>Attempt to use simple attacking play in a game.</p>	<p><b>1. We are learning to keep possession of the ball when dribbling.</b></p> <p>Use basic ball-handling skills.</p> <p>Pass and receive to score points.</p> <p>Dribble and work collaboratively to keep possession.</p> <p><b>2. We are learning to work as a pair to move forward and attack.</b></p> <p>Using short passes to keep possession and assist.</p> <p>Working as a pair to attack to net.</p> <p>Look to 1) Shoot 2) Pass 3) Dribble.</p> <p><b>3. We are learning to use a defensive body position.</b></p> <p>Moving into defensive play.</p> <p>Showing good defensive posture.</p> <p>Use contact rules for defending.</p>	<p><b>1. We are learning: to use blocking to stop an opponent from shooting.</b></p> <p>Introduce the principle of blocking shots.</p> <p>Block attackers successfully in isolated activity.</p> <p>Show blocking in a game.</p> <p><b>2. We are learning: the front pivot and trying to use it in a game.</b></p> <p>Use correct foot placement to forward pivot.</p> <p>Apply understanding of jump stop to pivoting.</p> <p>Use pivot rules successfully in a game.</p> <p><b>3. We are learning: to use a forward pass and wing play to build an attack as a team.</b></p> <p>Building offense as a team.</p> <p>Use forward pass to winger create and exploit space to shoot.</p>



	<p>Jump on, off and over with speed and control.</p> <p>Recognise which jumps are easier and which are more challenging.</p> <p><b>4. We are learning: to perform circle dances.</b></p> <p>Perform circle dances as part of a group.</p> <p>Recognise cues in lyrics to change actions.</p> <p><b>5. We are learning: to use strength to hold shapes.</b></p> <p>Perform with agility and strength a variety of runs.</p> <p>Use strength to maintain a body shape.</p> <p><b>6. We are learning: to work in a team.</b></p> <p>Work as a team to complete an obstacle course in the quickest time possible.</p> <p>Identify appropriate actions to complete tasks quickly and efficiently.</p> <p>Demonstrate agility in an obstacle course.</p>	<p><b>4. We are learning to position ourselves as a goalkeeper.</b></p> <p>Examine the role of a goalkeeper.</p> <p>Perform defensively as an individual in a game.</p> <p>Recognise quality of goalkeeping.</p> <p><b>5. We are learning to intercept a ball from a person on the other team.</b></p> <p>Show awareness of opponents and teammates in a game.</p> <p>Explore the concept of intercepting in invasion games.</p> <p>Choose when to attempt to intercept the ball.</p> <p><b>6. We are learning to use the skills we have developed in a competition.</b></p> <p>Implement basic goalkeeping, attacking play and intercepting in games.</p> <p>Make early decisions in games.</p> <p>Practise to improve existing skills.</p>	<p>Reinforce shoot, pass, dribble principle.</p> <p><b>4. We are learning to perform a two-handed shot to score baskets.</b></p> <p>Create opportunities to shoot.</p> <p>Use two hands to play basketball shot.</p> <p>Assist teammates in a game to shoot.</p> <p><b>5. We are learning to use a jump ball to restart a game.</b></p> <p>Use a jump ball to start a game.</p> <p>Dribble and shoot in isolation.</p> <p>Use the double dribble rule in a game.</p> <p><b>6. We are learning: when to move to space to receive the ball.</b></p> <p>Apply basic rules and skills learned in a game.</p> <p>Determine when to run into space and receive a ball.</p> <p>Suggest ways to improve own and others game.</p>	<p>Choosing when to shoot or pass.</p> <p><b>4. We are learning: to perform a one-handed push pass under pressure.</b></p> <p>Practise one handed push pass and push bounce pass.</p> <p>Cope under pressure to perform push pass.</p> <p>Identify the correct footwork to perform push pass.</p> <p><b>5. We are learning: to create space using the box-out technique to recover rebounds.</b></p> <p>Develop awareness of the rebounding ball.</p> <p>Use the box out technique to create space to win the rebound.</p> <p>Attempt defensive rebound recovering in a game.</p> <p><b>6. We are learning: to catch the ball under pressure into the triple-threat position.</b></p> <p>Use w shape hand position to catch consistently under pressure.</p> <p>Replicate the triple threat position to be ready to pass, shoot or dribble discuss what makes this position effective.</p> <p>Apply knowledge of personal fouls to a competition setting.</p>
<b>Vocabulary KS1 KS2</b>	reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.	rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.	control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.

Spring 2 PE SESSION 2	Dance (Unit 2)	Dance (Y1 -Unit 2)	Dance (Y3- Unit 2)	Dance (Y5 - Unit 2)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	Why is cooperation such an important skill in dance?	How can we use canon to enhance our dance routines?	What do group dynamics bring to a dance?	Why study professional dancers?
<b>National Curriculum Focus</b>  <b>EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  To accurately replicate basic dance movements and enjoy participating in a broad range of activities.	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.  Respond to a range of stimuli and types of music  Become increasingly confident in simple body actions and shapes.  Choose and develop simple action independently and apply to a movement pattern.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.  Develop and perform simple routines.  Perform to an audience.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Perform routines to an audience.  Perform using a range of movement patterns and set phrases.  Work collaboratively in groups.
<b>End Points</b>	Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.	Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.	Tell the story of the ocean using improvisation and other devices. Use relationship compositional ideas to dance solo, in a duet and as a group.	Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.
<b>Lesson objective</b>	<b>1. We are learning to move to the count of 8.</b>  Discover how to move and keep time to beats of 8.  Work with others to move to beats of 8.  Follow a movement pattern with a partner in time with the music.  <b>2. We are learning to perform with a partner to the count of 8.</b>  Work in a pair and perform to counts of 8. Use proper handhold for promenade.	<b>1. We are learning to perform actions to well-known nursery rhymes.</b>  Read the nursery rhyme and discuss its content and theme.  Children identify characters within the nursery rhyme.  Perform a series of character movements to the nursery rhyme.  <b>2. We are learning to march in time to the beat and to turn while marching.</b>  March as an individual.  Incorporate turns into marches.  Work as an individual to create a marching pattern. <b>3. We are learning to march in time as a group.</b>	<b>1. We are learning to perform a dance phrase inspired by the ocean's depths.</b>  Create a short dance inspired by the Ocean's depths.  Work independently to create movement phrases.  Work with a partner to extend a movement phrase.  <b>2. We are learning to use improvisation to create a longer movement phrase.</b>  Improvise movement of water in different states; storm waves, gentle calm waters and water currents.  Create short movement phrases reflecting the ocean's state.  Extend movement phrase to increase its duration. <b>3. We are learning to use dynamics in a short group dance to show travelling on the ocean.</b>	<b>1. We are learning to communicate the theme of heroes through our dance.</b>  Watch professional work and describe how the action communicates the theme.  Watch and copy/perform specific dance actions to communicate the theme.  Create dance actions which communicate the theme using prompts.  <b>2. We are learning to manipulate and develop actions using a range of devices.</b>  Copy and perform actions which communicate the idea of a hero.  Manipulate and develop given action using devices.  Manipulate and develop own action using devices.

<p>Recognise and perform different roles within the dance.</p> <p><b>3. We are learning to work with a partner to perform.</b></p> <p>Perform as part of a group in a Circassian Circle dance.</p> <p>Perform confidently with a partner.</p> <p>Recall, remember and repeat a phrase of dance.</p> <p><b>4. We are learning to perform a dance using 4 actions</b></p> <p>Recap how to move and keep time to beats of 8.</p> <p>Copy and repeat 4 actions.</p> <p>Perform actions to music.</p> <p><b>5. We are learning to link new actions with ones we already know.</b></p> <p>Remember and recall four dance actions from the previous week.</p> <p>Explore two new dance actions.</p> <p>(Some) Begin to perform in a circle formation.</p> <p><b>6. We are learning to practice and perform a dance about Africa.</b></p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Perform six animal actions as a group.</p>	<p>Collaborate as a group to follow a marching sequence.</p> <p>Perform a group marching sequence.</p> <p>Remember, recall and perform one chosen sequence.</p> <p><b>4. We are learning: to perform actions in canon (one after the other).</b></p> <p>Dance in canon to the lyrics of wheels on the bus.</p> <p>Copy and repeat actions in time with others.</p> <p><b>5. We are learning: to perform a short dance using canon.</b></p> <p>Perform as a class.</p> <p>Perform canon in a small group.</p> <p>Some groups will change positions to create different formations as a class.</p> <p><b>6. We are learning: to perform in rounds in different groups.</b></p> <p>Read the nursery rhyme and discuss its content and theme.</p> <p>Children identify characters within the nursery rhyme and create actions.</p> <p>Perform actions in rounds.</p>	<p>Explore travelling on the ocean.</p> <p>Apply opposing dynamics and create a short dance phrase.</p> <p>Work as a group to show three ways to travel on the ocean.</p> <p><b>4. We are learning to perform as a class to show the damage that can be caused to the ocean.</b></p> <p>Work cohesively as a class to produce class dance.</p> <p>Developing relationships through dance, playing a role as an individual, a pair and a group.</p> <p>Become aware of some of the ways the ocean can be harmed.</p> <p><b>5. We are learning to work as a group to develop a dance representing the ocean.</b></p> <p>Create a new dance inspired by their understanding of the ocean.</p> <p>Use relationship and group dynamics in their dance.</p> <p>Create a longer dance sequence in preparation for the performance.</p> <p><b>6. We are learning to prepare our group dance for a final performance.</b></p> <p>Refine dance for the final performance.</p> <p>Use start and finish positions and link each phrase to make a longer dance.</p> <p>Use key vocabulary to explain the narrative of their dance.</p>	<p><b>3. We are learning to create interesting and varied dance actions as a group using levels.</b></p> <p>Perform clear shapes and build patterns as part of a team using formations.</p> <p>Use a variety of levels within one group shape.</p> <p>Create varied dance movements in a group using level and formations.</p> <p><b>4. We are learning to use jumps to bring power and energy to our dance phrase.</b></p> <p>Copy and execute a high energy jump sequence.</p> <p>Create a short elevation sequence communicating the idea of villains.</p> <p>Perform an elevation sequence with control.</p> <p><b>5. We are learning to show the theme of an attack, performing at a low level.</b></p> <p>Copy and execute movement to communicate narrative.</p> <p>Develop movement by using formations and floor patterns.</p> <p>Create movement on a low level which communicates an attack.</p> <p><b>6. We are learning to work effectively with others to improve movement quality and performance.</b></p> <p>Use facial expression, dynamics and focus to communicate character and narrative.</p> <p>Work effectively with others to improve movement quality.</p> <p>Perform clearly and with confidence.</p>
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	Incorporate a change of direction and pathway. Use gestures to signify the start of your dance.			
<b>Vocabulary KSI KS2</b>	Africa, elephants, fast, feet, flow, giraffes, join, link, monkeys, rhythm, step, stretch, teamwork.	compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.	solo, duo, action, categories, dynamics, phrases, timing, layers, harm, pollution, zones, ocean, sea, travel, improvise.	assemblé, sissone, sauté, chaîné, retrograde, inversion, instrumentation, fragmentation.



### PE – Curriculum Progression Map Year A

<b>Summer 1 PE SESSION 1</b>	<b>Manipulation and Coordination (Unit 1)</b>	<b>Hit Catch Run (Y1 -Unit 1)</b>	<b>Rounders (Yr 3)</b>	<b>Rounders (Year 5)</b>
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How can we send and receive objects accurately?	How can we improve our scores by working in teams?	What skills do we need to be successful in competitive play and how should we apply them?	How can we use positioning to increase our chances of success in competitive play?
<b>National Curriculum  EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  Developing speed and agility in travel and movements.	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  Extend agility and coordination through throwing, catching and retrieving.	Pupils should be taught to:  Master basic movements including running, throwing, catching and striking.  play in competitive games developing simple tactics	Pupils should be taught to:  Play in competitive games developing power, flexibility and cardiovascular endurance.  Select and combine more complex skills in game situations.
<b>End Points</b>	Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.	Able to hit objects with a hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	To be able to play simple games. To apply some rules to games. To develop and use simple rounders skills.	Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.
<b>Lesson objective</b>	<b>I. We are learning to handle a balloon.</b> Copy, repeat and practise a variety of balloon handling activities.	<b>I. We are learning to select a space to throw or roll a ball into.</b>  Use a range of throwing and rolling skills to put the ball in space.	<b>I. We are learning to get into the best body position to field a ball.</b>  Hit a stationary ball into space.  Retrieve and throw the ball as a fielder.	<b>I. We are learning to judge how far you can run based on the distance of a hit.</b>  Apply rules of the game consistently.  Sprint with power to run between zones.

	<p>Coordinate limbs to carry out defined movements and actions.</p> <p><b>2. We are learning to handle a ball.</b> Translate balloon control skills to managing ball with hands.</p> <p>Reproduce movements with a ball bilaterally.</p> <p>Rolling a ball with accuracy.</p> <p><b>3. We are learning to kick a ball.</b></p> <p>Reproduce movements with a ball bilaterally with feet.</p> <p>Practise making contact with a ball using feet and legs.</p> <p><b>4. We are learning to hop, jump and step.</b></p> <p>Respond to cues to change between hopping, jumping and stepping.</p> <p>Coordinate feet to practice hop, step and jump sequences.</p> <p><b>5. We are learning to send a ball or beanbag.</b></p> <p>Watch, copy and repeat ways of sending, receiving and carrying.</p> <p>Find new ways/make choices of ways to send, receive, and carry objects by self and with a partner.</p> <p><b>6. We are learning to send and stop in a game.</b></p> <p>Listen, respond and coordinate hands and feet to touch a target.</p>	<p>To be able to move quickly with agility to score points.</p> <p>To be able to keep count of the score.</p> <p><b>2. We are learning to track and collect a rolling ball.</b></p> <p>To be able to collect a moving ball from along the ground.</p> <p>Return the ball back to base/zone using rolls and throws.</p> <p><b>3. We are learning to catch a ball to stop an opponent from scoring.</b></p> <p>Catch over a short distance to stop players from scoring points.</p> <p>Work with other fielders to stop players from scoring.</p> <p><b>4. We are learning to use our hands to hit a ball.</b></p> <p>Attempt to hit an object with the hand.</p> <p>Self-feed ball to hit.</p> <p>Describe the movements needed to hit successfully.</p> <p><b>5. We are learning to run between bases to score points.</b></p> <p>Running between bases to score points.</p> <p>Work with others to retrieve balls.</p> <p>Make decisions to make it difficult for hitters.</p> <p><b>6. We are learning to work as a team to score points.</b></p> <p>Show collaborative work as a team to score points.</p> <p>Show awareness of teammates when fielding.</p> <p>Throw and retrieve the ball.</p>	<p>Explain how fielders work together to restrict batters' runs.</p> <p><b>2. We are learning to bowl with some consistency in a game.</b></p> <p>To bowl an underarm ball at a target at an appropriate height.</p> <p>To bowl with some consistency in a game situation.</p> <p>To work collaboratively to send the ball back to the bowler.</p> <p><b>3. We are learning to hit a moving ball with one hand.</b></p> <p>Strike a bowled ball.</p> <p>To apply simple tactics to choose where to hit the ball.</p> <p>Count and remember runs scored.</p> <p><b>4. We are learning to stop a moving ball using the long barrier technique.</b></p> <p>Stop a moving ball with consistency.</p> <p>Collect and return a moving ball.</p> <p>Work as a team to stop and pass the ball in the field.</p> <p><b>5. We are learning to throw longer distances using overarm technique.</b></p> <p>Throw over longer distances using overarm throw.</p> <p>Throw to appropriate bases based on the scenario of each conditioned game.</p> <p><b>6. We are learning to select and apply new skills in a competition.</b></p> <p>Use accurate throws to return a ball to the bases/bowler.</p> <p>Strike a bowled ball to score runs for your team.</p> <p>Suggest ways to improve your own &amp; others' game.</p>	<p>Direct the ball to hit target areas.</p> <p><b>2. We are learning to throw over short distances with power and accuracy to get batters out.</b></p> <p>Throwing a ball for accuracy.</p> <p>Using the short throw to stump players out.</p> <p>Positioning to catch the ball on a base to stump.</p> <p><b>3. We are learning to follow the path of a moving ball to make sure it is fielded consistently.</b></p> <p>Following the path of a bowled ball.</p> <p>Attempting to catch a backwards hit.</p> <p><b>4. We are learning the backwards hit rule and using it tactically as the backstop.</b></p> <p>Applying backwards hit rule as a batter.</p> <p>Applying backwards hit tactics as a backstop.</p> <p><b>5. We are learning to hit the ball into gaps to maximise the chance of scoring.</b></p> <p>Recognise where to play shots to on the field.</p> <p>Find the gaps in the field in a game situation.</p> <p><b>6. We are learning to set a field in a game to limit the scoring of a batter.</b></p> <p>Field with some awareness of batters strengths.</p> <p>Recognise fielders positioned for left and right handed players.</p> <p>Distinguish differences between deep and close fielding.</p>
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	Send and stop objects using hands and feet.			
<b>Vocabulary KSI KS2</b>	Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight, moving softly, quietly, quickly, powerfully.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive.



### PE – Curriculum Progression Map Year A

<b>Summer 1 PE SESSION 2</b>	<b>Body Management (Unit 1)</b>	<b>Outdoor Adventurous Activities (Y1)</b>	<b>Outdoor Adventurous Activities (Yr 3)</b>	<b>Outdoor Adventurous Activities (Year 5)</b>
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How can body management help us when taking part in physical activities?	What skills/knowledge can help us when problem solving?	What skills/knowledge do we need to problem solve both individually and as a group?	Why is communication considered an essential skill in outdoor adventurous activities?
<b>National Curriculum Focus</b>  <b>EYFS- Links to Early Learning Goals</b>	Developing balance, flexibility and body management.  Gaining confidence in a variety of gross motor skills.  Working with others.	Pupils should be taught to:  Work as an individual to solve problems.	Pupils should be taught to:  Take part in outdoor adventurous activity challenges both individually and within a team.	Pupils should be taught to:  Compare performance with previous performances.  Apply a range of skills to complete a task.  Practise using problem solving skills.
<b>End Points</b>	Explore balance and managing own body. Be able to stretch, reach, and extend in a variety of ways and positions. Be able to control the body and perform specific movements on command.	Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence	Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.	Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.
<b>Lesson objective</b>	<b>I. We are learning to balance beanbags.</b>  Balance beanbags on different body parts.	<b>I. We are learning to follow simple instructions to complete a trail.</b>  Follow simple instructions.	<b>I. We are learning to use clear communication, strength and flexibility to complete a task.</b>  Show working as part of a team.	<b>I. We are learning to explore different ways of communicating with a blindfolded partner.</b>  Work as a pair to complete a challenge.

	<p>Carry beanbags over obstacles and attempt to balance.</p> <p>Change direction whilst balancing beanbags.</p> <p><b>2. We are learning to move through hoops in different ways.</b></p> <p>Move through hoops using a variety of movements.</p> <p>Work with others and practise moving through hoops.</p> <p>Follow pathways with hoops.</p> <p><b>3. We are learning to reach and stretch to get equipment.</b></p> <p>Reach and stretch to retrieve and place objects.</p> <p>Move equipment from one place to another.</p> <p>Play within the context of a relay.</p> <p><b>4. We are learning to make bridges and tunnels with our bodies.</b></p> <p>Can step and stride across different distances and change direction.</p> <p>Can create bridges and tunnels.</p> <p>Work with others to travel through tunnels.</p> <p><b>5. We are learning to travel over and under apparatus.</b></p>	<p>With (some) competency. follow set rules.</p> <p>Keep a record of findings.</p> <p><b>2. We are learning to find matching symbols.</b></p> <p>Accurately follow instructions issued by the teacher.</p> <p>Confidently perform as an individual (some paired) to find the matching symbol.</p> <p>Recall, recognise and remember 2 or 3 symbols.</p> <p><b>3. We are learning to copy and create a hoop dance.</b></p> <p>Copy and perform increasingly complex actions.</p> <p>Design and demonstrate own hoop sequence.</p> <p>Complete fitness pyramid.</p> <p><b>4. We are learning to work with a partner to complete a hoop challenge.</b></p> <p>Take on challenges with a partner.</p> <p>Take part in competitive races.</p> <p>Use strength and coordination in cooperation with others.</p> <p><b>5. We are learning to recognise a drawn symbol as a real object e.g. square = ball.</b></p> <p>Identify and select equipment based on a symbol.</p> <p>Find and record items on a list.</p> <p>Self-check a list.</p> <p><b>6. We are learning to use decision-making skills to hide equipment.</b></p> <p>Handle, order and organise speed stack cups.</p> <p>Recognise and repeat a pattern.</p> <p>Use decision-making skills to hide/place equipment.</p>	<p>Communicate to solve problems.</p> <p>To use strength and flexibility to complete a task.</p> <p><b>2. We are learning to work with others to complete map-reading tasks.</b></p> <p>To identify basic symbols on a map.</p> <p>To complete tasks using symbols and maps.</p> <p>To work with others to complete simple map reading tasks.</p> <p><b>3. We are learning to draw and create a clear route on a map for others to follow.</b></p> <p>Confidently read and follow a basic map.</p> <p>Create a route on a map for others to use.</p> <p>Work independently and as part of a team.</p> <p><b>4. We are learning to work with others and identify what went well and what we could do to improve.</b></p> <p>Respond to problems in a group situation.</p> <p>Identify what worked well and what they need to improve when working as a group.</p> <p>Play competitively and fairly.</p> <p><b>5. We are learning to identify and explain what is required to complete a variety of challenges.</b></p> <p>Identify what they need to do to complete a challenge.</p> <p>Participate safely, considering others.</p> <p>Confidently work closely with others.</p> <p><b>6. We are learning to safely take part in trust-based activities.</b></p> <p>Lead and be led by others.</p> <p>Take part in trust-based activities.</p> <p>Know what they must do to participate safely.</p>	<p>Explore ways of communicating.</p> <p>Decide which ways of communicating are most efficient.</p> <p><b>2. We are learning to follow a designated route at maximum speed and complete a task safely.</b></p> <p>Work at maximum capacity when running.</p> <p>Follow a designated route.</p> <p>Keep evidence of results.</p> <p><b>3. We are learning to use memory methods to recall different objects whilst navigating.</b></p> <p>Use memory and recall skills to navigate to destinations.</p> <p>Using memory methods remember and recall objects.</p> <p>Suggest real-life situations where memory &amp; recall are important.</p> <p><b>4. We are learning to use clear communication to recreate a shape from memory.</b></p> <p>Solve problems to complete a task.</p> <p>Work collaboratively to improve.</p> <p>Perform under pressure.</p> <p><b>5. We are learning to use imagination and creative thinking to create the tallest marshmallow tower.</b></p> <p>Perform safely and with control.</p> <p>Compete against others to complete a challenging task.</p> <p>Use ingenuity and imagination to complete a task.</p> <p><b>6. We are learning to send and interpret messages using Morse Code.</b></p> <p>Interpret Morse Code and use it to communicate with others.</p> <p>Suggest different ways to send Morse Code.</p>
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	<p>Negotiate high and low apparatus travelling over and under.</p> <p>Use a variety of ways of travel over apparatus.</p> <p>Lay out objects for their partner to retrieve.</p> <p><b>6. We are learning to make shapes with our bodies.</b></p> <p>Create shapes with our bodies. Work with a partner to create shapes. Link more than one shape together.</p>			
<b>Vocabulary KS1 KS2</b>	Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.	Sequence, problems, instructions, perform, symbol, pyramid, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.	Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.



### PE – Curriculum Progression Map Year A

<b>Summer 2 PE SESSION 1</b>	<b>Manipulation and Coordination (Unit 2)</b>	<b>Run Jump Throw (Y1 -Unit 1)</b>	<b>Athletics (Yr 3)</b>	<b>Athletics (Year 5)</b>
	<b>EYFS</b>	<b>Y1/Y2</b>	<b>Y3/Y4</b>	<b>Y5/Y6</b>
<b>Overarching Key Question</b>	Why do we use different techniques and different	How do we use running, jumping and throwing during physical activities and do they share a link?	What skills/knowledge must we apply to be successful in athletic events?	What can we do to improve our athletic performance?

	equipment for moving objects during physical activities?			
<b>National Curriculum Focus</b>  <b>EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  Manipulating a variety of objects such as hoops, bean bags, balls.	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.  Engage in competitive activities against self and others.  Master basic running, jumping and throwing skills.	Pupils should be taught to:  Compete against self and others developing simple technique.  Master basic movements including running, throwing and jumping.  Work collaboratively and individually to help improve self and others.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Master basic movements including running, throwing and jumping and identify ways to improve.  Compete against self and others selecting and applying simple techniques effectively.  Work collaboratively and individually to help improve self and others.
<b>End Points</b>	Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.	Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.	Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.	Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.
<b>Lesson objective</b>	<b>1. We are learning to play parachute games.</b>  Take part in a variety of parachute games.  Listen and follow instructions.  <b>2. We are learning to use equipment to perform actions.</b>  Perform a variety of collecting, moving and placing actions.  Perform actions with a variety of equipment.  <b>3. We are learning to use a baton to push beanbags and balls.</b>  Use a baton to hit a variety of objects in different ways.	<b>1. We are learning to start and stop moving at speed.</b>  Discover ways to move objects quickly.  Identifying which ways to move objects is quickest.  Experience competition against themselves.  <b>2. We are learning to use our arms when running at different speeds.</b>  Run in a straight line at different speeds.  Show power at the start of a run.  Perform runs as part of a team.  <b>3. We are learning to take off on two feet to jump for distance.</b>  Experience a variety of jumps.  Perform a standing long jump.  Work in partnership, supporting each other to do well.	<b>1. We are learning to jump, and hop in sequence.</b>  Challenge yourself to jump in a variety of ways.  Beat previous distances when jumping.  Copy and describe what others have done.  <b>2. We are learning to run at different speeds.</b>  Run at different speeds.  Start-stop and change pace with control.  Demonstrate agility in running. <b>3. We are learning to approach and jump hurdles.</b>  Combine running and jumping.  Jump over apparatus with control and balance.  Judge speed to jump safely.  <b>4. We are learning to throw a javelin using the pull throw technique.</b>  Throw for accuracy.	<b>1. We are learning to run for speed and distance on our own and as part of a team.</b>  Run as part of a relay team for speed and distance.  Run for as long as possible as an individual.  Identify and use appropriate encouragement for teammates.  <b>2. We are learning pacing to run over longer distances.</b>  Measure the distance of run in a given time. Recognise the importance of setting a pace for longer runs.  Work to improve distance covered in set times.  <b>3. We are learning different jumping styles and exploring which ones we can jump further with.</b>  Identify & recognise the most effective jumping style for distance.  Explore combining jumping sequences, e.g. hop, step, jump.

	<p>Play simple invasion games using a baton to score and save goals.</p> <p><b>4. We are learning to use a baton to dribble.</b></p> <p>Using batons to steer objects to targets.</p> <p>Combine steering with other actions using bilateral movements.</p> <p><b>5. We are learning to perform different jumps.</b></p> <p>Practise and perform a variety of skips with and without a rope.</p> <p>Recognise the difference between jumps, skips and hops.</p> <p><b>6. We are learning to handle a hoop.</b></p> <p>Roll, spin, rotate, throw and catch hoops.</p> <p>Work with self and others to control hoops in a variety of ways.</p>	<p><b>4. We are learning to use correct technique to throw different objects for distance.</b></p> <p>Throw a range of objects over a distance.</p> <p>Adapt throwing styles to different objects.</p> <p>Using a leading arm to direct a throw over a longer distance.</p> <p><b>5. We are learning to show improvement in our throwing.</b></p> <p>To explore and refine basic agility, balance and coordination skills.</p> <p>Perform and show improvement.</p> <p><b>6. We are learning to take part in a competition using running, jumping and throwing skills.</b></p> <p>Use running, throwing and jumping skills.</p> <p>Compete with others.</p> <p>Say how you could have improved.</p>	<p>Throw for distance.</p> <p>Experiment with a variety of throws.</p> <p><b>5. We are learning to use a variety of skipping techniques</b></p> <p>Practice a variety of skipping techniques.</p> <p>Participate in skipping challenges against self and others.</p> <p>Discover ways to skip with a partner.</p> <p><b>6. We are learning to keep score accurately over a range of events.</b></p> <p>Participate in running, throwing and jumping activities.</p> <p>Work as a team to try and score points in running, throwing and jumping activities.</p> <p>Identify ways to improve your own, and others' work.</p>	<p>Use a run-up to jump further.</p> <p><b>4. We are learning to use the push throw technique.</b></p> <p>Develop push technique using a variety of objects.</p> <p>Use one and two-handed push throw.</p> <p>Use push throw accurately and aim for targets.</p> <p><b>5. We are learning to exchange a baton within a restricted area.</b></p> <p>Perform baton exchange as part of a relay team.</p> <p>Anticipate when to start moving on the exchange.</p> <p>Perform baton exchange in a given area.</p> <p><b>6. We are learning to design a running, jumping or throwing activity for others using the STEP principle.</b></p> <p>Develop as a small group either a run, jump or throwing event.</p> <p>Choose appropriate distance, equipment, time and space.</p> <p>Teach the event to another group.</p>
<p><b>Vocabulary</b> <b>KS1</b> <b>KS2</b></p>	<p>Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition, baton.</p>	<p>Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.</p>	<p>Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</p>

Summer 2 PE SESSION 2	Body Management (Unit 2)	Send and Return (Y1 -Unit 1)	Tennis (Yr 3)	Tennis (Year 5)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>Overarching Key Question</b>	How do we use our bodies to help us balance?	What can we do to help our accuracy when sending and receiving objects?	What skills/knowledge do you need to keep a rally going?	What skills/knowledge do you need to play a competitive game of tennis?
<b>National Curriculum Focus</b>  <b>EYFS- Links to Early Learning Goals</b>	Develop basic movements such as jumping, changing direction, moving at speed and balancing.  Developing balance, flexibility and body management.	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.  extend co-ordination for hitting.  participate in simple sending and receiving games.  score points through sending balls using hitting skills to correct areas.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Play in competitive games, developing simple tactics. Master basic movements including hitting, returning, moving to return.  Work collaboratively to use basic tactics.	Pupils should be taught to:  develop flexibility, strength, technique, control and balance.  Play competitively against others and work together with others.  Work hard to challenge self to improve the consistency of shots including newly learnt shots.  Implement basic tactics in gameplay.
<b>End Points</b>	Explore a variety of rolling, sliding etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.	Be able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.	To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.	Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.
<b>Lesson objective</b>	<b>1. We are learning to perform rolls.</b>  Experiment with twisting and turning and beginning to roll.  Perform roll demonstrating some body control.  Transition from roll to crawl to slither.  <b>2. We are learning to show some body control.</b>  Follow simple instructions to coordinate limbs.  Show control to hold body shape.	<b>1. We are learning to slide a beanbag to a target.</b>  Slide a beanbag/ball over an opponent's goal line.  Move to defend (stop) the ball/beanbag going over your goal line.  Explore which objects are easier to slide and defend.  <b>2. We are learning to hit a ball in different ways with our hands.</b>  Explore different ways of sending a ball.  Practice sending a ball in a variety of ways to a partner.  Attempt to hit the ball.	<b>1. We are learning to use the ready position to return a ball.</b>  Play in a game against an opponent.  Throw or hit a ball over a bench to score points.  Get in the ready position to catch or return a ball before it bounces twice.  <b>2. We are learning to hit the ball to different parts of the court using a forehand hit.</b>  Recognise the types of hitting needed for different areas of the court.  Throw/hit to targets on a court.  Use long high throws/hits for far targets and short low throws/hits for closer targets.	<b>1. We are learning to recap and perform a range of different shots with accuracy and control.</b>  Play against an opponent to score points.  Recap the different shots learnt in the previous unit and apply them to the game (forehand & backhand).  <b>2. We are learning to move quickly to the ball to perform a volley.</b>  Identify the techniques used in a volley shot.  Be prepared and ready to return using a volley shot.  Describe the purpose of/when to use a volley shot.  <b>3. We are learning to play an overhead shot and know when you might use this.</b>

	<p><b>3. We are learning to perform different jumps.</b></p> <p>Explore working with a stimulus of music.</p> <p>Follow jumping patterns.</p> <p>Jump in combinations.</p> <p><b>4. We are learning how to jump using apparatus.</b></p> <p>Jump for height on to apparatus with confidence.</p> <p>Jump accurately and with control.</p> <p>Land with control.</p> <p><b>5. We are learning to travel across apparatus.</b></p> <p>Travel along a variety of equipment using different modes of locomotion.</p> <p>Incorporate stretches, shapes and rolls.</p> <p><b>6. We are learning to work as part of a team.</b></p> <p>Work as part of a team to perform.</p> <p>Perform basic actions learned together with others.</p> <p>Perform tuck position on back and rock back and forth.</p>	<p><b>3. We are learning to move towards a ball to return it.</b></p> <p>Move position to get in line with a ball.</p> <p>Get into positions to return balls to partners.</p> <p>Use a variety of return responses.</p> <p><b>4. We are learning to work with a partner to stop and return a beanbag.</b></p> <p>Work with a partner to receive and return objects to score points against the opposition.</p> <p>Describe how you work with a partner to receive and return successfully.</p> <p>Work as part of a team to score points.</p> <p><b>5. We are learning what a rally is and rallying with a partner.</b></p> <p>Play in a rally with a partner.</p> <p>Use skills previously learnt to move towards and return a ball in a rally game.</p> <p>Describe the necessary skills to play in a rally.</p> <p><b>6. We are learning to send a ball into space to make it harder for our opponent.</b></p> <p>I can hit over a bench to my partner.</p> <p>I can play with my partner in a game over a bench.</p> <p>I can send the ball to space to make it hard for my partner to catch/return.</p>	<p><b>3. We are learning to perform an underarm serve to start a rally.</b></p> <p>Demonstrate an underarm serve (over cones or benches).</p> <p>Explain when a service is used.</p> <p>Serve with some accuracy to targets.</p> <p><b>4. We are learning to move towards a ball to return it over the net.</b></p> <p>Move towards a ball to return (hand or racquet).</p> <p>Perform a forehand shot on a moving ball.</p> <p><b>5. We are learning to play cooperatively with a partner to keep the ball moving over the net.</b></p> <p>Perform in a rally with a partner.</p> <p>Keep track of the score and aim to beat the previous score during a rally.</p> <p>Describe the skills needed to keep a rally going.</p> <p><b>6. We are learning to perform forehand hits to score points in a competition.</b></p> <p>Play in games against other children.</p> <p>Use forehand hitting skills to score points.</p> <p>Move towards the ball to return to the other side.</p>	<p>Recognise components of the overhead shot.</p> <p>Use overhead shot to clear from the back of the court.</p> <p>Describe when to use an overhead shot.</p> <p><b>4. We are learning to use different court formations during doubles play.</b></p> <p>Play with others to score and defend points.</p> <p>Recognise differences in where you might stand in doubles play.</p> <p>Describe any different/additional rules when playing doubles.</p> <p><b>5. We are learning to refine court movement to hit the ball before the second bounce.</b></p> <p>Practice and refine moving towards the ball aiming to prevent the second bounce.</p> <p>Approach the ball forehand and backhand.</p> <p><b>6. We are learning to perform a diagonal serve to begin a game in competitive situations.</b></p> <p>Play in games with and against others using a variety of tennis shots.</p> <p>Evaluate ways to improve points scored in games.</p>
<p><b>Vocabulary</b> <b>KS1</b> <b>KS2</b></p>	<p>Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.</p>	<p>Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.</p>	<p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.</p>	<p>Service rules, volley, overhead, singles, doubles.</p>

