

# PE Progression Map

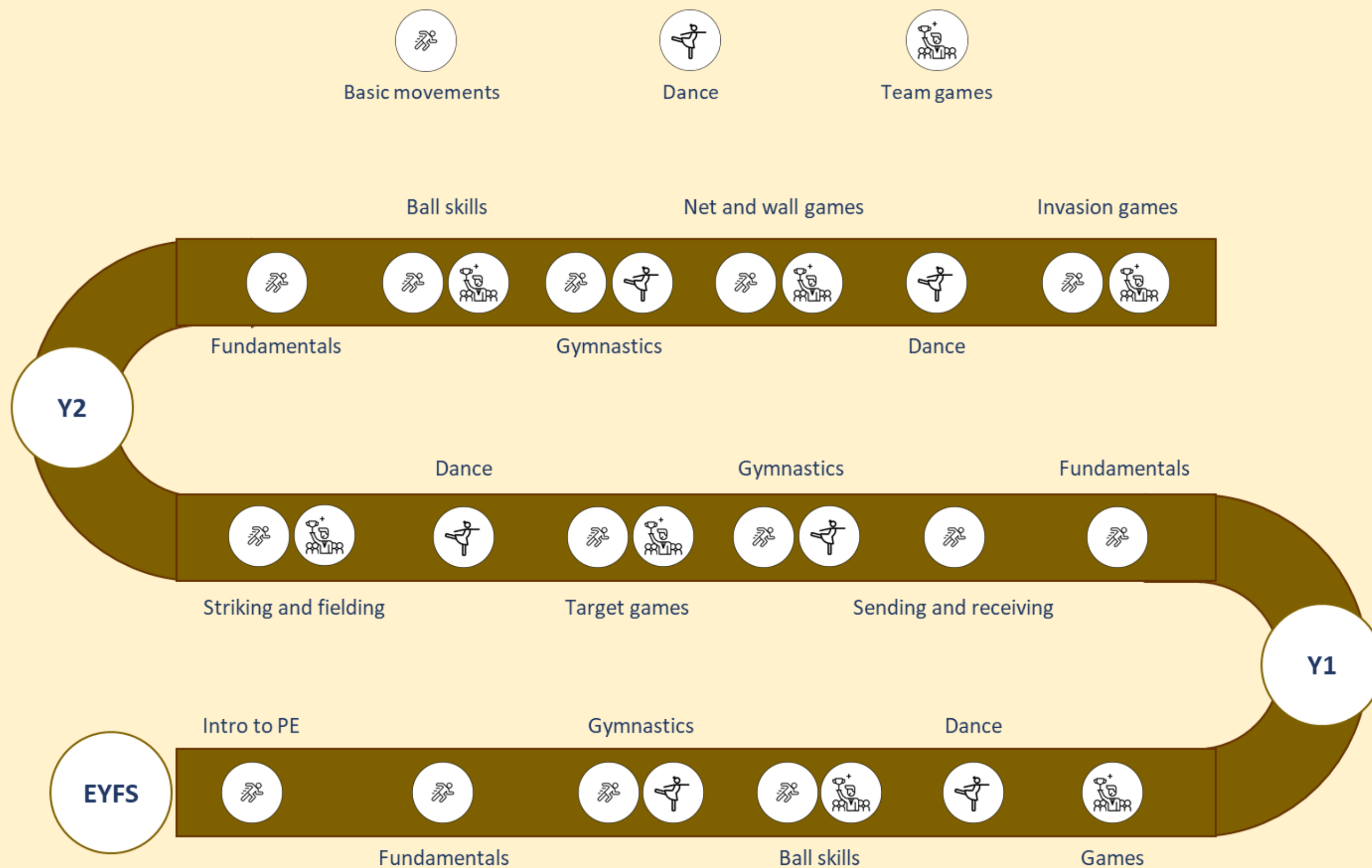
*“Sport teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose, it teaches you about life.”*

Billy Jean King





# PE Curriculum Map




Objective

To learn basic expectations of school PE sessions

Enquiry

How can we make sure we all have fun and learn well in PE?



Substantive Knowledge (Content)

- Moving safely and sensibly with consideration of others
- Stopping with control
- Using equipment safely and responsibly
- Using different travelling actions while following a path
- Working with others cooperatively
- Playing as a group
- Following, copying and leading a partner

Future Learning

EYFS

Children will continue to be safe in PE.

KS1

Children will continue their development of basic skills such as running, stopping, jumping, hopping and balancing but with increased control and variety.

Skills

Consideration	Showing awareness of and care for others
Stopping	Finishing doing something (moving, running)
Travelling	A way of moving in a direction
Cooperating	Working with others
Following	Moving behind someone and go where they go
Copying	Repeating the actions of someone else
Leading	Performing actions / movements for others to follow

Concepts

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

Key vocabulary

safe	Not likely to get hurt
travel	Move from one place to another
stop	Stand still
partner	Somebody you work with
copy	Trying to do something that is the same
listen	
watch	

Assessment points

- Consider others as I move around safely and sensibly and use equipment
- Stop with control when running
- Travel in different ways
- Cooperate with others
- Follow a partner
- Copy a partner
- Lead a partner

EYFS Coverage

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Gross Motor Skills ELG


SEN/D minimum expectations

Children to move safely around a space. With support, children can show confidence in trying new things

High prior attainment and extension opportunities

Children to work with a partner or a group to copy actions safely

Motcombe School



## Objective

To develop fundamental PE skills

## Enquiry

## What different ways can we find to travel?



## Substantive Knowledge (Content)

- Balancing whilst stationary
- Balancing while moving
- Running and stopping
- Changing direction
- Jumping and landing
- Hopping and landing with control
- Different ways to travel

## Prior Learning

## EYFS

Children have learnt how to be safe in PE

## Future Learning

## EYFS

Children will be using fundamental skills in Gymnastics

## KS1

Children will develop basic skills such as running, jumping, throwing and catching.

## Skills

<b>Balancing</b>	Being in a steady position
<b>Running</b>	Travelling by foot, faster than walking
<b>Stopping</b>	Finishing doing something (moving, running)
<b>Changing direction</b>	Turning and going another way
<b>Jumping</b>	Pushing yourself off the ground using your feet
<b>Landing</b>	Arriving on the ground after jumping
<b>Hopping</b>	A repeating jumping movement using one leg

## Concepts

<b>Competence</b>	The selection and application of skills, tactics and compositional ideas.
<b>Creativity</b>	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
<b>Evaluation and analysis</b>	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
<b>Healthy, active lifestyle</b>	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
<b>Participation</b>	Confidence and a positive mental attitude towards partaking within a range of physical activities
<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

## Key vocabulary

<b>balance</b>	Not falling over
<b>run</b>	A type of movement
<b>jump</b>	A type of movement
<b>hop</b>	A type of movement
<b>land</b>	Coming back to the floor after being up high
<b>travel</b>	
<b>direction</b>	

### Assessment points

- **Balance** whilst stationary
- **Balance** while moving
- **Run** and stop
- **Change direction** when moving
- **Jump** and land
- **Hop** and land
- **Travel** in different ways

## EYFS Coverage

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- *Gross Motor Skills ELG*

## SEN/D minimum expectations

Children can follow instructions when asked to run and stop. With support, children can travel in different ways

### High prior attainment and extension opportunities

Children to copy a sequence of movements that include balances



**Objective**  
To perform gymnastic actions

**Enquiry**  
What shapes can we make with our bodies?  


**Substantive Knowledge (Content)**

- Copying and creating shapes with your body
- Creating shapes whilst on apparatus
- Balancing and taking weight on different body parts
- Jumping and landing safely
- Rocking
- Rolling
- Copying and creating short sequences by linking actions together

**Prior Learning**  
  
**EYFS**  
Children have learnt some fundamental movements for PE

**Future Learning**  
  
**EYFS**  
Children will use some gymnastics movements when learning how to dance  
  
**KS1**  
Children will develop their gymnastics skills such as movement and balance.

**Skills**

Copying	Repeating the actions of someone else
Creating	Inventing your own actions
Balancing	Being in a steady position
Jumping	Pushing yourself off the ground using your feet
Rocking	Moving backwards and forwards or from side to side
Rolling	Moving somewhere by turning over and over

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
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Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

create	Making something
rolling	A type of movement
rocking	A type of movement
apparatus	A piece of equipment
sequence	Doing things in an order
jump	
balance	
land	

**Assessment points**


- **Copy** shapes with your body
- **Create** shapes with your body
- **Create** shapes whilst on apparatus
- **Move** in different ways including rolling, jumping and rocking

**EYFS Coverage**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- *Gross Motor Skills ELG*

**SEN/D minimum expectations**  
Children to copy a simple shape. With support, children can balance for a small amount of time

**High prior attainment and extension opportunities**  
Children to create a performance by linking actions together






Objective

To use basic ball skills

Enquiry

When do people use balls?



Substantive Knowledge (Content)

- Rolling a ball to a target
- Stopping a rolling ball
- Accuracy when throwing to a target
- Bouncing a ball
- Catching a ball
- Dribbling a ball with your feet
- Kicking a ball

Prior Learning

EYFS

Children have learnt some fundamental PE skills

Future Learning

EYFS

Children will be using tactics to play games

KS1

Children will develop their understanding of rules, point scoring and tactical awareness.

Skills

Rolling	Moving an object across the floor using arms
Stopping a rolling ball	Making a ball not move anymore
Throwing	Moving an object through the air using arms
Bouncing	Moving an object quickly to and against a surface
Catching	Receiving an object with hands before it touches the floor
Dribbling	A way of moving with a ball
Kicking	Striking an object with your feet

Concepts

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Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

Key vocabulary

throw	Using your arms to move an object towards a target
catch	Using hands to stop an object before it touches the ground
ball	A piece of equipment
bounce	A way of moving a ball
dribble	A way of moving a ball
kick	
roll	

Assessment points

- Roll a ball towards a target
- Stop a ball from moving
- Throw a ball towards a target
- Catch an object using two hands
- Bounce a ball at least three times
- Dribble a ball in any direction
- Kick an object towards a target

EYFS Coverage


- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Gross Motor Skills ELG

SEN/D minimum expectations


Children can throw an object towards a target. With support, children can begin to catch an object

High prior attainment and extension opportunities

Children to hit a target using different methods such as throwing, kicking and rolling



**Objective**  
To perform dance moves

**Enquiry**  
What is your favourite dance move?  


**Substantive Knowledge (Content)**

- Different body parts and how they move
- Remembering and repeating actions
- Expressing and communicating ideas
- Moving in different directions
- Moving on different levels
- Creating movements
- Adapting dance patterns
- Performing dance patterns
- Copying actions
- Repeating actions
- Linking actions
- Moving with control and coordination

**Prior Learning**  
  
**EYFS**  
Children learnt some different movements in gymnastics

**Future Learning**  
  
**EYFS**  
Children will work with others to play games  
  
**KS1**  
Children will develop their dance skills including copying a routine.

**Skills**

Remembering	Keeping something in your memory
Repeating	Doing something more than once
Expressing	Showing a feeling, opinion or idea
Communicating	Sharing information with others
Creating	Inventing your own actions
Adapting	Changing something
Performing	Showing others what you can do
Copying	Repeating the actions of someone else
Linking	Connecting
Coordination	Having control over where you are and what you are doing

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

copy	Trying to do something that is the same
repeat	Doing the same thing again
remember	Using your memory
create	Making something
perform	Showing something to an audience
adapt	
link	
express	

**Assessment points**


- **Copy** a dance movement
- **Repeat** a dance movement more than once
- **Create** your own dance move
- **Remember** a sequence of dance moves
- **Perform** a dance to an audience

**EYFS Coverage**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- *Gross Motor Skills ELG*

**SEN/D minimum expectations**  
Children to copy a dance move. With support, children can complete a simple dance sequence of at least three movements

**High prior attainment and extension opportunities**  
Children to perform a piece of dance that uses expression to communicate ideas



## Objective

## To develop skills in playing games

## Enquiry

## What games do you like to play?



## Substantive Knowledge (Content)

- Running and stopping
- Throwing
- Keeping score
- Understanding different roles in games
- Tagging games
- Working cooperatively
- Taking turns
- Team games

## Prior Learning

## EYFS

## Children have learnt some basic ball skills

## Future Learning

## KS1

Children will use ball skills throughout many of the activities such as striking and fielding, sending and receiving as well as net and wall games.

## Skills

<b>Running</b>	Travelling by foot, faster than walking
<b>Stopping</b>	Finishing doing something (moving, running)
<b>Throwing</b>	Moving an object through the air using arms
<b>Cooperating</b>	Working with others

## Concepts

<b>Competence</b>	The selection and application of skills, tactics and compositional ideas.
<b>Creativity</b>	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
<b>Evaluation and analysis</b>	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
<b>Healthy, active lifestyle</b>	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
<b>Participation</b>	Confidence and a positive mental attitude towards partaking within a range of physical activities
<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

## Key vocabulary

<b>team mate</b>	Somebody who is on your team
<b>cooperatively</b>	Working with a partner
<b>score</b>	A way of getting points to determine a winner
<b>rules</b>	How you play the game
<b>turn taking</b>	Making sure everybody gets to have a go
<b>opponent</b>	
<b>tactics</b>	

### Assessment points

- **Throw** an object towards a target
- **Stop** an object with a part of the body
- **Understand** how to play a game
- **Remember** the rules of a game
- **Remember** the score within a game
- **Working cooperatively** with a partner or team
- **Take turns** for different jobs

## EYFS Coverage

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- *Gross Motor Skills ELG*

## SEN/D minimum expectations

Children to take part in a team game. With support, children can begin to take turns.

### High prior attainment and extension opportunities

Children to explain the rules of a game and some basic tactics on how to be good at the game





**Objective**  
To develop fundamental PE skills

**Enquiry**  
What skills do athletes need?



- Substantive Knowledge (Content)**
- Run at different speeds.
  - Change direction when moving at speed.
  - Balance and co-ordination when static and moving at a slow speed.
  - Show hopping and jumping movements.
  - Select my own actions in response to a task.
  - Work co-operatively with others to complete tasks.
  - Recognise changes in my body when I do exercise.

**Prior Learning**

**EYFS**  
Children have learnt some fundamental PE skills

**Future Learning**

**Y1**  
The children will use the fundamental skills when creating sequences in gymnastics.

**Y2**  
Children will refine their development of basic skills such as running, stopping, jumping, hopping and balancing but with increased control and variety.

**Skills**

<b>Balancing</b>	Being in a steady position
<b>Dodging</b>	To avoid something such as a ball
<b>Hopping</b>	A repeating jumping movement using one leg
<b>Jogging</b>	Running at a medium pace
<b>Jumping</b>	Pushing yourself off the ground using your feet
<b>Skiping</b>	Taking short light steps or jumps
<b>Sprinting</b>	Running fast

**Concepts**

<b>Competence</b>	The selection and application of skills, tactics and compositional ideas.
<b>Creativity</b>	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
<b>Evaluation and analysis</b>	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
<b>Healthy, active lifestyle</b>	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
<b>Participation</b>	Confidence and a positive mental attitude towards partaking within a range of physical activities
<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

**Key vocabulary**

<b>sprint</b>	To run fast
<b>jog</b>	Running at a medium speed
<b>skip</b>	A type of movement
<b>dodge</b>	To avoid something
<b>balance</b>	Being in a steady position
<b>hop</b>	
<b>jump</b>	
<b>skipping rope</b>	

**Assessment points**

- **Sprint** a short distance
- **Jog** for a sustained period of time
- **Dodge** by changing direction when moving
- **Hop** on the spot using the same foot
- **Jump** for height, distance and to avoid things
- **Skip** competently as a way of moving
- **Balance** when moving slowly and when still

**National Curriculum Coverage**

- 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

**Target Tracker statements**

- Hold a balance whilst walking along a straight line
- Zig zag through a series of markers spaced evenly, about 2m apart
- Hop on the spot using the same foot
- Jump for height

**SEN/D minimum expectations**


Children to move at different speeds. With support, can balance on the spot or hold a pose.

**High prior attainment and extension opportunities**

Children to skip using a rope in a variety of ways including double footed jumps, hopping and skipping.



**Objective**  
To send and receive objects with hands and feet

**Enquiry**  
How many different things can you send?  


**Substantive Knowledge (Content)**

- Roll a ball towards a target.
- Throw a ball to a partner.
- Track a ball that is coming towards me.
- Catch a ball with some success.
- Beginning to send and receive a ball with my feet.
- Work co-operatively with a partner.
- Recognise changes in my body when I do exercise.

**Prior Learning**  
  
**EYFS**  
Children have used some basic throwing and catching skills  
  
**Y1**  
Children used some fundamental movements needed such as a ready position.

**Future Learning**  
  
**Y1**  
Children develop their sending skills when participating in target games.  
  
**Y2**  
Children will refine their tracking skills when participating in net and wall games.

**Skills**

Catching	Receiving an object with hands before it touches the floor
Co-operation	Working together
Kicking	Striking an object with your feet
Rolling	Moving an object across the floor using arms
Throwing	Moving an object through the air using arms
Tracking	Observing where something is moving to
Trapping	Stopping something from moving

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

send	Getting an object to a partner or target
receive	Getting an object from a partner
track	Watching where something is moving to
throw	Using your arms to move an object towards a target
catch	Using hands to stop an object before it touches the ground
co-operate	
kick	
roll	
trap	

**Assessment points**

- Kick a ball
- Trap a ball using your feet
- Roll an object towards a target
- Receive an object from a partner
- Throw an object towards a target
- Catch an object before it touches the floor
- Track where an object is moving to
- Co-operate with a partner when sending an receiving

**National Curriculum Coverage**

- 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

**Target Tracker statements**


- Throw a small ball underarm, using the correct technique
- Catch a bean bag

**SEN/D minimum expectations**


Children can send an object by rolling, throwing or kicking. With support, can begin to receive, trap or catch an object.

**High prior attainment and extension opportunities**

Children to move their bodies to receive an object. Also, can kick, throw or roll an object using their weaker foot/arm.



**Objective**  
To perform gymnastic actions

**Enquiry**  
What rolls do gymnasts like?  


**Substantive Knowledge (Content)**

- Perform a variety of rolls
- Make my body tense, relaxed, stretched and curled.
- Remember and repeat actions and shapes.
- Use apparatus safely and wait for my turn.
- Link simple actions together to create a sequence.
- Confident to perform in front of others.
- Say what I liked about someone else's performance.
- Recognise changes in my body when I do exercise.

**Prior Learning**  
  
**EYFS**  
Children have learnt some basic gymnastics movements  
  
**Y1**  
Children have used some balancing skills as part of fundamentals.

**Future Learning**  
  
**Y1**  
Children will use some of their gymnastics skills as part of a dance routine.  
  
**Y2**  
Children will refine their gymnastics skills such as balancing and sequencing but with increased control and variety.

**Skills**

Balancing	Being in a steady position
Barrel roll	Rolling on the floor sideways with a tucked body
Evaluation	Describe and comment what you have seen
Forward roll	Rolling forwards on the floor starting from a standing position
Jumping	Pushing yourself off the ground using your feet
Sequencing	A combination of movements and balances
Shape making	Using your body to make shapes
Straight roll	Rolling on the floor sideways with a stretched body
Travelling	A way of moving in a direction

**Concepts**

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Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

shape	Using your body to make shapes
stability	Strong and not falling over
straight roll	A type of roll
forward roll	A type of roll
barrel roll	A type of roll
control	
performance	
sequence	
travel	

**Assessment points**

- Travel around a space in different directions
- Travel around a space using different movements
- Balance in a variety of ways including on one foot
- Make shapes using the whole body with or without a partner
- Jump in a variety of ways including star and straight jumps
- Barrel roll across a mat using a tucked body position
- Straight roll across a mat using extended arms and legs
- Forward roll across a mat
- Sequence movements and balances ready for evaluation
- Evaluate the performance of examples seen

**National Curriculum Coverage**

- 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

**Target Tracker statements**

- Link skills and actions in different ways to suit different activities
- Establish sequences of actions and skills which have a clear beginning, middle and ending
- Describe and comment on performance

**SEN/D minimum expectations**

Children to balance and hold a position for a period of time. With support, can perform at least one of the rolls demonstrated.


**High prior attainment and extension opportunities**

Children to create a sequence that includes mirroring and a partner.





**Objective**  
To hit a target

**Enquiry**  
How many ways can you hit a target?  


**Substantive Knowledge (Content)**

- Roll a ball towards a target.
- Use an underarm throw aiming towards a target.
- Use an overarm throw aiming towards a target.
- Work co-operatively with a partner.
- Understand what good technique looks like.
- Recognise changes in my body when I do exercise.

**Prior Learning**  
  
**EYFS**  
Children have used to basic sending and receiving skills  
  
**Y1**  
Children have used some throwing skills during sending and receiving activities.

**Future Learning**  
  
**Y1**  
Children will use their aiming and throwing skills when participating in striking and fielding activities.  
  
**Y2**  
Children will develop their hand eye coordination when participating in ball skills activities.

**Skills**

<b>Aiming</b>	Pointing towards a target
<b>Hand eye coordination</b>	Hands and eyes working together to catch
<b>Overarm throwing</b>	Throwing an object using an overarm technique
<b>Rolling</b>	Moving an object across the floor using arms
<b>Underarm throwing</b>	Throwing an object using an underarm technique

**Concepts**

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<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

**Key vocabulary**

<b>target</b>	Something you are aiming for
<b>aim</b>	Pointing towards a target
<b>technique</b>	The way you do something
<b>accurate</b>	Getting close to a target
<b>hand eye coordination</b>	Using your hands and eyes together to do something
<b>distance</b>	
<b>roll</b>	
<b>throw</b>	

**Assessment points**

- Throw** an object using an underarm technique
- Throw** an object using an overarm technique
- Aim** at a specific target
- Roll** an object with accuracy
- Recognise** changes in your body when exercising
- Understand** what to do to have more success when trying to hit a target
- Co-operate** with a partner to evaluate technique

**National Curriculum Coverage**


- 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

**Target Tracker statements**

- Throw a small ball underarm, using the correct technique
- Throw a small ball overarm, using the correct technique
- Link skills and actions in different ways to suit different activities
- Describe and comment on performance

**SEN/D minimum expectations**  
Children to recognise the difference between an underarm and overarm throw. With support, can aim at a target with some accuracy.

**High prior attainment and extension opportunities**  
Children to aim at a target using their weaker arm.



**Objective**  
To perform dance moves

**Enquiry**  
Why do dancers need to be good at counting?  


**Substantive Knowledge (Content)**

- Beginning to use counts.
- Copy, remember and repeat actions.
- Move confidently and safely.
- Use different parts of the body in isolation and together.
- Work with others to share ideas and select actions.
- Choose appropriate movements for different dance ideas.
- Say what I liked about someone else's performance.
- Show some sense of dynamic and expressive qualities in my dance.

**Prior Learning**  
  
**EYFS**  
Children have learnt some basic dance movements  
  
**Y1**  
Children practised their balancing skills and counting during gymnastics.

**Future Learning**  
  
**Y1**  
Children will develop their evaluation of performance skills when trying to hit or catch a ball.  
  
**Y2**  
Children will refine their dance skills with increased control and variety with a partner or as a small group.

**Skills**

Balancing	Being in a steady position
Coordination	Having control over where you are and what you are doing
Copying	Repeating the actions of someone else
Counting	Keeping to time when performing an action
Evaluating	Observing and commenting on what you have seen
Observing	Watching what is being performed
Performing	Showing others what you can do
Travelling	A way of moving in a direction

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

balance	Being in a steady position
copy	To repeat what someone else is doing
count	Keeping track of time using counting
evaluate	To comment on how good something is
expression	Showing emotion through your face
level	
perform	
shape	
travel	

**Assessment points**

- Count as a way of keeping time
- Copy actions made by others
- Remember and Repeat a sequence of actions
- Use different parts of the body for movement
- Share ideas with a partner and groups
- Select from a range of ideas for different dance ideas
- Evaluate the performance of others

**National Curriculum Coverage**

- Perform dances using simple movement patterns

**Target Tracker statements**


- Link skills and actions in different ways to suit different activities
- Establish sequences of actions and skills which have a clear beginning, middle and ending
- Describe and comment on performance

**SEN/D minimum expectations**

Children to use counting in a dance sequence. With support, can follow a simple dance routine and evaluate others.

**High prior attainment and extension opportunities**

Children to create their own dance routine using a variety of techniques and ideas.



## Objective

To use striking and fielding skills

## Enquiry

## What is a fielder?



## Substantive Knowledge (Content)

- Roll a ball towards a target.
- Strike a ball using my hand.
- Track a ball that is coming towards me.
- Catch a beanbag and a medium-sized ball.
- Know how to score points.
- Understand the rules and I am beginning to use these to play honestly and fairly.
- Understand when I am successful.

## Prior Learning

## EYFS

Children have used to basic sending and receiving skills

## Y1

Children have begun to develop their sending and receiving skills.

## Future Learning

## Y2

Children will refine their striking and fielding skills when participating in net and wall game activities.

## Skills

<b>Catching</b>	Using hands to catch an object
<b>Fair play</b>	Using honesty to keep within the rules
<b>Hand eye coordination</b>	Hands and eyes working together to hit an object
<b>Perseverance</b>	To keep trying without giving up
<b>Retrieving</b>	Collecting an object
<b>Striking</b>	Hitting an object
<b>Throwing</b>	Using an underarm throw
<b>Tracking</b>	Observing where something is moving to

## Concepts

<b>Competence</b>	The selection and application of skills, tactics and compositional ideas.
<b>Creativity</b>	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
<b>Evaluation and analysis</b>	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
<b>Healthy, active lifestyle</b>	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
<b>Participation</b>	Confidence and a positive mental attitude towards partaking within a range of physical activities
<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

## Key vocabulary

<b>strike</b>	To hit something
<b>fielder</b>	Someone who tries to stop the batter
<b>retrieve</b>	To collect something
<b>underarm throw</b>	A throwing technique
<b>overarm throw</b>	A throwing technique
<b>batter</b>	
<b>catch</b>	
<b>points</b>	

## Assessment points

- **Roll** a ball towards a target
- **Catch** an object such as a ball or bean bag
- **Strike** an object with your hand
- **Track** where an object is travelling to
- **Know** how points are won
- **Understand** the basic rules of a game
- **Play** with honesty
- **Understand** when success has been achieved

## National Curriculum Coverage

- 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

### Target Tracker statements

- Catch a bean bag
- Throw a small ball underarm, using the correct technique
- Link skills and actions in different ways to suit different activities
- Describe and comment on performance

## SEN/D minimum expectations

Children throw an object towards a target. With support, can strike an object that is either stationary or moving at a slow speed.

### High prior attainment and extension opportunities

Children to strike and catch a ball with their weaker arm.





Objective

To use fundamental PE skills

Enquiry

What do athletes need to do to be good at sport?



Substantive Knowledge (Content)

- Show balance and co-ordination when running at different speeds.
- Show hopping, skipping and jumping movements with some balance and control.
- Show balance when changing direction.
- Begin to turn and jump in an individual skipping rope.
- Work co-operatively with a partner and a small group.
- Begin to provide feedback using key words.
- Describe how my body feels during exercise.

Prior Learning

EYFS

Children have learnt some fundamental PE skills

Y1

Children developed their fundamental skills such as balancing, running, jumping, hopping and stopping.

Future Learning

Y2

Children will refine the fundamental skills when participating in invasion games.

KS2

Children will explore and apply their fundamental skills in more competitive activities including team games.

Skills

Balancing	Being in a steady position
Sprinting	Running fast
Jogging	Running at a medium pace
Dodging	To avoid something such as a ball
Jumping	Pushing yourself off the ground using your feet
Hopping	A repeating jumping movement using one leg
Skipping	Taking short light steps or jumps

Concepts

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

Key vocabulary

balance	Being in a steady position
static	Staying still
landing	Returning back to the ground, usually after jumping
stability	Strong enough to not fall over
combine	Putting things together
dodge	
hop	
jump	
skip	

Assessment points

- **Jump and turn** in the same movement
- **Balance** when moving in different directions
- **Hop** on one foot with control
- **Skip** with control
- **Jump** with balance and control
- **Collaborate** with a partner
- **Describe** how the body feels after exercise
- **Evaluate** a performance using some key words

National Curriculum Coverage

- 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

Target Tracker statements

- Zig zag through a series of tightly spaced markers
- Hop along a straight line using the same foot
- Jump for distance controlling the landing
- Jump for height with a controlled landing

SEN/D minimum expectations

Children to hop on one foot, either on the spot or with movement. With support, children can jump over a moving skipping rope.


High prior attainment and extension opportunities

Children to demonstrate a variety of ways of skipping.



**Objective**  
To use a variety of ball skills

**Enquiry**  
What can we do with a ball?



**Substantive Knowledge (Content)**

- Roll and throw a ball to hit a target
- Dribble a ball with hands and feet with some control
- Send and receive a ball using hands and feet
- Track a ball and collect it
- Work with a partner or part of a small group
- Begin to understand and use simple tactics

**Prior Learning**  
  
**EYFS**  
Children have used some basic throwing and catching skills  
  
**Y1**  
Children developed their throwing and catching skills when sending and receiving.  
  
**Y2**  
Children have become familiar with evaluating performances.

**Future Learning**  
  
**Y2**  
Children will continue their tactical awareness during net and wall game activities.  
  
**KS2**  
Children will develop their ball skills in more competitive activities including team games.

**Skills**

Bouncing	Moving an object quickly to and against a surface
Catching	Receiving an object with hands before it touches the floor
Dribbling	A way of moving with a ball
Kicking	Striking an object with your feet
Rolling	Moving an object across the floor using arms
Throwing	Moving an object through the air using arms

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

ball	A spherical object used in many games
dribble	A way of travelling with a ball
target	Something you aim for
tactics	Ideas to use that help you to be better
co-operatively	Working with others
receive	
send	

**Assessment points**

- Dribble a ball with your hands
- Dribble a ball with your feet
- Throw a ball to hit a target
- Receive a ball using hands or feet
- Track the movement of a ball
- Collaborate with a partner or small group
- Use simple tactics to increase success

**National Curriculum Coverage**

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending

**Target Tracker statements**


- Throw a small ball overarm, using the correct technique
- Catch a bean bag
- Catch a small ball

**SEN/D minimum expectations**  
Children to dribble a bean bag with their feet. With support, children can identify tactics to increase success.

**High prior attainment and extension opportunities**  
Children to dribble a ball through a non-linear path.



**Objective**  
To perform a gymnastic routine

**Enquiry**  
How can I win a medal at the Olympics?  


**Substantive Knowledge (Content)**

- Perform the basic gymnastic actions with some control and balance.
- Plan and repeat simple sequences of actions.
- Use shapes when performing other skills.
- Use directions and levels to make my work look interesting.
- Work safely with others and apparatus.
- Beginning to provide feedback using key words.
- Being proud of my work and confident to perform in front of others.

**Prior Learning**  
  
**EYFS**  
Children have learnt some basic gymnastics movements  
  
**Y1**  
Children developed their gymnastics skills including rolls and sequencing.  
  
**Y2**  
Children have refined some of the ways they can move.

**Future Learning**  
  
**Y2**  
Children will use some of their gymnastics skills as part of a dance routine.  
  
**KS2**  
Children will explore further gymnastics skills and evaluate performances with ideas for change or improvement.

**Skills**

Balancing	Being in a steady position
Barrel roll	Rolling on the floor sideways with a tucked body
Evaluation	Describe and comment what you have seen
Forward roll	Rolling forwards on the floor starting from a standing position
Jumping	Pushing yourself off the ground using your feet
Sequencing	A combination of movements and balances
Shape making	Using your body to make shapes
Straight roll	Rolling on the floor sideways with a stretched body
Travelling	A way of moving in a direction

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

apparatus	A piece of PE equipment such as a bench
performance	Showing someone what you can do
sequence	A combination of movements and balances
shape	Using your body to make shapes
stability	Strong and not falling over
barrel roll	
control	
forward roll	
straight roll	

**Assessment points**

- Create shapes with your body
- Perform some gymnastic actions with control
- Repeat sequences of actions
- Work safely when moving and working with others
- Evaluate a performance by giving feedback

**National Curriculum Coverage**

- 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

**Target Tracker statements**

- Jump for distance controlling the landing
- Jump for height with a controlled landing
- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)
- Compare his/her performance with others

**SEN/D minimum expectations**

Perform a sequence of basic movements. With support, can evaluate the performance of another person

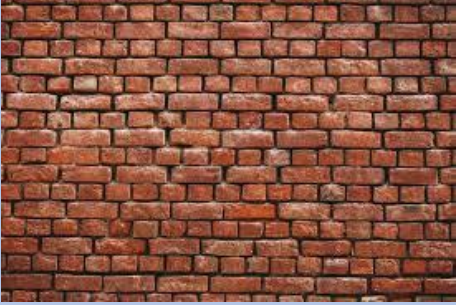
**High prior attainment and extension opportunities**

Children to make suggestions and demonstrate ways of improving someone else’s performance





**Objective**  
To develop net and wall game skills

**Enquiry**  
How can we use nets and walls in PE?  


**Substantive Knowledge (Content)**

- Throw accurately to a partner.
- Hit a ball over the net and into the court area.
- Defend space on my court using the ready position.
- Use simple tactics to make it difficult for an opponent.
- Know how to score points and can remember the score.
- Show good sportsmanship when playing against an opponent.
- Describe how my body feels during exercise.

**Prior Learning**  
  
**EYFS**  
Children have played some team games that involve basic tactics  
  
**Y1**  
Children have developed their hitting skills during striking and fielding activities.  
  
**Y2**  
Children have refined their ball skills such as throwing and catching.

**Future Learning**  
  
**Y2**  
Children will develop their tactical awareness in more competitive activities during invasion games.  
  
**KS2**  
Children will develop their net and wall game skills in more competitive activities including team games.

**Skills**

Catching	Receiving an object with hands before it touches the floor
Defending	Stopping the opposition from winning
Hitting	Striking a ball with a racket
Racket skills	Using a racket to hit an object
Ready position	Positioning your body in anticipation of the ball
Tactical awareness	Knowing the best way to win
Throwing	Moving an object through the air using arms

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

net	A piece of equipment
wall	A solid surface
ready position	Standing in a way that is ready for something to happen
attack	Trying to beat an opponent
defend	Stopping an opponent winning
accurate	
hit	
racket	
swing	
tactics	
throw	

**Assessment points**

- **Throw** a ball to a partner with accuracy
- **Hit** a ball over a net
- **Defend** your space using a ready position
- **Know** how to score points
- **Remember** the score
- **Use** simple tactics to help increase success rate
- **Show** good sportsmanship before, during and after a game
- **Describe** how the body feels during exercise

**National Curriculum Coverage**

- Participate in team games, developing simple tactics for attacking and defending

**Target Tracker statements**

- Link skills and actions in different ways to suit different activities
- Compare his/her performance with others

**SEN/D minimum expectations**

Children to stand in a ready position. With support, children can use good sportsmanship after a game.

**High prior attainment and extension opportunities**


Children to explain the strategy they will use against an opponent to increase their chances of success.



Motcombe School

Flying high together

**Objective**  
To perform a dance routine

**Enquiry**  
How can we dance as a group?  


**Substantive Knowledge (Content)**

- Use counts to stay in time with the music.
- Copy, remember, repeat and create dance phrases.
- Show a character and idea through the actions and dynamics I choose.
- Work with a partner using mirroring and unison in our actions.
- Show confidence to perform.
- Beginning to provide feedback using key words.
- Describe how my body feels during exercise.

**Prior Learning**  
  
**EYFS**  
Children have learnt some basic dance movements  
  
**Y1**  
Children have refined their dance skills including copying, remembering and sequencing.  
  
**Y2**  
Children have refined their gymnastics skills such as balance and movement.

**Future Learning**  
  
**Y2**  
Children will develop their idea sharing, especially tactics, when participating in invasion games.  
  
**KS2**  
Children will learn how to use expression in more complex ways as part of a dance routine.

**Skills**

<b>Balancing</b>	Being in a steady position
<b>Coordination</b>	Having control over where you are and what you are doing
<b>Copying</b>	Repeating the actions of someone else
<b>Counting</b>	Keeping to time when performing an action
<b>Evaluating</b>	Observing and commenting on what you have seen
<b>Expression</b>	Using your face to show how you are feeling
<b>Observing</b>	Watching what is being performed
<b>Performing</b>	Showing others what you can do
<b>Remembering</b>	To keep something in your memory
<b>Sharing ideas</b>	Taking turns to listen to other ideas and say your own
<b>Travelling</b>	A way of moving in a direction

**Concepts**

<b>Competence</b>	The selection and application of skills, tactics and compositional ideas.
<b>Creativity</b>	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
<b>Evaluation and analysis</b>	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
<b>Healthy, active lifestyle</b>	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
<b>Participation</b>	Confidence and a positive mental attitude towards partaking within a range of physical activities
<b>Performance</b>	Using physical competence and knowledge to gain a better understanding of physical activity
<b>Respect</b>	Respect for inclusion, diversity and the rules of the game
<b>Self-discipline</b>	regulate own emotions
<b>Teamwork</b>	Communication and the understanding of the strengths of others

**Key vocabulary**

<b>copy</b>	To repeat what someone else is doing
<b>mirror</b>	Do what a partner is doing at the same time
<b>facial expressions</b>	Using your face to show emotion
<b>dynamics</b>	How fast or slow something is
<b>perform</b>	Showing someone what you can do
<b>cooperate</b>	
<b>evaluate</b>	
<b>level</b>	

**Assessment points**

- **Copy** what others are doing
- **Remember** a simple routine
- **Count** accurately and timely within a dance routine
- **Show expression** within a dance
- **Share idea** about what to include in a dance routine
- **Perform** a dance routine confidently to an audience

**National Curriculum Coverage**


- Perform dances using simple movement patterns

**Target Tracker statements**

- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)
- Compare his/her performance with others

**SEN/D minimum expectations**  
Children to follow parts of a dance sequence. With support, can work with others to perform a simple dance routine and evaluate others.

**High prior attainment and extension opportunities**  
Children to work collaboratively to create a group dance routine using a variety of techniques and ideas



**Objective**  
To develop tactical awareness

**Enquiry**  
How can we win invasion games?  


**Substantive Knowledge (Content)**

- Move with a ball towards goal.
- Sometimes dribble a ball with my hands and feet.
- Dodge and find space away from the other team.
- Stay with another player to try and win the ball.
- Know who is on my team and I can attempt to send the ball to them.
- Know how to score points and can remember the score.
- Describe how my body feels during exercise.

**Prior Learning**  
  
**EYFS**  
Children have played some team games that involve basic tactics  
  
**Y1**  
Children have developed their fundamental skills such as running, dodging and jumping.  
  
**Y2**  
Children have increased their ability to use good sportsmanship, including honesty, during and after games

**Future Learning**  
  
**KS2**  
Children will enhance their tactical awareness in more competitive activities including team games.

**Skills**

Balancing	Being in a steady position
Dodging	To avoid something such as a ball
Jogging	Running at a medium pace
Jumping	Pushing yourself off the ground using your feet
Sprinting	Running fast
Tactical awareness	Knowing the best way to win
Throwing	Moving an object through the air using arms

**Concepts**

Competence	The selection and application of skills, tactics and compositional ideas.
Creativity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes
Evaluation and analysis	Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Healthy, active lifestyle	Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
Participation	Confidence and a positive mental attitude towards partaking within a range of physical activities
Performance	Using physical competence and knowledge to gain a better understanding of physical activity
Respect	Respect for inclusion, diversity and the rules of the game
Self-discipline	regulate own emotions
Teamwork	Communication and the understanding of the strengths of others

**Key vocabulary**

invasion	To attack a space
goal	A target to aim for
points	A way of keeping the score
tactics	Finding a way to be better than an opponent
awareness	Knowing what is happening around you
direction	
dodge	
dribble	
receive	
send	
speed	

**Assessment points**

- Dodge** an opponent or an object
- Move** towards a goal with a ball
- Dribble** with hands and/or feet
- Identify** who is on your team
- Pass** the ball to a team mate
- Use teamwork** to try to win the ball
- Know** how to score points
- Remember** the score
- Describe** how the body feels during exercise

**National Curriculum Coverage**


- Participate in team games, developing simple tactics for attacking and defending

**Target Tracker statements**

- Link skills and actions in different ways to suit different activities
- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)
- Compare his/her performance with others

**SEN/D minimum expectations**  
Children can identify who is on their team and explain how to play the game. With support, can work with a team mate to win the ball.

**High prior attainment and extension opportunities**  
Children to communicate their tactics and ideas to team mates and show an increasing competence in the key skills.



Motcombe School

Flying high together