

Beaconhill Primary School Physical Education

A physically active child at Beaconhill should have:

- The ability to acquire new knowledge and skills in PE.
- The willingness to practice skills in a wide range of different activities alone, in small groups and in teams.
- The ability to remain active for sustained periods of time
- An understanding of the importance of long term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- An understanding of how to improve their own and others performances.
- A highly positive attitude towards PE and the ability to engage fully in extra-curricular sport.



Physical Education Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across the beach curriculum.

	Autumn		Spring		Summer	
Year 1	Gymnastics – Floor and apparatus work Yoga		Dance Yoga		Games/Multiskills Yoga	
Year 2	Multi skills Yoga		Dance/Gymnastics Yoga		Games Yoga	
Year 3	Multi-skills	Netball	Gymnastics	Dance	Athletics	Rounders
Year 4	Football Multi-skills Dance	Multi-skills Dance	Gymnastics	Rugby OAA	Tennis	Golf Athletics
Year 5	Karate	Multi-skills Pilates	Skipping Skip Dance	Gymnastics Hockey	Swimming Athletics	Volleyball Striking and fielding
Year 6	Multi-skills Basketball	Dance Gymnastics	Hockey Gymnastics	Rugby Badminton	Kwik Cricket, Athletics OAA	Athletics OAA

<p>Nursery</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
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		<p>blocks.</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	
<p>Reception</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: regular physical activity <p>ELG</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, • resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> -rolling - running -crawling - hopping -walking - skipping -jumping - climbing • Progress towards a more fluent style of moving, with • developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture • when sitting at a table or sitting on the floor. •Combine different movements with ease and fluency •Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. <p>ELG</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

		<ul style="list-style-type: none"> • 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. 	
	Autumn term	Spring term	Summer term
Year 1	<p>Gymnastics – Floor and apparatus work</p> <ul style="list-style-type: none"> • Master basic movements developing balance, agility and co-ordination. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. • To improve focus, memory, self-esteem, academic performance, and classroom behaviour, and reduce anxiety and stress in children. 	<p>Dance</p> <ul style="list-style-type: none"> • Master basic movements developing balance, agility and co-ordination. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. <p>To improve focus, memory, self-esteem, academic performance, and classroom behaviour, and reduce anxiety and stress in children.</p>	<p>Games/Multiskills</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. • To improve focus, memory, self-esteem, academic performance, and

			classroom behaviour, and reduce anxiety and stress in children.
Year 2	<p>Multiskills</p> <ul style="list-style-type: none"> • Master basic movements by developing balance, agility and co-ordination and to begin to apply these in a range of activities. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. • To improve focus, memory, self-esteem, academic performance, and classroom behaviour, and reduce anxiety and stress in children. 	<p>Dance/Gymnastics</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and to begin to apply these in a range of activities. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. • To improve focus, memory, self-esteem, academic performance, and classroom behaviour, and reduce anxiety and stress in children. 	<p>Games</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and to begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>Yoga</p> <ul style="list-style-type: none"> • To practise simple movement patterns to support progress across other areas of the PE curriculum. • To develop core strength and stability to support progress across other areas of the PE curriculum. • To improve both physical and mental health • To improve balance, strength, endurance, and aerobic capacity in children. • To improve focus, memory, self-esteem, academic performance, and classroom behaviour, and reduce anxiety and stress in children. •
Year 3	<p>Multi-skills Netball</p> <ul style="list-style-type: none"> • To develop flexibility, strength, technique, control and balance. 	<p>Gymnastics Dance</p> <ul style="list-style-type: none"> • To develop flexibility, strength, technique, control and balance. 	<p>Athletics Rounders</p> <ul style="list-style-type: none"> • To play competitive games, modified where appropriate and apply basic

	<ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Year 4	<p>Football Multi-skills Dance</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate 	<p>Gymnastics Rugby OAA</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with 	<p>Tennis Golf Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games (rugby) modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best

	improvement to achieve their personal best	previous ones and demonstrate improvement to achieve their personal best	
Year 5	<p>Karate Multi-skills Pilates</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Skipping Skip Dance Gymnastics Hockey</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Swimming Athletics Volleyball Striking and fielding</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 6	<p>Multi-skills Basketball Dance Gymnastics</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and 	<p>Hockey Gymnastics Rugby Badminton</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Kwik Cricket, Athletics OAA</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop flexibility, strength,

	<p>defending</p> <ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance• Perform dances using a range of movement patterns	<ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance	<p>technique, control and balance</p> <ul style="list-style-type: none">• Take part in outdoor and adventurous activity challenges both individually and within a team• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Skills and Progression: Dance

<p>EYFS Children will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; perform dances using simple movement patterns. 	<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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	Skill	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Health and fitness		Describe how the body feels when still and when exercising.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways that they can become healthier.
Dance skills		Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif.	Begin to improvise with a partner to create a simple dance. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs Perform with confidence

			<p>Move in time to music.</p> <p>Improve the timing of their actions.</p>		<p>some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements through a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timings in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
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Compete/Perform	<p>Control my body when performing a sequence of movements.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluate	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Skills and Progression: Gymnastics

EYFS Children will:		KS1 National Curriculum Aims The main KS1 national curriculum aims covered in the Gymnastics units are:			KS2 National Curriculum Aims The main KS2 national curriculum aims covered in the Gymnastics units are:		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 			<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Skill	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
	Skills in Gymnastics	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and care. Climb onto and jump off	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.

	objects and equipment.	<p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p>	<p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
Rolls	<p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Forward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>
Jumps	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping Jack</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Straight jump half-turn</p> <p>Cat leap</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Straight jump half-turn</p> <p>Straight jump full turn</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Split leap</p>

Vault							<p>Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p>
Travelling and linking actions	<p>Tiptoe, step, jump and hop</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Straight jump half turn</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Straight jump half turn</p> <p>Pivot</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Pivot</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Pivot</p>

Shapes and balances	<p>Standing balances.</p>	<p>Standing balances Pike, tuck, star, straight, straddle shapes.</p>	<p>Standing balances. Kneeling balances. Large body part balances. Balances on apparatus. Balances with a partner. Pike, tuck, star, straight, straddle shapes. Front and back support.</p>	<p>Large and small body part balances including standing and kneeling balances. Balances on apparatus. Matching and contrasting partner balances. Pike tuck, star, straight, straddle shapes. Front and back support.</p>	<p>1, 2, 3 and 4- point balances. Balances on apparatus. Part body weight partner balances. Pike, tuck, star, straight, straddle shapes. Front and back support.</p>	<p>1, 2, 3 and 4- point balances. Balances on apparatus. Part body weight partner balances. Pike, tuck, star, straight, straddle shapes. Front and back support.</p>	<p>1, 2, 3 and 4- point balances. Balances on apparatus. Develop technique, control and complexity of part-weight partner balances. Group formations. Pike, tuck, star, straight, straddle shapes. Front and back support.</p>
Compete perform	<p>Control my body when performing a sequence of movements. Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances and evaluate these.</p>

Skills and Progression: Athletics

EYFS <ul style="list-style-type: none"> 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. 		KS1 National Curriculum Aims Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending. 			KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Skill	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.
	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when	Run at different paces, describing the different paces. Travel at different speeds. Vary the speed and distance in which they are travelling.	Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay focusing on baton changeover technique.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting.	Recap, practise and refine an effective sprinting technique. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.

		<p>jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>			Speed up and slow down smoothly.	Identify and demonstrate stamina, explaining its importance for runners.	<p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
Jumping	<p>Jump in a range of ways, landing safely.</p>	<p>Perform different types of jumps e.g. 2 feet to 2 feet. 2 feet to 1 foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p>	<p>Perform and compare different types of jumps e.g. 2 feet to 2 feet. 2 feet to 1 foot.</p> <p>Jump for distance from a standing position with accuracy and control.</p>	<p>Use one and two feet to take off and land with.</p> <p>Develop and effective take off for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each stage of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
Throwing	<p>Roll equipment in different ways.</p> <p>Throw underarm. Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p>	<p>Throw with greater control and accuracy.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for an increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
Compete/Performance	<p>Control their body when performing a sequence of movements.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

	Participate in simple games			others in a controlled manner.	competitive games and activities.	games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
Evaluate	<p>Talk about what they have done.</p> <p>Talk about what others have done</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has changed over time.</p>	<p>Watch describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>

Skills and Progression Map:Games

<p>EYFS</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns 		<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
Skill	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Striking and hitting a ball</p>	<p>Hit a ball with a bat or racquet.</p>	<p>Strike or hit a ball with increasing control.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat racquet or hockey stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand eye coordination to strike a moving and stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Throwing and catching a ball</p>	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>

<p>Travelling with a ball</p>	<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving. Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
<p>Passing a ball</p>	<p>Kick an object at a target.</p>	<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g.</p> <p>Passing and receiving the ball on the move.</p>

Possession				<p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>
Using space	<p>Move safely around the space and equipment.</p> <p>Travel in different ways including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>

Attacking and defending		<p>Incidental/Not actively taught.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual player to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
Tactics and rules	<p>Follow simple rules.</p>	<p>Follow simple rules to play games including team games.</p> <p>Use simple attacking skills.</p>	<p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>

Compete / Perform	<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performance.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate effectiveness of performances, giving ideas for improvement.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Skills and Progression: KS1 Yoga

KS1 National Curriculum Aims

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

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

In addition to these PE objectives Yoga in KS1 will cover the following objectives in English and maths.

English

- Learning vocabulary: Mindfulness, wellbeing, posture, flexibility.
- Listening to and following instructions.
- Communicating with others.

Maths

- Creating shapes with their body.
- Counting for breathing and poses.
- Matching a partner.

Year 1

- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions, linking poses together.
- I can say what I liked about someone else's flow.
- I can show an awareness of space when travelling.
- I can work with others to create poses.

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

