



Early Years Foundation Stage

Early Learning Goal

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.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

National Curriculum Aims

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

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

National Curriculum Statement:

Key Stage 1	Key Stage 2			
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.	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.			
Objectives:				
Early Years: Develop their fundamental moveme	nt skills			
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2		

Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;	Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination	Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success
Loarning Outcomos		

Nursery Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Develop gross motor skills through a range of activities. Learn how to stay safe using space, follow rules and instructions and work independently and with a partner.

Reception Develop skills of balancing, running, hopping, jumping, travelling and changing direction. Develop fine and gross motor skills, through handling equipment. Learn how to stay safe using space and understand and follow rules and instructions. Work independently and with a partner to complete tasks.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to evaluate	Be able to attempt a variety	Run at fast, medium	Link running and	Understand and	Choose the best pace
their performance using	of throwing techniques in	and slow speeds,	jumping activities with	demonstrate the	for a running event, so
time;	order to improve accuracy;	changing speed and	some fluency, control	difference between	that they can sustain
		direction;	and consistency;	sprinting and running for	their running and
Know and understand	Know and understand how			sustained periods;	improve on a personal
quicker and slower	the position of the body	Be able to run, jump	Make up and repeat a		target;
ways of travelling;	affects throwing	and throw using a	short sequence of	Know and demonstrate	
	performance;	variety of techniques	linked jumps;	a range of throwing	Show control at take-
Develop fundamental				techniques;	off in jumping
movement skills. E.g.	Develop fundamental	Know and understand	Take part in a relay		activities;
hopping, skipping;	movement skills, becoming	how altering the	activity, remembering	Throw with some	
	increasingly competent and	movement of any parts	when to run and what to	accuracy and power	Show accuracy and
Engage in competitive	confident, and access a	of the body during	do;	into a target area;	good technique when
and cooperative	broad range of activities to	performance affects end			throwing for distance;
physical activities in a	extend their agility, balance	results	Throw a variety of	Perform a range of	
range of increasingly	and coordination;		objects, changing their	jumps, showing	Organise and manage
challenging situations;	Engago in compotitive and	Learn to use skills in	action for accuracy and	consistent technique	an athletic event well;
	Engage in competitive and cooperative physical	different ways and link	distance;	and sometimes using a	
	Activities in a range of	them to make actions		short run-up;	Understand how
	Activities in a fallye of		Recognize when their		stamina and power
			heart rate, temperature		help people to perform

increasingly challenging situations; Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled;	Develop an understanding of how to improve in different physical activities	and breathing rate have changed	Play different roles in small groups; Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; Compare and contrast performances using appropriate language	well in different athletic activities; Identify good athletic performance and explain why it is good, using agreed criteria
			appropriate language	



Progression Map Physical Education - Dance



Early Learning Goal
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.
National Curriculum Aims
The national curriculum for physical education aims to ensure that all pupils:
 develop competence to excel in a broad range of physical activities
 are physically active for sustained periods of time
engage in competitive sports and activities
lead healthy, active lives.
National Curriculum:

Key Stage 1

Key Stage 2

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 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.			
Objectives:				
Nursery and Reception – Develop their expressive mo	ovement			
Key Stage 1 Be able to link and perform a series of movements based on an imaginary character; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;	Lower Key Stage 2 Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination; Continue to apply and develop a broad range of skills, learning how to use them in different	Upper Key Stage 2Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;		
Learning Outcomes:	ways and link them to make actions and sequences of movement;			
EYFS Nursery Explore travelling movements, shapes and ball Counting to help them keep in time with the music. Perf	form to others and begin to provide simple feedback.			
Reception Explore travelling movements, shapes and b Counting to help them keep in time with the music. Perf	-			

	Perform body actions	Improvise freely,	Respond	Compose motifs and	Work creatively and
	Perform body actions with control and	translating ideas from	imaginatively to a	plan dances	imaginatively on
	coordination;	a stimulus into	range of stimuli	creatively and	their own, with a
Use different parts of		movement;	related to character	collaboratively in	partner and in a
•	Choose movements with	movement,	and narrative;	-	group to compose
, .,		Create dance phrases	and hanalive,	groups;	motifs and structure
-	different dynamic	Create dance phrases	Lice simple metife and	Adapt and rafine the	
	qualities to make a	that communicate	Use simple motifs and	Adapt and refine the	simple dances;
	dance phrase that	ideas;	movement patterns to	way they use weight,	
	expresses an idea, mood		structure dance	space and rhythm in	Perform to an
	or feeling;	Share and create	phrases on their own,	their dances to	accompaniment
in their own dance;		dance phrases with a	with a partner and in	express themselves	expressively and
	Link actions;	partner and in a small	a group;	in the style of dance	sensitively;
Choose appropriate		group;		they use;	
movements for	Remember and repeat		Refine, repeat and		Perform dances
different dance ideas;	dance phrases;	Repeat, remember	remember dance	Perform different	fluently and with
		and perform these	phrases and dances;	styles of dance clearly	control;
Remember and	Perform short dances,	phrases in a dance;		and fluently;	
repeat short dance	showing an		Perform dances		Warm up and cool
phrases and simple	understanding of	Use dynamic,	clearly and fluently;	Organise their own	down independently;
dances;	expressive qualities;	rhythmic and		warm-up and cool-	
		expressive qualities	Show sensitivity to	down exercises;	Understand how
Move with control;	Describe how dancing	clearly and with	the dance idea and		dance helps to keep
	affects their body;	control;	the accompaniment;	Show an	them healthy;
Vary the way they use				understanding of safe	
	Know why it is important	Understand the	Show a clear	exercising;	Use appropriate
	to be active;	importance of	understanding of how	0.	criteria to evaluate
Describe basic body	,	warming up and	to warm up and cool	Recognise and	and refine their own
5	Suggest ways they could	cooling down;	down safely;	comment on dances,	and others' work;
•	improve their work;	3 • • •	, , ,	showing an	,
dynamic qualities of		Recognise and talk	Describe, interpret	understanding of	Talk about dance
-	Be able to link and	about the movements	and evaluate dance,	style;	with understanding,
	perform a series of	used and the			using appropriate
	Movements based on	Expressive qualities	Using appropriate		Language and
	imaginary characters	of dance;	language		terminology
					(orrinnology

	Suggest improvements to their own and other people's dances	Suggest ways to improve their own and other people's work	





Early Learning Goals						
Negotiate space and obstacles safely, with consideration for	Negotiate space and obstacles safely, with consideration for themselves and others.					
Demonstrate strength, balance and coordination when pla	ying.					
Move energetically, such as running, jumping, dancing, hop	ping, skipping and climbing.					
Aims						
The national curriculum for physical education aims	s to ensure that all pupils:					
develop competence to excel in a broad ran	ge of physical activities					
are physically active for sustained periods of	f time					
engage in competitive sports and activities						
 lead healthy, active lives. 						
National Curriculum:						
Key Stage 1	Key Stage 2					
Pupils should develop fundamental movement	Pupils should continue to apply and develop a broader range of skills, learning how to use					
skills, become increasingly competent and	them in different ways and to link them to make actions and sequences of movement. They					
confident and access a broad range of	should enjoy communicating, collaborating and competing with each other. They should					
opportunities to extend their agility, balance and	develop an understanding of how to improve in different physical activities and sports and					
coordination, individually and with others. They	learn how to evaluate and recognise their own success.					
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.						
Objectives:						

Early Years		
Nursery and Reception – Develop an		
understanding of playing games		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Develop fundamental movement skills, becoming increasingly competent and confident;		
Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;		
Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.		

Nursery Practise and further develop fundamental movement skills through games. Learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.

Reception Learn and develop these skills by playing a variety of games. Learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use basic underarm, rolling and hitting skills;	Show awareness of opponents and team- mates when playing games;				
Sometimes use overarm skills e.g. throwing a bean bag; Intercept, retrieve and stop a beanbag and a medium-sized ball	Perform basic skills of rolling, striking and kicking with more confidence;				

with some consistency;	Apply these skills in a variety of simple games;		
Sometimes catch a beanbag and a medium-sized ball;	Be able to throw and catch a ball with a team member;		
Track balls and other equipment sent to	Know and understand the term intercept;		
them, moving in line with the ball to collect it;	Make choices about appropriate targets, space and equipment;		
Throw, hit and kick a ball in a variety of ways, depending on	Use a variety of simple tactics;		
The needs of the game;	Describe how their bodies work and feel when playing games;		
Choose different ways of hitting, throwing, striking or kicking the ball;	Work well with a partner and in a small group to improve their skills;		
Decide where to stand to make it	Be able to catch a moving ball		
difficult for their opponent and to understand the term defend;	Know and understand the term 'feed'		
Describe what they and others are doing;	Be aware of space and use it to support team- mates and cause		
Describe how their body feels during games	problems for the opposition;		



Progression Map Physical Education - Gymnastics



Early Learning Goals

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.

Aims

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

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

National Curriculum:

Key Stage 1	Key Stage 2
Pupils should develop fundamental movement	Pupils should continue to apply and develop a broader range of skills, learning how to use
skills, become increasingly competent and	them in different ways and to link them to make actions and sequences of movement. They
confident and access a broad range of	should enjoy communicating, collaborating and competing with each other. They should

coordination, individua should be able to enga	I their agility, balance and Ily and with others. They age in competitive (both st others) and co-operative range of increasingly	develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.				
Objectives:						
Nursery Develop their ba	asic gymnastic skills	I				
Reception Develop their	basic gymnastic skills					
Key Stage 1		Lower Key Stage 2	2	Upper Key Stage 2	2	
competent and confide range of opportunities	nt, become increasingly ent, and access a broad to extend their agility, ion, individually and with	Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movementContinue to implement and dev broader range of skills, learning them in different ways and link actions and sequence of movementEnjoy communicating and collar		, learning how to use and link them to make of movements;		
Learning Outcome	es:	I				
Early Years						
Nursery Explore creating	ng shapes, balances, and jumps	s and begin to develop rocl	king and rolling. Show an a	awareness of space and ho	w to use it safely and	
perform basic skills on b	oth floor and apparatus. Copy,	create, remember, and re	peat short sequences. Beg	in to understand using leve	els and directions when	
traveling and balancing.						
Reception Explore creat	ing shapes and balances, jump	s and rolls. Begin to devel	op an awareness of space	and how to use it safely. P	erform basic skills on	
both floor and apparatus	s. Copy, create, remember, and	d repeat short sequences.	Begin to understand using	g levels and directions whe	n travelling and	
balancing.						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Show basic control and coordination when travelling and when remaining still;	Plan and repeat simple sequences of actions; show contrasts in shape;	Use a greater number of their own ideas for movements in response to a task;	Perform actions, balances, body shapes and agilities with control;	Create, practise and refine longer, more complex sequences for a performance, including changes in	Make up longer, more complex sequences, including changes of	

Choose and mix linePerform a sequence hange of speed;Choose and painPerform and sequences of contrasting actions; sequences of accurately and coordination, control and yariety;Perform the basic sequences of apparatus and their partner's ability;Perform the basic acturately and terms in a during of apparatus and their partner's ability;Perform and repeat longer sequences of apparatus and their partner's ability;Perform and consistently;Perform the basic actions, control and apparatus and their partner's ability;Perform and contrasting actions;Perform and contrasting actions;Develop their own apparatus and their partner's ability;Find and use space sate(), with an awareness of others;Recognise and describe exercise;Adapt their own apparatus and their partner's ability;Adapt their own adapt their now movement;Adapt their ownematics include themes and ideas;Develop their own apparatus and their partner's ability;Use words such as roline, traveling, balancing, climbing;Describe what they and other's have done;Compare and commenting on Similarities and sequences;Compare and commenting on similarities and sequences; <th>Choose and link 'like'</th> <th>Perform a sequence that</th> <th>Choose and plan</th> <th>Plan, perform and</th> <th>level, direction and</th> <th>direction, level and</th>	Choose and link 'like'	Perform a sequence that	Choose and plan	Plan, perform and	level, direction and	direction, level and
Remember and repeat these actions accurately and contination, control and wariety;speed;contrasting actions;sequences that include changes of speed and level, clear shapes and balances from a wider range of themes and ideas;Develop their own shapes and balances from a wider range of themes and ideas;Find and use space safely, with an awareness of others; identify and copy the basic actions of gymnastic activity;Recognise and describe how they feel after exercise;Recognise and describe how they feel after exercise;Explain how strength and suppleness affect performance;Adapt their a partner in a suppleness affect a partner is a suppleness;Adapt their a partner in a suppleness;Adapt their demines and ideas;Develop their own shapes and balancesUse words such as rolling, travelling, these, relaxed, stretched and curled;Describe what they and thes words such as rolling, travelling, travelling, balancing, climbing;Describe what they and of thers have done;Compare and contrast gymnastic activity;Understand that strength and suppleness;Use basic set criteria that lead to improvements to inprovements to others' performances;Use basic set criteria that lead to improvements to others' performances could be improved;Say, wit withink gymnastic actions are being performed wellWith help, recognise a partner;Recognise criteria that lead to improvements to their others' performanceBe able to perform a sequence in time with a partner;Be able to perform a sequence in time with a partner;Be able to perform a sequence following aS				· ·		
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tense, relaxed, stretched and curled; Describe what they do in their movement phrases				that lead to	could be improved	
stretched and curled; Describe what they do in their movement phrases Be able to perform a sequence that flows; Be able to perform a sequence and for their health, fitness and a partner; Know and understand to teach a sequence to a partner; Suggest warm-up Be able to perform a sequence following a Be able to perform a	Make their body	Say why they think	With help, recognise	improvement, <i>e.g.</i>		
Describe what they do in their movement phrases Be able to perform a sequence that flows; Be able to perform a phrases Be able to perform a sequence in time with a partner; Know and understand to teach a sequence to a partner; Suggest warm-up Suggest warm-up	tense, relaxed,	gymnastic actions are	how performances	changing a level;	Be able to link and	terms, why activity is
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do in their movement phrasessequence that flows;sequence in time with a partner;others' performances;understand the need for warming up and working on body strength, tone and flexibility;Show an awareness of factors influencing the quality of a performance and suggest warm-up				suggest possible	sequential elements	fitness and
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to teach a sequence to a partner;own performancestrength, tone and flexibility;performance and suggest aspects that need improvingSuggest warm-upSuggest warm-upsequence following aLead small groups in			Know and understand		working on body	the quality of a
to a partner; flexibility; suggest aspects that need improving Suggest warm-up sequence following a Lead small groups in				•		
Be able to perform a need improving Suggest warm-up sequence following a Lead small groups in						•
Suggest warm-up sequence following a Lead small groups in				Be able to perform a	•	
			Suggest warm-up		Lead small groups in	

	lead a partner through short warm-up routines;	perform multiple sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence; Understand the importance of
		warming up and cooling down;

Aims

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

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

 lead healthy, active lives. 					
National Curriculum:					
Key Stage 1	Key Stage 2				
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 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.				
Objectives:					
Key Stage 1	Lower Key Stage 2		Upper Key Stage 2		
	 Continue to develop fundamental movement skills and become increasingly confident and competent; Apply a broader range of skills, learning how to use them in different ways Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other; Apply and develop a broader range using them in different ways and li to make actions and sequences of movement; Develop and understanding of how improve in different physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other; 		ways and linking then quences of ding of how to sical activities and o evaluate and ccess;		
Learning Outcomes:			·		
Year 1 Year 2	Year 3	Year 4	Year 5	Year 6	

 Throw and catch with control to keep possession and score 'goals'; Pass and dribble with control without opponent; Be able to bounce the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play Suggest warm-up activities; 	 Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed can be 	Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score goals Mark opponents and help each other in defence; Pick out things that could be improved in Performances and suggest ideas and practices to make them better To develop their own game and to be able to agree and teach the rules of it; Know how to make games safe;	Use different techniques for passing, controlling, dribbling and shooting the ball in games; Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games; Suggest ideas that will improve performance Be able to describe an
	_	<u> </u>	Be able to describe an attacking position and a defending position

improved by playing invasion games;	Be able to attempt to intercept	within a game situation;
Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better Be able to move to the correct position in order to attempt to score; Lead a partner through short warm- up routines;	Be able to participate in small sided game e.g. 5 a-side Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;	Know and understand positions that help attacking and defending positions within a game; Understand the importance of warming up and cooling down;



Progression Map Physical Education – Net and Wall Games



Early Learning Goals

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.

Aims

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

• develop competence to excel in a broad range of physical activities

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

National Curriculum:

Key Stage 1	Key Stage 2
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 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.
Objectives:	

Nursery develop their fundamental movement skills

Reception

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend	Know and understand how to position themselves to make defending an area easier;	Continue to apply and develop a broader range of skills, learning how to use them in different ways
their agility, balance and coordination, individually and with others;Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.	Continue to develop fundamental movement skills and become increasingly confident and competent; Apply and develop a broader range of skills, learning how to use them in different ways Develop an understanding of how to improve in different physical activities and sports, and	Enjoy communicating, collaborating and competing with each other; Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;

	learn how to evaluate and recognise their own success;	
Learning Outcomes:		

Nursery Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Develop gross motor skills through a range of activities. Learn how to stay safe using space, follow rules and instructions and work independently and with a partner.

Reception Develop skills of balancing, running, hopping, jumping, travelling and changing direction. Develop fine and gross motor skills, through handling equipment. Learn how to stay safe using space and understand and follow rules and instructions. Work independently and with a partner to complete tasks.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to send an	Demonstrates basic	Attempts to serve to	Explores shots on	Plays a range of basic	Uses forehand,
object with increased	sending skills in isolation	begin a game. E.g.	both sides of the	shots on both sides of	backhand and
confidence using hand or bat;	and small games;	underarm;	body and attempt with confidence;	the body, move feet to hit ball;	overhead shots with more confidence in
	Tracks the path of ball	Plays a continuous	introduction of		games;
Moves towards a	over a line/net and move	game using: throwing	forehand and	Plays modified games	
moving ball to return with hand or bat;	towards it;	and catching or some simple hitting;	backhand	sending and returning a ball;	Makes appropriate choices in games
	Hits a ball using both		Uses a small range of		about the best shot
Scores points against opposition over a	hand and racquet with some consistency;	Keeps count/score of a game;	racquet/hand skills;	Plays with others with some flow to the	to use;
line/net;			Works with a partner	game, keeping track	Starts games with
	Returns a ball coming	Can play within	/ small groups to	of their own scores;	the appropriate
Selects and applies	towards them using hand	boundaries;	return a served ball;		serve;
skills to win points;	or racquet;			Recognises where	
		Uses a small range of	Plays competitively	they should stand on	Begins to use full
Chases, stops and	Plays in a modified game	basic racquet skills;	with others and	the court when playing	scoring systems;
controls balls and	send and returning the	Moves towards a ball	against others in	on their own and with	
other objects such as beanbags and hoops;	ball over a line/barrier;	to return over a line/net;	modified games;	others;	Develops doubles play (team play for
Identifies space to	Decides on and play with	1	Uses basic defensive	Applies some control	volleyball);
send a ball;	dominant hand;	Plays over a net;	tactics to defend the	when returning the	J = = ()
	· · · · · · · · · · · · · · · · · · ·	Suggest warm-up activities;	court i.e. moving to	ball including foot	

Be able to send an object in isolation;	Be able to send a ball in small games with	different positions on the court;	placement, shot selection and aim;	Applies tactics in games effectively;
Moves towards a moving ball to return it with hand or bat; Be able to demonstrate basic sending skills in isolation;	 small games with increased confidence; Tracks the path of a ball over a line/net and moves towards it; Be able to demonstrate sending skills in isolation and basic games; 	Chooses ways to send the ball to make it difficult for opponent to return; Suggests and lead warm ups that prepare the body appropriately for net/wall activities; Enjoy communicating, collaborating and competing with each other; Lead a partner through short warm- up routines;	Be able to describe their scoring system; Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;	games enectively; Understand the importance of warming up and cooling down;



Progression Map Physical Education Outdoor and Adventurous Activities



Aims

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

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

National Curriculum:

Key Stage 1	Key Stage 2			
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 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.			
Objectives:				
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2		
	Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;	Continue to apply and develop a broader range of skills, learning how to use them in different ways;		

Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success; Become increasingly competent in a range of skills, and access a broad range of activities; Apply and develop these skills, learning to use	Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;
Apply and develop these skills, learning to use them in different ways	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Identify where they	Use maps and	Choose and perform
			are by using simple	diagrams to orientate	skills and strategies
			plans and diagrams of	themselves and to	effectively;
			familiar environments;	travel around a simple	
				course;	Find solutions to
			Use simple plans and		problems and
			diagrams to help	Start to plan sensible	challenges;
			them follow a short	responses to physical	
			trail and go from one	challenges or	Respond when the
			place to another;	problems, talking and	task or environment
				working with others in	changes and the
			Respond to a	their group;	challenge increases;
			challenge or problem		
			they are set;	Recognise some of	Plan, implement and
				the physical demands	refine the strategies
			Begin to work and	that activities make	they use;
			behave safely;	on them;	
					Adapt the strategies
			Work increasingly	Identify parts of the	as necessary;
			cooperatively with	work that were	-
			others, discussing	successful;	Work increasingly
					well in a group or in

	 how to follow trails and solve problems; Recognise that different tasks make their body work in different ways; Comment on how they went about tackling tasks Be able to devise different methods of communication; Comment on how they went about tackling tasks 	Respond to feedback on how to go about their work differently Respond to feedback on how to go about their work differently Work on some tasks independently Complete activities with increasing confidence	a team where roles and responsibilities are understood; Prepare physically and organisationally for challenges they are set, taking into account the group's safety; Identify what they do well, as individuals and as a group; Suggest ways to improve individuals and as a group Work independently Complete activities with confidence and competence
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Aims			
 The national curriculum for physical education aim develop competence to excel in a broad ran are physically active for sustained periods of engage in competitive sports and activities lead healthy, active lives. National Curriculum:	ge of physical activities		
Key Stage 1	Key Stage 2		
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 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.		
Objectives: Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	
	Lower Key Stage 2 Apply and develop a broader range of skills, learning how to use them in different ways; Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and	Upper Key Stage 2Continue to develop fundamental movement skills and become increasingly competent and confident;To know and understand the tactics in a range of striking and fielding games. E.g. in	

mmunicating and collaborating and vith each other;	cricket multiple fielders attempt to stop the batter's play;
elop and understand how to d learn to evaluate and recognise access:	Apply and develop a broader range of skills, learning how to use them in different ways;
	Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other;

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy; Continue to develop fundamental movement skills and become increasingly competent and confident; To understand the need for tactics; To be able to pass and catch within pairs;	Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy; Choose and vary skills and tactics to suit the situation in a game; Carry out tactics successfully; To be able to pass and catch within a small team;	Strike a bowled ball with some accuracy; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting,</i> with growing control and consistency; Work collaboratively in pairs, group activities and small-sided games; Use and apply the basic rules consistently and fairly; Recognise the activities and exercises that need including in a warm up; Identify their own strengths and suggest	Strike a bowled ball with precision ball; use a range of fielding skills, <i>e.g.</i> <i>catching, throwing,</i> <i>bowling,</i> <i>intercepting,</i> with growing control and consistency; Continue to work collaboratively in pairs, group activities and small- sided games; Continue to use and apply the basic rules consistently and fairly;

Know and understar rules of the game;Set up small games;Explain what they need to do to get ready to play games;Suggest what needs practising;Know and understar how hitting the ball further increases the chances of running further distances;Suggest warm-up activities;	 them fairly to keep games going; Carry out warm ups with care and an awareness of what is happening to their bodies; Describe what they and others do that is successful; 	practices to help them improve; Know and understand how to score points; Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success; Be able to score points by hitting a ball and running safely to the target; Know that it is advantageous to attempt to strike a batter 'out'; Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;	Understand and implement a range of tactics in games with success; Deliver a specific warm up to a small group of peers; Identify their own and others strengths and suggest practices to help them improve; Understand the importance of warming up and cooling down;
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