Curriculum Progression Map

Physical activity and PE are vital for children and young people to develop positive attitudes towards leading an active and healthy lifestyle. At Glenfall we endeavour to deliver a PE curriculum which engages all learners at a level that is appropriate to them. fostering opportunities for children to take part in both competitive and non-competitive activities. Alongside the curriculum map, children are given the chance to join extracurricular clubs to compliment and build upon their in-class learning.

**Intent:**

We aim to:

* Develop a love and enjoyment of physical activity and sport
* Build knowledge through a broad curriculum which encourages the children to enquire about new opportunities to be active and have the positive attitude to try new activities
* Offer high quality teaching with high expectations for all
* Build positive habits which promote a lifelong love of activity leading to active and healthy lifestyles

**Intent:**

Why is sport and well-being so important?

* 35% of Y6 children leave school overweight
* This is the first generation of children who are predicted to die younger than their parents
* Nationally lockdowns have had a negative impact upon the social and emotional health of our children
* Instilling positive life choices early can have a huge impact upon future prospects

**Implementation:**

* Every child at Glenfall has access to at least 2 hours of PE lessons every week
* Sessions are delivered in line with the national curriculum with teachers also given opportunities to add their own personal expertise to give additional opportunities
* PE sessions are enhanced through a broad extracurricular offering available to pupils via lesion with external coaches and clubs
* Our curriculum is based on our values: Enjoy – Enquire - Excel

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  |  | **Games** |  |  |  |
| **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. |
| **Striking and hitting a ball** | Hit a ball with a bat or racquet. | Use hitting skills in a game.  Practise basic striking, sending and receiving. | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball. | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game. |
| **Throwing and catching a ball** | Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands. | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used. | Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a game. |
| **Passing a ball** | Kick an object at a target. | Pass the ball to another player in a game.  Use kicking skills in a game. | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success. | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in a game situation. | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
| **Possession** |  |  |  | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards  helping their team to keep and win  back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| **Attacking and defending** | Play a range of chasing games. | Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender. | Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or defend to play a game successfully. | Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them. | Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring. | Choose the best tactics for attacking and defending. Shoot in a game.  Use fielding skills as a team to prevent the opposition from scoring. | Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring. |
|  |  |  |  | **Gymnastics** |  |  |  |
| **Rolls** | Curled side roll (egg roll)  Log roll (pencil roll)  Teddy bear roll | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled) | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking forward roll  Crouched forward roll | Crouched forward roll  Forward roll from standing  Tucked backward roll | Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing pike  Pike backward roll |
| **Jumps** | Straight jump  Tuck jump  Jumping jack  Half turn jump | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring | Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  Cat spring to straddle | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Cat leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Split leap | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn  Cat leap full-turn  Split leap Stag leap |
| **Shapes and balances** | Standing balances | Standing balances  Kneeling balances  Pike, tuck, star, straight, straddle shapes | Standing balances  Kneeling balances  Large body part balances  Balances on apparatus  Balances with a partner  Pike, tuck, star, straight, straddle shapes | 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 | 1, 2, 3 and 4- point balances  Balances on apparatus  Balances with and against a partner Pike, tuck, star, straight, straddle shapes  Front and back support | 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 | 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 |
| **Evaluate** | Talk about what they have done.  Talk about what others have done. | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |
|  |  |  |  | **Athletics** |  |  |  |
| **Running** | 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 jogging.  Sprint in a straight line.  Change direction when sprinting.  Maintain control as they change direction when jogging or sprinting. | Run at different paces, describing the different paces.  Use a variety of different stride lengths.  Travel at different speeds.  Begin to select the most suitable pace and speed for distance. Complete an obstacle course.  Vary the speed and direction in which they are travelling.  Run with basic techniques following a curved line.  Be able to maintain and control a run over different distances. | Identify and demonstrate how different techniques can affect their performance.  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.  Understand the importance of adjusting running pace to suit the distance being run. | Confidently demonstrate an improved technique for sprinting.  Carry out an effective sprint finish.  Perform a relay, focusing on the baton changeover technique.  Speed up and slow down smoothly. | 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, focusing on an effective sprint start.  Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.  Identify and demonstrate stamina, explaining its importance for runners | Recap, practise and refine an effective sprinting technique, including reaction time.  Build up speed quickly for a sprint finish.  Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.  Accelerate to pass other competitors.  Work as a team to competitively perform a relay.  Confidently and independently select the most appropriate pace for different distances and different parts of the run. |
| **Jumping** | Jump in a range of ways, landing safely. | Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.  Jump as far as possible.  Land safely and with control. Work with a partner to develop the control of their jumps. | Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Combine different jumps together with some fluency and control.  Jump for distance from a standing position with accuracy and control.  Investigate the best jumps to cover different distances.  Choose the most appropriate jumps to cover different distances.  Know that the leg muscles are used when performing a jumping action. | Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.  Develop an effective flight phase for the standing long jump.  Land safely and with control. | Learn how to combine a hop, step and jump to perform the standing triple jump.  Land safely and with control.  Begin to measure the distance jumped. | Improve techniques for jumping for distance.  Perform an effective standing long jump.  Perform the standing triple jump with increased confidence.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control.  Measure the distance and height jumped with accuracy. Investigate different jumping techniques. | Develop the technique for the standing vertical jump.  Maintain control at each of the different stages of the triple jump.  Land safely and with control.  Develop and improve their techniques for jumping for height and distance and support others in improving their performance.  Perform and apply different types of jumps in other contexts.  Set up and lead jumping activities including measuring the jumps with confidence and accuracy. |
| **Throwing** | Roll equipment in different ways.  Throw underarm.  Throw an object at a target. | Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.  Improve the distance they can throw by using more power. | Throw different types of equipment in different ways, for accuracy and distance.  Throw with accuracy at targets of different heights.  Investigate ways to alter their throwing technique to achieve greater distance. | Throw with greater control and accuracy.  Show increasing control in their overarm throw.  Perform a push throw.  Continue to develop techniques to throw for increased distance. | Perform a pull throw.  Measure the distance of their throws. Continue to develop techniques to throw for increased distance. | Perform a fling throw.  Throw a variety of implements using a range of throwing techniques.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance. | Perform a heave throw.  Measure and record the distance of their throws.  Continue to develop techniques to throw for increased distance and support others in improving their personal best.  Develop and refine techniques to throw for accuracy. |
|  |  |  | **Outdoor** | **Adventurous** | **Activities** |  |  |
| **Problem solving** |  |  |  | Use effective communication to work as a team | Communicate clearly with people in your own team ad other teams | Use clear communication to complete a particular role within a team | Complete orienteering activities as part of a team or independently |
| **Preparation and organisation** |  |  |  | Begin to choose equipment that is appropriate for an activity | Try a range of equipment for an activity | Choose the best equipment for an outdoor activity | Identify the quickest route to complete an orienteering activity |
| **Communication** |  |  |  | Communicate with others | Work as part of a team | Communicate effectively and clearly with others | Communicate clearly and effectively with others when under pressure |
|  |  |  |  | **Dance** |  |  |  |
| **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. | Begin to improvise with a partner to create a simple dance.  Create motifs from different stimuli.  Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work. | 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. | 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 their use of space. | 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, using a range of movement patterns. |