PE KNOWLEDGE & SKILLS PROGRESSION – We are Active

"Exercise not only changes your body, it changes your mind, your attitude and your mood." Anon

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. We have designed the curriculum that build on prior learning through a range of physical activities. We use Get Set 4 PE to teach a full range of physical skills, games and team sports including:

- Rugby
- Football
- Hockey
- Basketball
- Athletics
- Dance
- Gymnastics
- Swimming for Year 5
- Yoga

Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health, wellbeing and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our pupils learn to:

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

Key Stage 2 Physical Education Curriculum

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:

- 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]
- perform dances using a range of movement patterns
- 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

A journey through our Partnership PE curriculum

What our pupils have experienced at MIANS in KS1

By the end of KS1: 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 and perform dances using simple movement patterns.

	Year 1	Year 2
Physical Knowledge and Skills **(Gross motor and fine motor)**	I can perform movements including: Balance for 30 seconds on each leg Use two feet to jump and do a quarter turn Roll a ball using both hands and one hand Can hop on either foot and skip Can kick or strike a ball with alternate hands Can march with knees 90 degree with opposite arms and legs Enriching opportunities to develop an active lifestyle: Climbing frame, pirate ship Climbing wall Football coach leading structured football games Basketball PE equipment (hoops) Hold a pencil comfortably and correctly I am beginning to form lower case letters in the correct direction, starting and finishing from the right place. I can form capital letters and digits (0-9)	I can perform movements including: Balance on a range of different level and surfaces for 10 seconds Can perform a tuck jump with two feet to land with two feet Can catch a tennis ball after one bounce and chase a rolling ball through my legs Can hop scotch forward and backwards alternating hopping legs I can form lower case letters of the correct size relative to one another. I can start using some of the diagonal and horizontal strokes needed to join letters I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflect the size of the letters. DT (make) Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.
DANCE	I can join in a Capoeria lesson independently. I can copy and explore basic movements and body patterns. I can remember simple movements and dance steps I can link movements to sounds and music I can respond to a range of stimuli	I can copy and explore basic movements with clear control. I can vary levels and speed in sequence. I can vary the size of my body shape. I can change direction to a sequence. I use space well and negotiate space clearly

		I can describe a short dance using appropriate vocabulary I respond imaginatively to stimuli
Healthy Lifestyles	I can name the basic parts of the human body and ways of how to keep them healthy. I can say why it is important to warm up and cool down before and after exercise I can compete competitively in sports day and I can understand 'competition'.	I can describe the basic needs of animals, including humans for survival. I can describe the importance of humans of exercise, eating the right amounts of different types of food and hygiene.
Vocabulary	**As previous year groups plus:** Exercise, heartbeat, pulse, cool down, balance, warm up, equipment, skill, movement, competitive, competition	**As previous year groups plus:** Active, control, energy, collaborate, tension, rigid, relaxed, accuracy, target, aim, agility, encourage, coordination

Key Stage 2 PE National Curriculum

'Key stage 2 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'.

A journey through our KS2 PE curriculum at George White Junior School

	Term 1		**Term 2**		**Term 3**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	Fundamentals Football	Yoga Tag Rugby	Fitness Hockey	Dance Basketball	Gymnastics Athletics	Ball Skills Cricket
Year 4	Fundamentals Tag Rugby	Football Yoga	Dance Basketball	Fitness Hockey	Gymnastics Dodgeball	Athletics Cricket
Year 5	Swimming		Swimming		Swimming	
	Dance Basketball	Tag Rugby Fitness	Hockey Yoga	Football Gymnastics	Athletics Dodgeball	Cricket Athletics
Year 6	Football Dance	Handball Gymnastics	Hockey Fitness	Dodgeball Netball	Athletics Cricket	Athletics Rounders

Athletics Progression Ladder



	Skills	Knowledge
Year 6	**Running:** demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. **Jumping:** develop power, control and technique in the triple jump. **Throwing:** develop power, control and technique when throwing discus and shot put.	**Running:** understand that I need to prepare my body for running and know the muscle groups I will need to use. **Jumping:** understand that a run up builds speed and power and enables me to jump further. **Throwing:** understand that I need to prepare my body for throwing and know the muscle groups I will need to use. **Rules:** understand and apply rules in events that pose an increased risk.
Year 5	**Running:** apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. **Jumping:** explore technique and rhythm in the triple jump. **Throwing:** Develop technique and power in javelin and shot put.	**Running:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. **Jumping:** know that if I drive my knees high and fast I can build power and therefore distance in my jumps. **Throwing:** know how to transfer my weight in different throws to increase the distance. **Rules:** understand and apply rules in a variety of events using official equipment.
Year 4	**Running:** develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. **Jumping:** develop technique when jumping for distance. **Throwing:** explore power and technique when throwing for distance in a pull and heave throw.	**Running:** understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Jumping:** understand that transferring weight will help me to jump further. **Throwing:** understand that transferring weight will help me to throw further. **Rules:** know and understand the rules to be able to manage our own events.
Year 3	**Running:** develop the sprinting technique and apply it to relay events. **Jumping:** develop technique when jumping for distance in a range of approaches and take off positions. **Throwing:** explore the technique for a pull throw.	**Running:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. **Jumping:** know that if I jump and land in quick succession, the momentum will help me to jump further. **Throwing:** understand that the speed of the movement helps to create power. **Rules:** know the rules of the event and begin to apply them.







Ball Skills Progression Ladder

Get Set 4 P.E.

Skills		Knowledge
Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. **Catching:** demonstrate increasing consistency of catching under pressure in a variety of game situations. **Tracking:** demonstrate a wider range of techniques when tracking a ball under pressure **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.	**Year 6**	**Sending:** understand and make quick decisions about when, how and who to pass to. **Catching:** know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. **Tracking:** know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. **Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Sending: demonstrate clear technique when sending a ball under pressure. **Catching:** demonstrate good technique under pressure. **Tracking:** demonstrate a range of techniques when tracking and collecting a ball. **Dribbling:** dribble with some control under pressure. **All Y5 & 6 Games Units**	**Year 5**	**Sending:** know that controlling a ball before sending it will allow me to send it accurately. **Catching:** understand when to use different types of catching. **Tracking:** know that tracking a ball will help me to collect/stop/receive it quickly and successfully. **Dribbling:** know that dribbling in different directions will help me to lose a defender in game situations.
Sending: accurately use a range of techniques to send a ball to a target. **Catching**: catch different sized objects with increasing consistency with one and two hands. **Tracking:** consistently track a ball sent directly and indirectly. **Dribbling:** dribble a ball with increasing control and co-ordination.	**Year 4**	**Sending:** know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. **Catching**: know to adjust my hands to the height of the ball. **Tracking:** know that tracking a ball is an important skill used in games activities and be able to give examples of this. **Dribbling:** know that dribbling with soft hands/touches will help me to keep control.
Sending: send a ball with accuracy and increasing consistency to a target. **Catching:** catch a range of objects with increasing consistency. **Tracking:** track a ball not sent directly. **Dribbling:** dribble a ball with hands and feet with control.	**Year 3**	**Sending:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Catching:** know to move my feet to the ball. **Tracking:** know that using a ready position will help me to react to the ball. **Dribbling:** know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.



Dance Progression Ladder

	Skills	Knowledge
Year 6	**Actions:** show controlled movements which express emotion and feeling. **Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. **Space and relationships:** use a variety of compositional principles when creating my own dances. **Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent. **Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. **Space and relationships**: know that combining space and relationships with a prop can help me to express my dance idea. **Performance:** understand how a leader can ensure our dance group performs together. **Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Year 5	**Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles. **Dynamics:** confidently use dynamics to express different dance styles. **Space:** confidently use direction and patterning to express different dance styles. **Relationships**: confidently use formations, canon and unison to express a dance idea. **Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency.	**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics:** understand that different dance styles utilise selected dynamics to express mood. **Space:** understand that space relates to where my body moves both on the floor and in the air. **Relationships**: understand that different dance styles utilise selected relationships to express mood. **Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.
Year 4	**Actions:** respond imaginatively to a range of stimuli related to character and narrative. **Dynamics:** change dynamics confidently within a performance to express changes in character. **Space:** confidently use changes in level, direction and pathway. **Relationships:** use action and reaction to represent an idea. **Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.	**Actions:** understand that some actions are better suited to a certain character, mood or idea than others. **Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others. **Space:** understand that space can be used to express a certain character, mood or idea. **Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others. **Performance:** know that being aware of other performers in my group will help us to move in time. **Strategy:** know that I can select from a range of dance techniques to translate my idea.
Year 3	**Actions:** create actions in response to a stimulus individually and in groups. **Dynamics:** use dynamics effectively to express an idea. **Space:** use direction to transition between formations. **Relationships:** develop an understanding of formations. **Performance:** perform short, self-choreographed phrases showing an awareness of timing.	**Actions:** understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. **Dynamics:** understand that all actions can be performed differently to help to show effect. **Space:** understand that I can use space to help my dance to flow. **Relationships:** understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance:** understand that I can use timing techniques such as canon and unison to create effect. **Strategy:** know that if I show sensitivity to the music, my performance will look more complete.





Fitness Progression Ladder

Skills		Knowledge
Agility: change direction with a fluent action and transition smoothly between varying speeds. **Balance:** show fluency and control when travelling, landing, stopping and changing direction. **Co-ordination:** co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. **Speed:** adapt running technique to meet the needs of the distance. **Strength:** complete body weight exercises for increased repetitions with control and fluency. **Stamina:** use my breath to increase my ability to move for sustained periods of time.	**Year 6**	**Agility:** understand that agility requires speed, strength, good balance and co-ordination. **Balance:** know where and when to apply force to maintain control and balance. **Co-ordination:** understand that co-ordination also requires good balance and know how to achieve this. **Speed:** know that speed can be improved by training and know which speed to select for the distance. **Strength:** understand that I can build up my strength by practicing in my own time. **Stamina:** know which exercises can develop stamina and understand that it can be improved by training over time.
Agility: demonstrate improved body posture and speed when changing direction. **Balance:** change my body position to maintain a controlled centre of gravity. **Co-ordination:** demonstrate increased speed when co-ordinating my body. **Speed:** apply the best pace for a set distance or time. **Strength:** demonstrate increased technique in body weight exercises. **Stamina:** use a steady pace to be able to move for sustained periods of time.	**Year 5**	**Agility:** understand that to change direction I push off my outside foot and turn my hips. **Balance:** understand that dynamic balances are harder than static balances as my centre of gravity changes. **Co-ordination:** understand that people will have varying levels of co-ordination and that I can get better with practice. **Speed:** understand that taking big consistent strides will help to create a rhythm that allows me to run faster. **Strength:** know the muscles I am using by name. **Stamina:** understand that keeping a steady breath will help me to move for longer periods of time.
Agility: show balance when changing direction at speed. **Balance:** show control whilst completing activities which challenge balance. **Co-ordination:** explore increased speed when co-ordinating my body. **Speed:** demonstrate improved sprinting technique. **Strength:** develop building strength in different muscle groups. **Stamina:** demonstrate using my breath to maintain my work rate.	**Year 4**	**Agility:** know that keeping my elbows bent when changing direction will help me to stay balanced. **Balance:** understand that I need to squeeze different muscles to help me to stay balanced in different activities. **Co-ordination:** understand that if I begin in a ready position I can react quicker. **Speed:** understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Strength:** understand that strength comes from different muscles and know how I can improve my strength. **Stamina:** understand that I need to pace myself when running further or for a long period of time.
Agility: show balance when changing direction. **Balance:** explore more complex activities which challenge balance. **Co-ordination:** co-ordinate my body with increased consistency in a variety of activities. **Speed:** explore sprinting technique. **Strength:** explore building strength in different muscle groups. **Stamina:** explore using my breath to increase my ability to work for longer periods of time.	**Year 3**	**Agility:** understand how agility helps us with everyday tasks. **Balance:** understand how balance helps us with everyday tasks. **Co-ordination:** understand how co-ordination helps us with everyday tasks. **Speed:** understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. **Strength:** know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. **Stamina:** understand how stamina helps us in other life activities.





Fundamentals Progression Ladder

Skills		Knowledge
Running: change direction with a fluent action. Transition smoothly between varying speeds. **Balancing:** show fluency and control when travelling, landing, stopping and changing direction. **Jumping and hopping:** demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together. **Skipping:** consistently show a range of skills when skipping in a rope.	**Year 6**	**Running:** know that running develops stamina and speed and both can be improved by training over time. **Balancing:** know that balance underpins many skills in PE and everyday life and this feels different in different situations. **Jumping and hopping:** understand when to jump for height or jump for distance in different activities and what to do to achieve this. **Skipping:** understand that skipping helps to develop co-ordination, stamina and balance.
Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. **Balancing:** consistently demonstrate good balance when performing other fundamental skills. **Jumping and hopping:** demonstrate good technique and co-ordination when linking jumps. **Skipping:** show a range of skills when skipping in a rope.	**Year 5**	**Running:** understand that to change direction, I push off my outside foot and turn my hips. **Balancing:** understand that balance is a skill used in many different activities and everyday life. **Jumping and hopping:** understand that there are different techniques for different situations. **Skipping:** understand that people will have varying levels of skipping ability and that I can get better with practice. **All Y5 and Y6 activities**
Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate. **Balancing:** demonstrate good balance and control when performing other fundamental skills. **Jumping and hopping:** link hopping and jumping actions with other fundamental skills. **Skipping:** consistently skip in a rope.	**Year 4**	**Running:** understand that a change of direction and speed can help to get past or away from an opponent. **Balancing:** understand that I need to squeeze different muscles to help me to stay balanced in different activities. **Jumping and hopping:** know that swinging my non-hopping foot helps to create momentum. **Skipping:** understand that keeping my chest up helps me to stay balanced.
Running: change direction. Show an increase and decrease in speed. **Balancing:** demonstrate balance when performing other fundamental skills. **Jumping and hopping:** link jumping and hopping actions. **Skipping:** jump and turn a skipping rope.	**Year 3**	**Running:** understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). **Balancing:** understand how balance helps us with everyday tasks. **Jumping and hopping:** know that if I jump and land in quick succession, momentum will help me to jump further. **Skipping:** understand that I should turn the rope from my wrists with wide hands to create a gap to step through.







Gymnastics Progression Ladder



Skills		Knowledge
Shapes: combine and perform gymnastic shapes more fluently and effectively. **Inverted movements:** develop control in progressions of a cartwheel and a headstand. **Balances:** explore counter balance and counter tension. **Rolls:** develop fluency and consistency in the straddle, forward and backward roll. **Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively.	**Year 6**	**Shapes:** know which shapes to use for each skill. **Inverted movements:** understand that spreading my weight across a base of support will help me to balance. **Balances:** know where and when to apply force to maintain control and balance. **Rolls:** understand that I can use momentum to help me to roll and know where that momentum from. **Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air. **Strategy:** know that if I use changes in formation it will help to make my sequence look interesting.
Shapes: perform shapes consistently and fluently linked with other gymnastic actions. **Inverted movements:** explore progressions of a cartwheel. **Balances:** explore symmetrical and asymmetrical balances. **Rolls:** develop control in the straight, barrel, forward, straddle and backward roll. **Jumps:** select a range of jumps to include in sequence work.	**Year 5**	**Shapes:** understand that shapes underpin all other skills. **Inverted movements:** understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. **Balances:** understand how to use contrasting balances to make my sequences look interesting. **Rolls:** understand that I need to work within my own capabilities and this may be different to others. **Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. **Strategy:** know that if I use different pathways it will help to make my sequence look interesting.
Shapes: develop the range of shapes I use in my sequences. **Inverted movements:** develop strength in bridge and shoulder stand. **Balances:** develop control and fluency in individual and partner balances. **Rolls:** develop the straight, barrel, forward and straddle roll and perform them with increased control. **Jumps:** develop control in performing and landing rotation jumps.	**Year 4**	**Shapes:** understand how shapes can be used to improve my sequence. **Inverted movements:** know that inverted movements are actions in which my hips go above my head. **Balances:** know how to keep myself and others safe when performing partner balances. **Rolls:** understand that I can keep the shape of my roll using body tension. **Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees. **Strategy:** know that if I use different directions it will help to make my sequence look interesting.
Shapes: explore matching and contrasting shapes. **Balances:** explore point and patch balances and transition smoothly into and out of them. **Rolls:** develop the straight, barrel, and forward roll. **Jumps:** develop stepping into shape jumps with control.	**Year 3**	**Shapes:** understand how to use body tension to make my shapes look better. **Balances:** understand that I can make my balances look interesting by using different levels. **Rolls:** understand the safety considerations when performing more difficult rolls. **Jumps:** understand that I can change the take off and shape of my jumps to make them look interesting. **Strategy:** know that if I use different levels it will help to make my sequence look interesting.





Invasion Games Progression Ladder

(invasion, handball, netball, basketball, football, tag rugby and hockey)

Get Set 4 P.E.

	Skills	Knowledge
Year 6	**Sending & receiving :** s&r consistently using a range of techniques with increasing control under pressure. **Dribbling:** dribble consistently using a range of techniques with increasing control under pressure. **Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. **Attacking:** confidently change direction to lose an opponent **Defending:** use a variety of defending skills (tracking, interception, jockeying) in game situations.	**Sending & receiving:** understand and make quick decisions about when, how and who to pass to. **Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. **Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. **Tactics:** know how to create and apply a tactic for a specific situation or outcome. **Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.
Year 5	**Sending & receiving:** develop control when s&r under pressure. **Dribbling:** dribble with some control under pressure. **Space:** explore moving to create space for themselves and others in their team. **Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed. **Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control. **Dribbling:** know that dribbling in different directions will help to lose a defender. **Space:** know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.
Year 4	**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. **Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control. **Space:** develop moving into space to help my team. **Attacking:** change direction to lose an opponent with some success. **Defending:** develop defending one on one and begin to intercept.	**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it. **Dribbling:** know that protecting the ball as I dribble will help me to maintain possession. **Space:** know that moving into space will help my team keep possession and score goals. **Attacking:** recognise when to pass and when to shoot. **Defending:** know when to mark and when to attempt to win the ball. **Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. **Rules:** know and understand the rules to be able to manage our own game.
Year 3	**Sending & receiving :** explore s&r abiding by the rules of the game. **Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure. **Space:** develop using space as a team. **Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. **Defending:** develop tracking opponents to limit their scoring opportunities.	**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. **Space:** know that by spreading out as a team we move the defenders away from each other. **Attacking and defending:** know my role as an attacker and defender. **Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. **Rules:** know the rules of the game and begin to apply them.







Striking and Fielding Progression Ladder

(striking and fielding, cricket and rounders)

Get Set 4 P.E.

	Skills	Knowledge
Year 6	**Striking:** strike a bowled ball with increasing accuracy and consistency. **Fielding:** use a wider range of fielding skills with increasing control under pressure. **Throwing:** consistently demonstrate good technique in throwing skills under pressure. **Catching:** consistently demonstrate good technique in catching skills under pressure.	**Striking:** understand that the momentum and power for striking a ball comes from legs as well as arms. **Fielding:** know which fielding action to apply for the situation. **Throwing and catching:** consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. **Tactics:** understand and apply some tactics in the game as a batter, bowler and fielder. **Rules:** understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
Year 5	**Striking:** explore defensive and driving hitting techniques and directional batting. **Fielding:** develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. **Throwing:** demonstrate good technique when using a variety of throws under pressure. **Catching:** explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	**Striking:** understand that stance is important to allow me to be balanced as I hit. **Fielding:** know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. **Throwing:** understand where to throw the ball in relation to where a batter is. **Catching:** understand when to use a close catch technique or deep catch technique. **Tactics:** understand the need for tactics and identify when to use them in different situations. **Rules:** understand and apply rules in a variety of striking and fielding games whilst playing and officiating.
Year 4	**Striking:** develop batting technique with a range of equipment. **Fielding:** develop bowling with some consistency, abiding by the rules of the game. **Throwing:** use overarm and underarm throwing with increased consistency in game situations. **Catching:** begin to catch with one and two hands with some consistency in game situations.	**Striking:** know that using the centre of the bat will provide the most control and accuracy. **Fielding:** know that it easier to field a ball that is coming towards me rather than away so set up accordingly. **Throwing:** understand that being balanced before throwing will help to improve the accuracy of the throw. **Catching:** know to track the ball as it is thrown to help to improve the consistency of catching. **Tactics:** know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. **Rules:** know and understand the rules to be able to manage our own game.
Year 3	**Striking:** begin to strike a bowled ball after a bounce with different equipment. **Fielding:** explore bowling to a target and fielding skills to include a two-handed pick up. **Throwing:** use overarm and underarm throwing in game situations. **Catching:** catch with some consistency in game situations.	**Striking:** know that striking to space away from fielders will help me to score. **Fielding:** know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. **Throwing:** know that overarm throwing is used for long distances and underarm throwing for shorter distances. **Catching:** know to move my feet to the ball. **Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. **Rules:** know the rules of the game and begin to apply them.



Swimming Progression Ladder

Skills		Knowledge
		Strokes: understand that making my body streamlined helps me to glide through the water. **Breathing:** understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. **Water safety:** know which survival technique to use for the situation. **Rules:** understand that different environments have different rules to keep us safe around water.
Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. **Breathing:** demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. **Water safety:** perform a variety of survival techniques.	**Year 6**	
Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m. **Breathing:** explore underwater breaststroke breathing technique over a distance of 25m. **Water safety:** explore safety techniques to include the H.E.L.P and huddle positions.	**Year 5**	**Strokes:** understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. **Breathing:** know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. **Water safety:** know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. **Rules:** understand rules in and around water.
Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. **Breathing:** demonstrate improved breathing technique in front crawl. **Water safety:** are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	**Year 4**	**Strokes:** understand that keeping my legs together for crawl helps me to stay straight in the water. **Breathing:** know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. **Water safety:** know what to do if I fall in the water. **Rules:** understand the water safety rules.
Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. **Breathing:** begin to explore front crawl breathing technique. **Water safety:** explore techniques for personal survival to include survival strokes such as sculling and treading water.	**Year 3**	**Strokes:** know that lifting my hips will help me to stay afloat whilst swimming. **Breathing:** know that turning my head to the side to breathe will allow me to swim with good technique. **Water safety:** know that treading water enables me to keep upright and in the same space. **Rules:** know that the water should be clear of swimmers before entering.







Target Games Progression Ladder

(target games, golf and dodgeball)

Skills

Knowledge



Year 6

Throwing: throw with increasing control under pressure.
Catching (dodgeball): catch with increasing control under pressure.
Striking: use a variety of striking techniques with control and under pressure.

Throwing: know who to throw at and when to throw in order to get opponents out.
Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.
Striking: know which skill to select for the situation.
Tactics: know how to create and apply a tactic for a specific situation or outcome.
Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.

Year 5

Throwing: demonstrate clear technique and accuracy when throwing at a target.
Catching (dodgeball): demonstrate good technique and consistency in catching skills.
Striking: develop a wider range of striking techniques and begin to use them under pressure.

Throwing: know to aim low to make it difficult for an opponent to catch.
Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.
Striking: know that aligning my body and equipment before striking will help me to be balanced.
Tactics: understand the need for tactics and identify when to use them in different situations.
Rules: understand and apply rules in a variety of target games whilst playing and officiating.



Year 4

Throwing: throw with increasing accuracy at a target.
Catching (dodgeball): catch with increasing consistency.
Striking: strike a ball with increasing consistency.

Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.
Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.
Striking: know that using a smooth action will help to increase accuracy.
Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.
Rules: know and understand the rules to be able to manage our own game.

Year 3

Throwing: explore throwing at a moving target.
Catching (dodgeball): begin to catch whilst on the move.
Striking: begin to strike a ball with accuracy and balance.

Throwing: know to throw slightly ahead of a moving target.
Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.
Striking: know that using a bigger swing will give me more power.
Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.
Rules: know the rules of the game and begin to apply them.

Yoga Progression Ladder

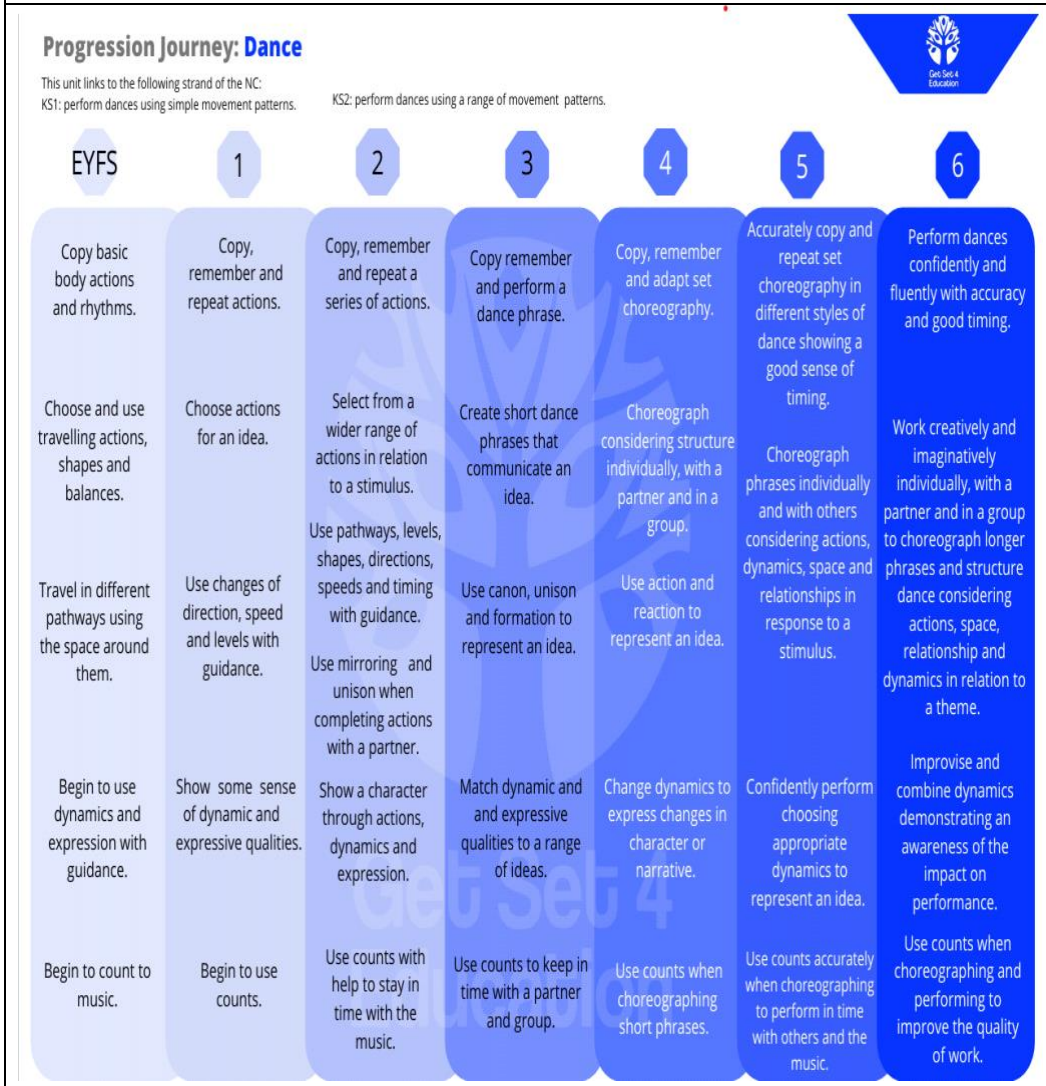
Skills		Knowledge
Balance: link combinations of poses for balance with increased control in transition. **Flexibility:** confidently transition from one pose to another showing extension connected to breath. **Strength:** explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. **Mindfulness:** explore methods to control how I feel with some success.	**Year 6**	**Balance:** know where and when to apply force to maintain control and balance. **Flexibility:** know which of my muscles require more practice to increase my flexibility. **Strength:** understand that I can build up my strength by practicing in my own time. **Mindfulness:** identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.
Balance: use my breath to maintain balance within an individual and partner pose. **Flexibility:** develop flexibility by connecting movement with breath. **Strength:** demonstrate increased control and strength when in and transitioning between poses. **Mindfulness:** explore methods I can use to control how I feel.	**Year 5**	**Balance:** understand that I need to apply force to maintain balance in a partner pose. **Flexibility:** understand that I can improve my flexibility when moving with my breath. **Strength:** know the muscles I am using by name. **Mindfulness:** understand that there are different techniques I can use to control how I feel.
Balance: explore using my breath to maintain balance within a pose. **Flexibility:** demonstrate increased extension in poses. **Strength:** demonstrate increased control and strength when in a pose. **Mindfulness:** engage with mindfulness activities with increased focus.	**Year 4**	**Balance:** understand that if I move with my breath it will help me to balance. **Flexibility:** understand which body parts I am trying to extend in different poses. **Strength:** understand that people have different levels of strength. **Mindfulness:** understand that mindfulness is a personal journey.
Balance: demonstrate increased control when in poses. **Flexibility:** explore poses and movement in relation to my breath. **Strength:** explore arm balances with some control. **Mindfulness:** develop my ability to stay still and keep my focus.	**Year 3**	**Balance:** understand that if I use the whole of the body part in contact with the floor, it will help me to balance. **Flexibility:** know that if I move as I breathe out I can stretch a little bit further. **Strength:** understand that I need to use different muscles for different poses. **Mindfulness:** know that I can use my breath to focus.





Progression Journey

DANCE



Fundamentals, Fitness and Athletics

3	4	5	6
Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

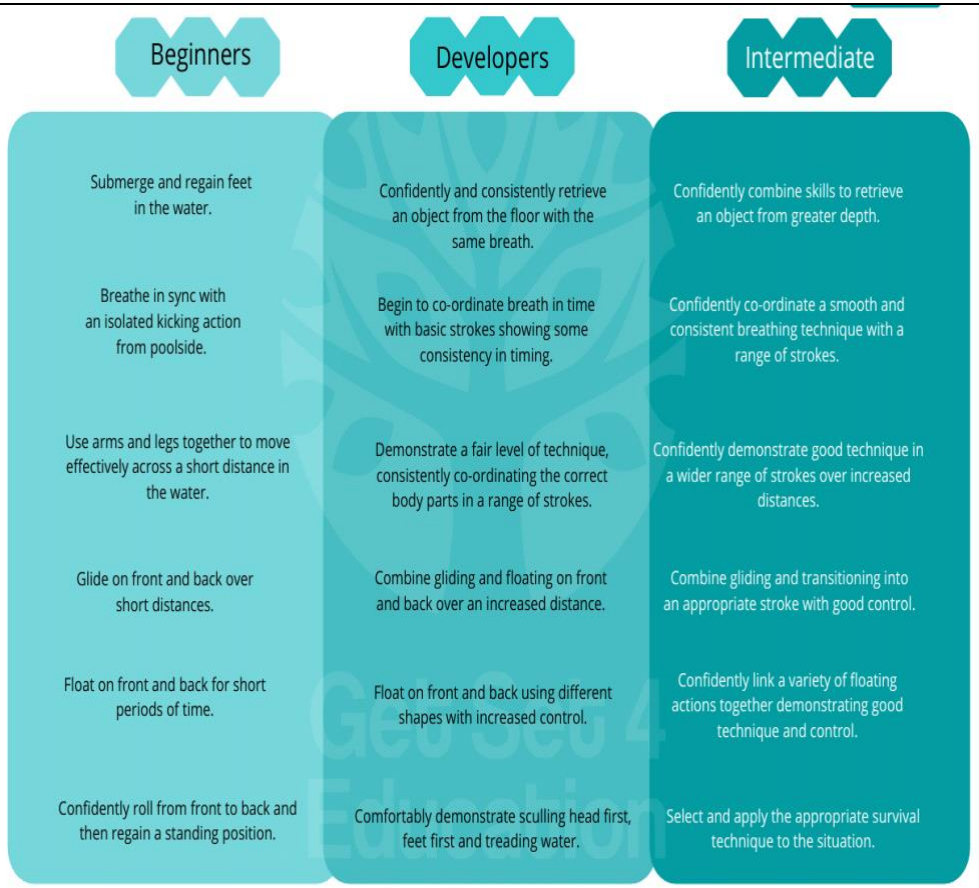
Body Management – Yoga and Gymnastics

3	4	5	6
Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Games

3	4	5	6
Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Swimming



Social, Emotional and Mental



ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future:

Personal Trainer, Sports Coach, Teacher, Sports physiologist, Sports Nutritionist, Sports Therapist, Strength and Conditioning Coach, Sports Development Officer, Sports Professional.

Our feeder high school snapshot PE curriculum

Jane Austin

Practical:

Hockey, korfball, netball, basketball, football, rugby, badi=minton, fitness, volleyball, endurance, running, OAA, tennis, rounders, softball, athletics (throwing, jumping & running)

Knowledge:

warm ups, cool downs, and muscular system

Components of fitness and fitness testing

Skeletal system

Open Academy

Each student has the opportunity to experience include – Football, Rugby, Aesthetic Movement, Badminton, Health and Fitness, Cricket, Handball, Dodgeball, Rounders, Athletics, Short Tennis, Lacrosse, Tag Rugby, Netball and Basketball.

Extra-Curricular activities are yet another way in which students are given the opportunities to participate in sporting activities in which we have a really positive link with the Community Sports Foundation (CSF) as well as entering academy teams in a multitude of sports competitions and Inter-House events.

Sprowston Community Academy

Rotation of:

Netball, Swimming, Table Tennis, Gymnastics, Fitness, Handball, Athletics, Rounders, Cricket

The Hewitt Academy

	Autumn I Sportshall / WG / Field / Goals / HP / FS	Autumn II WG / Field / Goals / HP /FS	Spring I WG / Field / Goals / HP /FS	Spring II Sportshall / WG / Field / Goals / HP / FS	Summer I Sportshall / WG / Field / Goals / HP / FS	Summer II WG / Field / Goals / HP /FS
Year 7	Netball/Football/ Hockey	Swimming/ Health and fitness	Swimming/Health and fitness.	Gymnastics/ Badminton/Hockey	Athletics	Rounders/Tennis.
	Warm up / Cool down / Muscles		Short & Long term effects of exercise - Cardiovascular, Muscular		Components of fitness Health and Skill related plus Skeletal System	

CNS

Badminton, dance, football, gymnastics, netball and rugby.

Athletics, tennis, cricket, rounders.

City Academy

The school follows a progressive scheme of work across all year groups which cater for different ability groups within each lesson. On average, every CAN pupil will receive 135 minutes of PE lessons per week throughout their five years at the school. The PE curriculum is broad and balanced, featuring aesthetics, athletics, health and fitness, invasion games, outdoor adventurous activities, and striking and fielding activities as well as Building Mental Fitness. Pupils pick pathways as they go through the school to meet their individual needs and to give children ownership over their PE curriculum.

Ormiston Victory Academy

Year 7 based around:

Warm up

Fitness

Skeletal system

Muscular system

Rules

Roles and responsibilities

Sewell Park Academy

Invasion Games (8 hours rotation)

Net/Wall (8 hours rotation)

Aesthetic Activities (8 hours rotation)

Striking and Fielding (8 hours rotation)

Hellesdon High School

For Core PE, students receive 4 lessons a fortnight

During Core PE lessons in Years 7-11, students can expect to participate in many of the following activities:

Rise Up Programme

- Invasion Games: Football, Rugby, Basketball, Netball, Handball, Lacrosse, Volleyball
- Striking and Fielding: Cricket, Rounders, Lacrosse, Softball
- Net and Wall: Tennis, Badminton, Table Tennis, Volleyball

Notre Dame High School

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- Swimming
- Athletics
- Fitness / Cross Country

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PE (Boys)

	Year 7
Aut.1	Health and Fitness, Football, Basketball
Aut.2	Health and Fitness, Football, Basketball
Spr.1	Health and Fitness, Football, Basketball
Spr.2	Health and Fitness, Football, Basketball
Sum.1	Athletics, Tennis, Cricket
Sum.2	Athletics, Tennis, Cricket

PE (Girls)

	Year 7
Aut.1	Health and Fitness, Netball, Dance
Aut.2	Health and Fitness, Netball, Dance
Spr.1	Cross Country, Basketball, Hockey
Spr.2	Cross Country, Basketball, Hockey
Sum.1	Athletics, Tennis, Rounders
Sum.2	Athletics, Tennis, Rounders

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Thorpe St Andrew School
Autumn
Netball Rugby Football Handball Aesthetics: Dance Swimming
Spring
Net and Wall Games: Table Tennis Badminton Tennis Aesthetics: Dance Gymnastics Swimming
Summer
Athletics Striking and Fielding Games: Cricket Rounders Aesthetics: Dance Swimming

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Norwich School
Our approach to ensure the best sporting environment for our pupils is summarised by adopting the following framework:
Participate – Engage pupils in sport and physical activity by creating a range of opportunities for participation. This is achieved through the depth of our Games programme and the breadth of our extra-curricular offering. Through participation we allow pupils to grow their sporting and physical activity interests, and provide appropriate levels of support for all.
Perform – Allow pupils to enhance their talent and compete at a high level both at school and on representative pathways. This is achieved through the running of a comprehensive programme in all our main and competitive sports. Providing additional support through our sport scholarship programme to individuals capable of high achievement in sport.
Prepare – Provide opportunities and positive experiences to equip pupils for a life of leadership, service and with the necessary skills and knowledge to maintain an active, healthy lifestyle outside of our environment
Dance - Whilst dance is not part of the formal curriculum at Fourth Form, there are many and varied opportunities to get involved in dance at the school. Several after school dance clubs are open to Fourth Formers, allowing you to develop your performance practice and collaborate with peers in a supportive environment. Additionally, dance plays a pivotal role in whole school events. There will be opportunities to perform in dance festivals, Gala nights and other pupil-led choreographies.

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