



Offwell C of E Primary School PE Curriculum Progression Map

EYFS – KS1 – KS2



Concept/ Strand	Sub-strand	EYFS			Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		3-4 Year olds	Reception	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Health & Fitness		Describe how the body feels when still and when exercising. Know and talk about the different factors that support overall health and wellbeing: -regular physical activity Develop overall body strength, balance, coordination and agility. Manage their own basic hygiene and personal needs, including dressing. Demonstrate strength, balance and coordination when playing.		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 warmup 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 & 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 & 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 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.	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.

					Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	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.			
	Travelling with a ball		Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
	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.
	Using space		Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
	Attacking & 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	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to	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	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to

				space. Use simple attacking skills such as dodging to get past a defender.	play a game successfully.		an individual to prevent a player from scoring.	scoring.	develop fielding strategies to prevent the opposition from scoring.
	Tactics & rules	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Start taking part in some group activities which they make up for themselves, or in teams. Show a preference for a dominant hand.	Follow simple rules. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
	Compete/perform		Control my body when performing a sequence of movements. Participate in simple games. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Work and play cooperatively and take turns with others.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.

	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' performance. 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.
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. Create collaboratively, sharing ideas, resources and skills.	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.
	Compete/perform	Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	Control my body when performing a sequence of movements. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. Combine different movements with ease and fluency. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Evaluate	Respond to what they have heard, expressing	Talk about what they have done. Talk about what others have done. Listen attentively, move to and talk about	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances,	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting

		their thoughts and feelings.	music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.		their own performance. Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	thoughtful and appropriate improvements.
Gymnastics	Acquiring & developing skills in gymnastics	Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Revise and refine the fundamental movement skills they have already acquired: -rolling - running -crawling - hopping -walking - skipping -jumping - climbing	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
	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 for forward	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll

					roll Crouched forward roll		Backward roll to straddle	Backward roll to straddle	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
	Vault with springboard or other suitable raised platforms			Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
	Handstands, cartwheels & round-offs		Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step into cartwheel Hurdle step into round-off
	Travelling & linking actions	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting.	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Pivot

		For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.							
	Shapes & 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 Front and back support	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 Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
	Compete/perform		Control my body when performing a sequence of movements. Participate in simple games. Progress towards a more fluent style of moving, with developing control and grace.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
	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.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate

					Talk about the differences between their work and that of others.	improved over time.	Modify their use of skills or techniques to achieve a better result.	skills or techniques, and the effect they have had on their performance.	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. Demonstrate endurance and stamina over longer distances in order to maintain a sustained 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.

	Create/perform		Control their body when performing a sequence of movements Participate in simple games Negotiate space and obstacles safely, with consideration for themselves and others.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	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' performance. 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.
Outdoor adventurous activities	Trails					Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.

	Problem-solving					Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
	Preparation and organisation					Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
	Communication					Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.

	Compete/perform					Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.
	Evaluate					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.
Swimming						KS2 Year Groups swim for one term per year. Pupils should be taught to: *Swim competently, confidently and proficiently over a distance of at least 25m *Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) *Perform safe self-rescue in different water-based situations			
Personal, Social and Emotional Development		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.	Manage their own needs -personal hygiene.						

Physical Development		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.	Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.			
Expressive Arts and Design			Return to and build on their previous learning, refining ideas and developing their ability to represent them.			

<u>Inclusive Provision for PE</u>	
SEND	Adaptations to meet the range of Special Educational Needs and Disabilities A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.
Communication	Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays. Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rule.
Space	Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.
Task	Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.
Equipment	The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons. • Using balloons with rice in to support visually impaired learners in a tennis session. • Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap. • Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs. • Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.
People	The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced

	to enable the learner to participate more independently.
EDI	Adaptations to promote equality and reflect diversity
Age	Children study the changes as humans reach old age and talk about how the body changes and develop over different life stages to help promote positive body Image. More visual demonstrations for the younger children. Adaptations of equipment to make activities accessible to all.
Race	Make sure games and activities are drawn from a range of cultures. Create and perform dances from different cultures. Learn about sport and games from around the world
Disability	Varying the space and using different equipment. Refer back to C-STEP approach as mentioned above in SEND.
Religion or Belief	Activities are organised that are sensitive to cultural and religious requirements.
Sex	Stereotyping and its effects on sport are explored to ensure the recognition of equal rights and to know their right to challenge.