



Physical Education Overview

PE Overview						
	Autumn Term		Spring Term		Summer Term	
Reception	Introduction to PE: Unit 1 Fundamentals: Unit 1	Introduction to PE: Unit 2 Fundamentals: Unit 2	Ball Skills: Unit 1 Dance: Unit 1	Ball Skills: Unit 2 Gymnastics: Unit 1	Games: Unit 1 Dance: Unit 2	Games: Unit 2 Gymnastics: Unit 2
Year 1	Fundamentals Team Building	Ball Skills Gymnastics	Sending and Receiving Net and Wall Games	Striking and Fielding Games Fitness	Athletics Kurling	Target Games Invasion Games
Year 2	Fundamentals Team Building	Dance Net and Wall Games	Fitness Sending and Receiving	Invasion Games Gymnastics	Athletics Yoga	Target Games Striking and Receiving
Year 3	Fundamentals Y3/4 Ball Skills Y3/4	Kurling Football	Tennis Gymnastics	Handball Dance	Tag Rugby Athletics	Rounders Dodgeball
Year 4	Netball Yoga	Dodgeball Dance	Gymnastics Rounders	Tennis Football	Athletics OAA	Cricket Handball
Year 5	Hockey Swimming/Kurling	Netball Swimming/Dance	Fitness Swimming/Kurling	Gymnastics Swimming/Dance	Athletics Handball	Volleyball Y5/6 Rounders

Year 6	Basketball	Hockey	Tag Rugby	Fitness	Athletics	OAA
	Gymnastics	Dodgeball	Dance	Cricket	Yoga	Tennis



PE Progression Journey: Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Perform dances using simple movement patterns	KS2: perform dances using a range of movement patterns			
<ul style="list-style-type: none"> Copy basic body actions and rhythms Choose and use travelling shapes and balances Travel in different pathways using the space around them Begin to use dynamics and expression with guidance Begin to count to music 	<ul style="list-style-type: none"> Copy, remember and repeat actions Choose actions for an idea Use changes of direction, speed and levels with guidance Show some sense of dynamic and expressive qualities Begin to use counts 	<ul style="list-style-type: none"> Copy, remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus Use pathways, levels, shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with a partner Show a character through actions, dynamics and expression Use counts with help to stay in time with the music 	<ul style="list-style-type: none"> Copy, remember and perform a dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea Make dynamic and expressive qualities to a range of ideas Use counts to keep time with a partner and group 	<ul style="list-style-type: none"> Copy, remember and adapt set choreography Choreograph considering structure individually, with a partner and in a group Use action and reaction to represent an idea Change dynamics to express changes in character or narrative Use counts when choreographing short phrases 	<ul style="list-style-type: none"> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus Confidently perform choosing appropriate dynamics to represent an idea Use counts accurately when choreographing to perform in time with others and the music 	<ul style="list-style-type: none"> Perform dances confidently and fluently with accuracy and good timing Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme Improvise and combine dynamics demonstrating an awareness of the impact on performance Use counts when choreographing and performing to improve the quality of work



PE Progression Journey: F.M.S (through fundamentals, fitness and athletics)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1: master basic movements including running, jumping and throwing Develop balance, agility and co-ordination, and begin to apply these in a range of activities		KS2: use running, jumping and throwing in isolation and in combination Develop flexibility, strength, technique, control and balance			
<ul style="list-style-type: none"> Run and stop with some control Explore skipping as a travelling action Jump and hop with bent knees Throwing larger balls and beanbags into space Balance whilst stationary and on the move Change direction at a slow pace Explore moving different body parts together 	<ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique Begin to link running and jumping movements with some control Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target Show some control and balance when travelling at different speeds Begin to show balance and co-ordination when changing direction Use co-ordination with and without equipment 	<ul style="list-style-type: none"> Show balance and co-ordination when running at different speeds Link running and jumping movements with some control and balance Show hopping and jumping movements with some balance and control Change technique to throw for distance Show control and balance when travelling at different speeds Demonstrate balance and co-ordination when changing direction Perform actions with increased control when co-ordinating their body with and without equipment 	<ul style="list-style-type: none"> Show balance, co-ordination and technique when running at different speeds, stopping with control Link running, hopping and jumping actions using different take offs and landing Jump for distance and height with an awareness of technique Throw a variety of objects, changing action for accuracy and distance Demonstrate balance when performing other fundamental skills Show balance when changing direction in combination with other skills Can co-ordinate their bodies with increased consistency in a variety of activities 	<ul style="list-style-type: none"> Demonstrate how and when to speed up and slow down when running Link hopping and jumping actions with some control Jump for distance and height showing balance and control Throw with some accuracy and power towards a target area Demonstrate good balance when performing other fundamental skills Show balance when changing direction at speed in combination with other skills Begin to co-ordinate their body at speed in response to a task 	<ul style="list-style-type: none"> Run at the appropriate speed over longer distances or for longer periods of time Show control at take-off and landing in more complex jumping activities Perform a range of more complex jumps showing some technique Show accuracy and power when throwing for distance Demonstrate good balance and control when performing other fundamental skills Demonstrate improved body posture and speed when changing direction Can co-ordinate a range of body parts at increased speed 	<ul style="list-style-type: none"> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time Link running, jumping and hopping actions with greater control and co-ordination Perform jumps for height and distance using good technique Show accuracy and good technique when throwing for distance Show fluency and control when travelling, landing, stopping and changing direction Change direction with a fluent action and can transition smoothly between varying speeds Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge



PE Progression Journey: Games

(through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1: master basic movement including throwing and catching Participate in team games, developing simple tactics for attacking and defending		KS2: use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending			
<ul style="list-style-type: none"> Drop and catch with 2 hands Move a ball with feet Throw and roll a variety of beanbags and larger balls to space Stop a beanbag or large ball sent to them using hands Attempt to stop a large ball sent to them using feet Hit a ball with hands Run and stop when instructed Move around showing limited awareness of others Make simple decisions in response to a situation 	<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot Throw and roll towards a target with some varying techniques Kick towards a stationary target Catch a beanbag and a medium-sized ball Attempt to track balls and other equipment sent to them Strike a stationary ball using a racket Run, stop and change direction with some balance and control Recognise space in relation to others Begin to use simple tactics with guidance 	<ul style="list-style-type: none"> Dribble a ball with 2 hands on the move Dribble a ball with some success, stopping it when required Throw and roll towards a target using varying techniques with some success Show balance when kicking towards a target Catch an object passed to them, with and without a bounce Move to track a ball and stop it using feet with limited success Strike a ball using a racket Run, stop and change direction with balance and control Move to space to help score goals or limit others scoring Use simple tactics 	<ul style="list-style-type: none"> Dribble the ball with one hand with some control in game situations Dribble a ball with feet with some control in game situations Use a variety of throwing techniques in game situations Kick towards a partner in game situations Catch a ball passed to them using one and two hands with some success Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques Change direction with increasing speed in game situations Use space with some success in game situations Use simple tactics individually and within a team 	<ul style="list-style-type: none"> Link dribbling the ball with other actions with increasing control Change direction when dribbling with feet with some control in game situations Use a variety of throwing techniques with increasing success in game situations Kick with increasing success in game situations Catch a ball passed to them using 1 and 2 hands with increasing success Receive a ball using different parts of the foot under pressure Strike a ball using varying techniques with increasing accuracy Change direction to lose an opponent with some success Create and use space with some success in game situations Use simple tactics to help their team score or gain possession 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with some control under pressure Dribble with feet with some control under increasing pressure Use a variety of throwing techniques with some control under increasing pressure Use a variety of kicking techniques with some control under increasing pressure Catch and intercept a ball using 1 and 2 hands with some success in game situations Receive a ball using different parts of the foot under pressure with increasing control Strike a ball using a wider range of skills Apply these with some success under pressure Use a variety of techniques to change direction to lose an opponent Create and use space for self and others with some success 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with control under pressure Use a variety of dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including fake passes to outwit an opponent Select and apply the appropriate kicking technique with control Catch and intercept a ball using 1 and 2 hands with increasing success in game situations Receive a ball with consideration to the next move Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure Confidently change direction to successfully outwit an opponent Effectively create and use space for self and others to outwit an opponent

					<ul style="list-style-type: none">• Understand the need for tactics and can identify when to use them in different situations	<ul style="list-style-type: none">• Work collaboratively to create tactics within their team and evaluate the effectiveness of these
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PE Progression Journey: Body Management (through yoga and gymnastics)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1: master basic movements as well as developing balance, agility and co-ordination		KS2: develop flexibility, strength, technique, control and balance			
<ul style="list-style-type: none"> • Create shapes showing a basic level of stillness using different parts of their bodies • Begin to take weight on different body parts • Show shapes and actions that stretch their bodies • Copy and link simple actions together 	<ul style="list-style-type: none"> • Perform balances making their body tense, stretched and curled • Take body weight on hands for short periods of time • Demonstrate poses and movements that challenge their flexibility • Remember, repeat and link simple actions together 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance • Take body weight on different body parts, with and without apparatus • Show increased awareness of extension and flexibility in actions • Copy, remember, repeat and plan linking simple actions with some control and technique 	<ul style="list-style-type: none"> • Complete balances with increasing stability, control and technique • Demonstrate some strength and control when taking weight on different body parts for longer periods of time • Demonstrate increased flexibility and extension in their actions • Choose actions that flow well into one another both on and off apparatus 	<ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner • Demonstrate increasing strength, control and technique when taking own and others' weight • Demonstrate increased flexibility and extension in more challenging actions • Plan and perform sequences showing control and technique with and without a partner 	<ul style="list-style-type: none"> • Show increasing control and balance when moving from one balance to another • Use strength to improve the quality of an action and the range of actions available • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them • Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner 	<ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency • Demonstrate more complex actions with a good level of strength and technique • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills



PE Progression Journey: OAA (through team building and OAA)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1: participate in team games, developing simple tactics		KS2: take part in outdoor and adventurous activity challenges both individually and within a team			
<ul style="list-style-type: none"> Follow simple instructions Share their ideas with others Explore activities making own decisions in response to a task Make decisions about where to move in space Follow a path Begin to identify personal success 	<ul style="list-style-type: none"> Follow instructions Begin to work with a partner and a small group Understand the rules of the game and suggest ideas to solve simple tasks Copy a simple diagram/map Identify own and others' success 	<ul style="list-style-type: none"> Follow instructions accurately Work co-operatively with a partner and a small group, taking turns and listening to each other Try different ideas to solve a task Follow and create a simple diagram/map Understand when a challenge is solved successfully and begin to suggest simple ways to improve 	<ul style="list-style-type: none"> Follow instructions from a peer and give simple instructions Work collaboratively with a partner and a small group, listening to and accepting others' ideas Plan and attempt to apply strategies to solve problems Orientate and follow a diagram/map Reflect on when and why challenges are solved successfully and use others' success to help them to improve 	<ul style="list-style-type: none"> Accurately follow instructions given by a peer and give clear and usable instructions to a peer Confidently communicate ideas and listen to others before deciding on the best approach Plan and apply strategies to solve problems Identify key symbols on a map and use a key to help navigate around a grid Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements 	<ul style="list-style-type: none"> Use clear communication when working in a group and taking on different roles Begin to lead others, providing clear instructions Plan and apply strategies with others to more complex challenges Orientate a map confidently using it to navigate around a course Explain why a particular strategy worked and alter methods to improve 	<ul style="list-style-type: none"> Communicate with others clearly and effectively when under pressure Confidently lead others and show consideration of including all within a group Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem Confidently and efficiently orientate a map; identify key features to navigate around a course Accurately reflect on when challenges are solved successfully and suggest well thought out improvements



PE Progression Journey: Swimming

(All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2)

Beginners	Developers	Intermediate
<ul style="list-style-type: none">• Submerge and regain feet in the water• Breathe in sync with an isolated kicking action from poolside• Use arms and legs together to move effectively across a short distance in the water• Glide on front and back over short distances• Float on front and back for short periods of time• Confidently roll from front to back and then regain a standing position	<ul style="list-style-type: none">• Confidently and consistently retrieve an object from the floor with the same breath• Begin to co-ordinate breath in time with basic strokes showing some consistency in timing• Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes• Combine gliding and floating on front and back over an increased distance• Float on front and back using different shapes with increasing control• Comfortably demonstrate sculling head first, feet first and treading water	<ul style="list-style-type: none">• Confidently combine skills to retrieve an object from greater depth• Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes• Confidently demonstrate good technique in a wider range of strokes over increased distances• Combine gliding and transitioning into an appropriate stroke with good control• Confidently link a variety of floating actions together demonstrating good technique and control• Select and apply the appropriate survival technique to the situation



PE Progression Journey: SET

	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Social	<ul style="list-style-type: none">Take turnsLearn to share equipment with othersShare their ideas with others	<ul style="list-style-type: none">Encourage others to keep tryingTalk to a partner about their ideas and take turns to listen to each otherWork with a partner and small group to play games and solve challenges	<ul style="list-style-type: none">Encourage and motivate others to work to their personal bestWork with others to achieve a shared goalWork with others to self manage games	<ul style="list-style-type: none">Share ideas with others and work together to decide on the best approach to a taskLead others and show consideration of including all within a groupCommunicate with others clearly and effectively
Emotional	<ul style="list-style-type: none">Try again if they do not succeedPractise skills independentlyConfidently try out new tasks and challenges	<ul style="list-style-type: none">Show determination to continue working over a longer period of timeBe determined to complete the challenges and tasks setExplore skills independently before asking for helpBe confident to share ideas, contribute to class discussion and perform in front of others	<ul style="list-style-type: none">Persevere when finding a challenge difficultUnderstand what their best looks like and then work hard to achieve itBegin to use rules showing awareness of fairness and honestyShow an awareness of how other people feel	<ul style="list-style-type: none">Understand what maximum effort looks and feels like and show determination to achieve itUse different strategies to persevere to achieve personal bestCompete within the rules showing fair play and honesty when playing independentlyBe confident to attempt tasks and challenges outside of their comfort zone
Thinking	<ul style="list-style-type: none">Begin to identify personal successChoose own movements and actions in response to simple tasks e.g. choosing to travel by skippingBegin to provide simple feedback saying what they liked or thought was good about someone's performance	<ul style="list-style-type: none">Make decisions when presented with a simple challenge e.g. move to an open space towards goalBegin to select and apply skills to use in a variety of differing situations e.g. choose to use a balance on their bottom on a wider piece of apparatusProvide feedback beginning to use words from the lesson	<ul style="list-style-type: none">Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to moveSelect and apply from a wider range of skills and actions in response to a taskProvide feedback using key terminology	<ul style="list-style-type: none">Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvementRecognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over thereIdentify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improveSelect and apply appropriate skills for the situation when under pressure