

PE Curriculum Learning Objectives – Whole School Progression Map

			EYFS			
			To thread through every area: All <u>Communication and Language</u> Early Learning Goals.	Milestone 1 (Year 1 & Year 2)	Milestone 2 (Year 3 & Year 4)	Milestone 3 (Year 5 & Year 6)
Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Dance	Choreography	<ul style="list-style-type: none"> Physical Development – gross motor skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> To create a short series of actions/movements from a range of stimuli including pictures, poems, props or pieces of music. <u>Knowledge:</u> Action: Travel, stillness, gesture Space: Show changes in level, direction Relationship: Individually and with others, unison and mirror Dynamics: Show changes in speed and weight of movement. 	<ul style="list-style-type: none"> To create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music. <u>Knowledge:</u> Action: Travel, stillness, gesture, jump, turn Space: Show changes in level, direction, pathway Relationship: Individually and with others, unison, mirror and canon Dynamics: Show changes in speed, weight and expression of movement. 	<ul style="list-style-type: none"> To create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music. <u>Knowledge:</u> Action: Travel, stillness, gesture, jump, turn Space: Show changes in level, direction, pathway Relationship: Individually and with others, unison, mirror and canon Dynamics: Show changes in speed, weight and expression of movement.
		Performance	<ul style="list-style-type: none"> Expressive Arts and Design – being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> To perform individually and with others, enjoys dance and is engaged and motivated whilst dancing. <u>Knowledge:</u> How to improve dance through timing and control. 	<ul style="list-style-type: none"> To develop the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice. <u>Knowledge:</u> How to improve dance through timing, control, posture and extension. 	<ul style="list-style-type: none"> To demonstrate a desire to improve in dance by constantly looking to develop elements of the work. <u>Knowledge:</u> How to improve dance through timing, control, posture, extension and alignment.
		Analysis and Evaluation	<ul style="list-style-type: none"> Personal, Social and Emotional Development – managing self: Be confident to try new activities and show independence, 	<u>Knowledge:</u> How to give constructive feedback to a partner.	<u>Knowledge:</u> How to comment constructively on group work and suggest areas for development.	<u>Knowledge:</u> How to think critically about dance and communicate effectively about their own and others’ work.

			resilience and perseverance in the face of a challenge.				
	Strike and Field	Batting	<ul style="list-style-type: none"> • Physical Development – gross motor skills: Demonstrate strength, balance and coordination when playing. • Negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> • To experience playing shots with a putter • To experience playing shots with a chipping club • To call and run between wickets touching the bat over the line and sliding on final run. <p><u>Knowledge:</u> Batting stance and how to call for a run.</p>	<ul style="list-style-type: none"> • To show control of distance and aim when putting • To play offside shots in cricket. • To make different calls when running. To make 'who' calls when running between the wickets. <p><u>Knowledge</u> – Who calls when running between the wickets.</p>	<ul style="list-style-type: none"> • To demonstrate correct elements of putting, chipping and long game technique • To turn when running between the wickets. <p><u>Knowledge:</u> How to transfer hands so as not to turn blind to the fielder.</p>	
		Ground fielding		<ul style="list-style-type: none"> • To catch on the move. <p><u>Knowledge:</u> Getting in line with the ball and taking it in line with the nose</p> <ul style="list-style-type: none"> • To make a one-handed swoop, pick up and underarm throw <p><u>Knowledge:</u> Walking in and being in a position of readiness.</p>	<ul style="list-style-type: none"> • To catch a high ball. <p><u>Knowledge:</u> Calling name, taking responsibility.</p> <ul style="list-style-type: none"> • Long barrier and overarm return with backing up. <p><u>Knowledge:</u> Where to position self to back up effectively.</p>	<ul style="list-style-type: none"> • To catch balls over head and in front involving different type of footwork. • To chase and retrieve with backing up. <p><u>Knowledge:</u> When to return on the bounce and when to return on the full.</p>	
		Bowling		<ul style="list-style-type: none"> • To bound and coil <p><u>Knowledge:</u> Which foot to take off from and with foot on or behind the crease line.</p>	<ul style="list-style-type: none"> • To bowl. <p><u>Knowledge:</u> Bowl from close into the stumps and follow through.</p>	<ul style="list-style-type: none"> • To demonstrate different ways of gripping a ball to make it move in different ways. <p><u>Knowledge:</u> Bowl using different grips</p>	
		Wicket keeping		<ul style="list-style-type: none"> • To rise as ball hits the ground. <p><u>Knowledge:</u> When to rise and how to cushion the impact.</p>	<ul style="list-style-type: none"> • To take ball on the off or leg side <p><u>Knowledge:</u> How to bring hands to stumps to execute a stumping.</p>	<ul style="list-style-type: none"> • To take ball on the off or leg side with batsman in front playing air shots. <p><u>Knowledge:</u> How to step across to leg or off side without stepping backwards to take the ball.</p>	
	Invasion Games	Sending		<ul style="list-style-type: none"> • Physical Development – gross motor skills: Demonstrate strength, balance and coordination when playing. • Move energetically, 	<ul style="list-style-type: none"> • To pass and move; one-twos. <p><u>Knowledge:</u> To move into space to receive from a teammate.</p>	<ul style="list-style-type: none"> • To pass over medium distances and move away from opponents. <p><u>Knowledge:</u> How to lose an opponent.</p>	<ul style="list-style-type: none"> • To pass first time and for receiver to run onto a pass. <p><u>Knowledge:</u> When to take a touch before sending and when to send first time.</p>
		Receiving			<ul style="list-style-type: none"> • To demonstrate cushioning. <p><u>Knowledge:</u> Moving in line with the ball and absorbing the impact</p>	<ul style="list-style-type: none"> • To move to space. <p><u>Knowledge:</u> How to signal when wanting to receive.</p>	<ul style="list-style-type: none"> • To move away from opposition and receive on the half turn. <p><u>Knowledge:</u> How to receive a ball in different ways and retain possession.</p>

		Attacking	such as running, jumping, dancing, hopping, skipping and climbing	<ul style="list-style-type: none"> To demonstrate dribbling. To change direction on command. To shoot for accuracy. <u>Knowledge:</u> How to turn in different ways	<ul style="list-style-type: none"> To shield a ball from an opponent. <u>Knowledge:</u> How to position body between and opponent and the ball to retain possession.	<ul style="list-style-type: none"> To use extra player e.g. 4 v 3. To use deception to trick opponents <u>Knowledge:</u> How to use width and support
		Defending		<ul style="list-style-type: none"> To demonstrate how to jockey and slow an attack down. <u>Knowledge:</u> How to jockey, and not over committing.	<ul style="list-style-type: none"> To track an opponent, defending as a team <u>Knowledge:</u> How to position your body, showing awareness of where the ball is and where opponents are.	<ul style="list-style-type: none"> To cope with fewer players e.g. 4 v 3 <u>Knowledge:</u> Positioning of other teammates.
Net and Wall	Moving around court	<ul style="list-style-type: none"> Physical Development – gross motor skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Demonstrate strength, balance and coordination when playing. Personal, Social and Emotional Development – building relationships: Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> To be in the ready position with rackets. To move forward, backwards, sideways. <u>Knowledge:</u> The importance quickly of getting into the right position to hit the ball back	<ul style="list-style-type: none"> To be in ready position in singles. To move into the net and behind baseline. <u>Knowledge:</u> How to move back into the centre of the court	<ul style="list-style-type: none"> To be in ready position in singles and doubles. To move in response to partner. <u>Knowledge:</u> How to work alongside a partner	
	Racket control		<ul style="list-style-type: none"> To keep ball balanced on racket and keep the ball under control. <u>Knowledge:</u> Knows the height to strike the ball at.	<ul style="list-style-type: none"> To bounce ball continuously on forehand and backhand. <u>Knowledge:</u> To cushion the impact and to develop a soft feel for the ball.	<ul style="list-style-type: none"> To develop different grips in forehand and backhand. <u>Knowledge:</u> Forehand and backhand grips alter and that backhand can be two handed.	
	Range of shots		<ul style="list-style-type: none"> To strike forehand and backhand from self-feed. <u>Knowledge:</u> Can strike from own feed on forehand.	<ul style="list-style-type: none"> To strike from own feed on forehand and backhand and sometimes from a partner's feed. <u>Knowledge:</u> How to get into the best position to return a ball successfully.	<ul style="list-style-type: none"> To maintain a rally with a range of strokes including overarm serve, volley forehand and backhand. <u>Knowledge:</u> Knows names of different types of shots	
	Game play		<ul style="list-style-type: none"> To participate in one-on-one hand tennis passive rallies. <u>Knowledge:</u> To move forwards or backwards depending on the depth of the ball.	<ul style="list-style-type: none"> To participate in singles rallies. <u>Knowledge:</u> Knows when to attack and when to defend.	<ul style="list-style-type: none"> To participate in doubles, moving into net and calling name when ball comes between 2 players. <u>Knowledge:</u> Knows when to execute certain shots.	
Athletics	Speed, agility, quickness (SAQ)	<ul style="list-style-type: none"> Physical Development – gross motor skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> To show simple foot drills in ladders. <u>Knowledge:</u> How to cushion impact on knees.	<ul style="list-style-type: none"> To show more complex foot drills in ladders. <u>Knowledge:</u> SAQ can bring improvements in coordination	<ul style="list-style-type: none"> To develop plyometric jumping ability. <u>Knowledge:</u> That plyometric training develops power	
	Jumps		<ul style="list-style-type: none"> To develop standing Long Jump (Broad Jump). To run and jump low hurdles. <u>Knowledge:</u> Knows to use arms to drive forward.	<ul style="list-style-type: none"> High Jump - To demonstrate the scissor leap. To hurdle, keeping same lead leg each time and using arms to sprint between hurdles. 	<ul style="list-style-type: none"> To develop triple Jump - same, different, both To hurdle with same leg, bringing opposite arm forward to balance lead leg. 	

			<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. 		<p><u>Knowledge:</u> Knows which is take off foot.</p>	<p><u>Knowledge:</u> Knows various jumping techniques and can articulate these.</p>
		Running		<ul style="list-style-type: none"> • To develop longer sprints - 60m, how to start and dipping at finish. • To relay, transferring baton over short distances and dip at finish. <p><u>Knowledge:</u> Knows how to start and how to dip at the finish.</p>	<ul style="list-style-type: none"> • To develop middle distance pacing and sprinting – starting a race, good form during the race and dip at finish. • To relay, transferring baton on move. <p><u>Knowledge:</u> To transfer relay batons whilst in motion.</p>	<ul style="list-style-type: none"> • To develop longer distances running, pacing, running bends. • To relay, transferring baton in alternate hands, receiving facing forwards. • To run over greater distance <p><u>Knowledge:</u> Different takeover techniques</p>
		Throwing		<ul style="list-style-type: none"> • To develop standing overarm throw for distance. <p><u>Knowledge:</u> Importance of non-throwing arm in achieving elevation in trajectory.</p>	<ul style="list-style-type: none"> • To bound and coil, throwing from short run up. <p><u>Knowledge:</u> Why a run up can add momentum to a throw.</p>	<ul style="list-style-type: none"> • To throw with run up and follow through. <p><u>Knowledge:</u> How to throw leaving sufficient space to follow through</p>
	Gymnastics	Conditioning and warming-up	<ul style="list-style-type: none"> • Physical Development – gross motor skills: Move energetically, 	<ul style="list-style-type: none"> • To warm up with a partner. <p><u>Knowledge:</u> Knows a variety of exercises that target different areas of the body.</p>	<ul style="list-style-type: none"> • To warm up a small group of others effectively. <p><u>Knowledge:</u> Suitable body preparation activities and how to lead a group.</p>	<ul style="list-style-type: none"> • To warm up a large group. <p><u>Knowledge:</u> How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.</p>
		Floor work	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> • To use a range of gymnastic techniques with control and good technique. <p><u>Knowledge:</u> Can articulate the technical process involved in executing movements.</p>	<ul style="list-style-type: none"> • To perform more complex sequences with smooth transitions. <p><u>Knowledge:</u> How working at different levels provides aesthetic variety.</p>	<ul style="list-style-type: none"> • To perform more complex sequences with smooth transitions whilst working with and alongside others. <p><u>Knowledge:</u> Understands different ways of working with others – unison, matching, mirroring etc.</p>
		Apparatus	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others 	<ul style="list-style-type: none"> • To change direction, work at different levels and use the floor space imaginatively. <p><u>Knowledge:</u> How to work safely alongside others whilst travelling in different directions.</p>	<ul style="list-style-type: none"> • To perform sequences that flow, displaying multiple skills and a range of dynamics. <p><u>Knowledge:</u> How to use various dynamic effects to create aesthetically pleasing movement.</p>	<ul style="list-style-type: none"> • To develop a wide range of well-executed movements using a range of dynamics, with and alongside others. <p><u>Knowledge:</u> How to execute a wide range of the main gymnastic skills.</p>
	Outdoor Adventurous Activities (OAA)	Physical activity	<ul style="list-style-type: none"> • Physical Development – gross motor skills: Move energetically, such as running, 	<ul style="list-style-type: none"> • To carry out simple map-reading, finding clues. <p><u>Knowledge:</u> How to read a simple map and work as a team to find clues.</p>	<ul style="list-style-type: none"> • To participate in basic orienteering and running activities, matching symbols. <p><u>Knowledge:</u> Ordnance survey symbols and to exert self to achieve goals.</p>	<ul style="list-style-type: none"> • To participate in types of orienteering using more complex symbols to match. <p><u>Knowledge:</u> How to read a map and use the strengths of the group to bring about the best outcome.</p>
		Team Challenges	<ul style="list-style-type: none"> • jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • To solve problems by working together. 	<ul style="list-style-type: none"> • To participate in activities when blindfolded and when using apparatus. 	<ul style="list-style-type: none"> • To solve problems involving non-verbal communication.

			<ul style="list-style-type: none"> • Personal, Social and Emotional Development – building relationships: Work and play cooperatively and take turns with others. 	<u>Knowledge:</u> How to listen to others and to communicate clearly. <ul style="list-style-type: none"> • To solve simple problems by planning, performing and evaluating. <u>Knowledge:</u> How to look internally for ideas and then to other groups if none are forthcoming.	<u>Knowledge:</u> How to give very clear instructions to keep a partner safe. <ul style="list-style-type: none"> • To solve problems through discussion, doing and evaluating. <u>Knowledge:</u> How to listen to all ideas and plan an activity before undertaking it.	<u>Knowledge:</u> How to use a variety of non-verbal communication. <ul style="list-style-type: none"> • To solve complex problems through discussion, doing and evaluating. <u>Knowledge:</u> How to solve difficult challenges, how to discuss first and then evaluate at the end.
	Swimming	N/A	N/A	<ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres. • To use more than one stroke and coordinate breathing as appropriate for the stroke being used. • To coordinate leg and arm movements. • To swim at the surface and below the water. • To perform safe self-rescue in different water-based situations. 		