**Physical Education Progression Map**

**Lockington CE VC Primary School**

|  |
| --- |
| **Physical Development in Three to Four Year Olds** |
| **3 and 4-year-olds will be learning to:**  |
| Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. |

|  |
| --- |
| **Physical Education** |
| **Key Stage 1 National Curriculum Expectations** |
| 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
* perform dances using simple movement patterns.
 |

|  |
| --- |
| **Key Stage 2 National Curriculum Expectations** |
| 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.
 |

|  |
| --- |
| **Swimming and Water Safety** |
| All schools must provide swimming instruction either in key stage 1 or key stage 2.In particular, pupils should be taught to:* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
 |

|  |
| --- |
| **Intent** |
| We believe that physical education is vital to a pupil’s physical, social and emotional health. We understand physical education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We acknowledge the important link between a healthy lifestyle and the ability to learn effectively. We also recognise that school can play a significant role, as part of the larger community, to promote a healthier lifestyle. As a result, we aspire to improve the health of the school community by teaching ways to establish and maintain lifelong physical activity habits. At Lockington, we work hard to unlock the potential of all children by ensuring that our PE curriculum is inclusive to all children. Our aim is for our children to be competent and confident in a wide range of skills through activities and games. We want children to be able to communicate, collaborate and evaluate their own learning, including success and losses. Winning and losing is an important life skill and we aim to link this to our Christian values such as respect, compassion and perseverance within games. Ultimately, we want to provide children at Lockington with the knowledge and skills to develop a life-long love of physical activity, sports and exercise. |
| **Implementation** |
| Each child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure progression in a broad range of sporting values, skills and activities. Long term planning sets out the PE units for the key stages to ensure the skills and requirements of the National Curriculum are fully met. These sessions are delivered either by specialist coaches or class teachers. Outdoor learning and physical play is embraced. In the foundation stage unit, pupils are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination on the outdoor equipment. Later on, children develop physical play and activity with the use of a wide range of fixed and loose equipment available at playtimes. As part of the learning cycle, pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. Opportunities to take part in inter and intra school competitions, as well as festivals, experience days, residential and activity days are made available to all children. Children’s participation and successes in sports are celebrated by the whole school. Biannually, KS2 children attend swimming lessons at the local swimming pool, where they are taught water safety, and to swim competently, confidently and proficiently over a distance of 25m using a range of strokes. In addition to PE in curriculum time, we also strive to provide opportunities for children to access extra-curricular physical activity through a range of sporting and active clubs which will change regularly in response to pupil interests and local opportunities. Young leaders are encouraged and celebrated in school as either Play Leaders or members of the School Games Crew where skills in mentoring are honed and activities are organised for break times in order to develop activity and fitness.  |
| **Impact** |
| We have carefully planned and reviewed our curriculum to ensure that all the strands of PE are covered in each year group. Children will be supported in becoming confident within each of these and progress their skills and knowledge in their journey through school. Our skills progression document will ensure this takes place and that our PE curriculum is consistently providing children with high quality physical activity that is engaging and fun. Our lessons encourage children to take responsibility for their own health and fitness as they understand the impact exercise has on having a healthy and happy life. Children are encouraged to join after school clubs and sports clubs in the local area, showing dedication to sport as a meaningful and enjoyable lifestyle choice. We provide the opportunities for success in our lessons and we aim for children to be confident in PE, equipped with a deep knowledge of the skills they need for a healthy life’s journey. Leadership is encouraged and this has seen many pupils go on to become sporting leaders when they transition to secondary education showing the impact of PE in Lockington has real longevity.  |

|  |
| --- |
| **Games** |
| **KS1** | **EYFS**Children can:* roll equipment in different ways;
* throw underarm;
* throw an object at a target;
* catch equipment using two hands;
* move a ball in different ways, including bouncing and kicking;
* use equipment to control a ball;
* kick an object at a target;
* move safely around the space and equipment;
* travel in different ways, including sideways and backwards.

**Year 1**Children can: * predict where to move to stop a ball;
* show awareness of moving into a space and receiving on the move;
* select appropriate throw (underarm/overarm);
* roll and throw with accuracy;
* predict where to move to stop a ball;
* show elements of leadership in a group.

**Year 2**Children can:* predict where to move to stop a ball effectively;
* show increased awareness of moving into space and receiving on the move;
* adapt throwing and catching technique instinctively;
* show awareness of purpose when sending an object;
* show elements of leadership and decision making in a group;
* demonstrate good technique when striking.
 |
| **LKS2** | **Year 3**Children can:* recognise and move into a space;
* show understanding of marking;
* anticipate opportunities to intercept;
* know the difference between a pass and a shot;
* apply skills and knowledge effectively in a game situation;
* select appropriate technique in a given situation;
* execute a variety of passes;
* send and control a ball on the move.

**Year 4**Children can:* consistently select appropriate skill for different situations;
* quickly identify space and react accordingly;
* understand marking and react to an attack;
* evaluate their own performance;
* show awareness of game principles;
* give and act on effective feedback;
* select appropriate technique in a given situation;
* work as part of a team.
 |
| **UKS2** | **Year 5**Children can:* move into a space appropriately;
* develop own attacking/defensive strategies;
* use tactics in a game situation;
* demonstrate some leadership qualities;
* demonstrate elements of flair and creativity in game situations;
* consistently show teamwork and fair play.

**Year 6**Children can:* have some creative input into the creation of a game;
* evaluate activity and make appropriate changes;
* implement attacking and defensive tactics in a game;
* develop own attacking and defensive tactics;
* show good levels of awareness of game principles;
* show leadership qualities to support and encourage.
 |

|  |
| --- |
| **Athletics** |
| **KS1** | **EYFS**Children can:* run in different ways for a variety of purposes;
* jump in a range of ways, landing safely;
* roll equipment in different ways;
* throw underarm;
* throw an object at a target;
* move safely around the space and equipment;
* travel in different ways, including sideways and backwards.

**Year 1**Children can:* use sideways movement for a purpose;
* copy and develop a range of movements;
* use basic sprinting technique;
* shift weight side to side;
* change direction quickly whilst moving;
* demonstrate a variety of jumps;
* link 2 movements with balance;
* use different techniques to throw an object.

**Year 2**Children can:* evaluate and improve sprinting technique;
* self-select appropriate speed when moving;select appropriate technique in a given situation with different objects;
* change direction quickly whilst moving, maintaining speed;
* link 2 or more movements with balance and agility.
 |
| **LKS2** | **Year 3**Children can:* jump and land safely;
* hop with balance and control;
* describe and evaluate jumping action;
* use correct technique to achieve maximum power;
* show good acceleration from a static start;
* know basic principles of throwing for distance;
* recognise and describe what the body feels like after exercise.

**Year 4**Children can:* adapt pace to race conditions;
* select appropriate speed for a race;
* select appropriate throwing technique for an event;
* use correct technique to achieve maximum power;
* pass a baton in a race;
* describe effects of exercise and explain rates of recovery.
 |
| **UKS2** | **Year 5**Children can:* isolate parts of the jump in order to improve performance;
* combine elements of jump to maximise distance;
* adapt pace to race situation;
* develop a preferred starting position;
* develop and apply baton passing technique;
* use good technique when performing a variety of throws;
* throw with power using a run up.

**Year 6**Children can:* understand fully how a skill is broken down;
* evaluate performance of others and suggest improvements;
* adapt pace to race situation;
* show power and effective technique when jumping, throwing and sprinting;
* show determination;
* demonstrate a strong desire to improve;
* maintain a competitive attitude.
 |

|  |
| --- |
| **Gymnastics** |
| **KS1** | **EYFS**Children can:* 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;
* perform a curled side roll (egg roll), log roll (pencil roll) and teddy bear roll;
* perform a straight jump, tuck jump, jumping jack and half turn jump.

**Year 1**Children can:* demonstrate effective and safe jumping and landing technique;
* turn and spin with some control;
* move in different ways;
* consistently roll with control;
* balance consistently using different body parts;
* copy a 5 part sequence;
* introduce a linking movement.

**Year 2**Children can:* consistently demonstrate effective and safe jumping and landing technique;
* turn and spin consistently with control;
* roll with control from different starting positions;
* link jump and roll with control.;
* act on feedback.
 |
| **LKS2** | **Year 3**Children can:* perform ½ turns and full turns on the floor with control;
* balance using apparatus;
* roll with control in at least 2 different ways;
* roll forward into sitting position;
* use linking movements with control;
* alter shape in the air;
* act on feedback.

**Year 4**Children can:* perform 3 mirrored balances within given parameters;
* perform a range of supported balances;
* change speed, level and direction in a sequence;
* roll from different starting positions;
* attempt backward roll (with support);
* demonstrate safe landing consistently;
* demonstrate effective turns with control;
* create their own sequence;
* respond to and give appropriate feedback.
 |
| **UKS2** | **Year 5**Children can:* show creativity in paired work;
* show safe landing position;
* give appropriate feedback and work collaboratively;
* perform leaps as part of an original sequence;
* adapt and perform a sequence with control and precision start and exit roll with control;
* perform cartwheel in a straight line.

**Year 6**Children can:* consistently show body tension;
* perform original sequence with enthusiasm, precision, fluidity and balance;
* demonstrate sound understanding of gymnastic performance;
* evaluate own and others’ performance;
* adapt ideas showing gymnastic awareness;
* turn and spin with control;
* work effectively in a group;
* show elements of decision making and leadership.
 |

|  |
| --- |
| **Dance** |
| **KS1** | **EYFS**Children can:* 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;
* control their body when performing a sequence of movements.

**Year 1**Children can:* move freely to music;
* respond to stimuli;
* alter speed appropriately;
* perform a sequence with precision and fluidity;
* create an original sequence and perform with timing and control;
* improve sequences based on feedback;
* work collaboratively to adapt a sequence.

**Year 2**Children can:* move appropriately to music;
* copy and repeat a simple sequence consistently;
* create and perform a dance sequence with expression;
* create an original sequence and perform with timing and control;
* change level in a sequence;
* perform sequence consistently in time with others;
* perform sequence in time with music;
* Use specific feedback to improve performance.
 |
| **LKS2** | **Year 3**Children can:* show control and originality;
* work with a partner or group to create a sequence;
* move at different speeds, directions and levels;
* copy basic moves with precision;
* copy an extended sequence;
* react to different tempo;
* create original moves;
* describe, evaluate and alter a sequence accordingly.

**Year 4**Children can* perform as a character;
* use and perform with distinct and expressive movements;
* create original movements to support a narrative;
* be an active group member;
* evaluate a performance and refine accordingly;
* adapt own performance to different stimuli;
* work collaboratively to adapt a sequence.
 |
| **UKS2** | **Year 5**Children can:* perform with elements of originality and expression;
* perform narrative with expression;
* work cooperatively with a partner;
* perform with purpose and with high energy levels;
* create original movements linked in an original sequence;
* convey a message or expression through dance;
* adapt and change a performance based on self-evaluation;
* give appropriate feedback.

**Year 6**Children can:* perform movements and routines with originality and expression;
* link movements to a story;
* lead groups and perform with high levels of energy;
* replicate quickly what they have seen;
* adapt and change performance based on self-evaluation;
* adapt performances to incorporate equipment;
* create and perform original routines with elements of performance and flair;
* give appropriate feedback.
 |

|  |
| --- |
| **Net and Wall Games** |
| **KS1** | **EYFS**Children can:* hit a ball with a bat or racquet;
* roll equipment in different ways;
* throw underarm;
* throw an object at a target;
* catch equipment using two hands;
* move a ball in different ways, including bouncing and kicking;
* use equipment to control a ball.

**Year 1**Children can:* demonstrate hand/eye coordination while moving;
* hit a rolling ball with control;
* hit a bouncing ball;
* move with an object at speed in a variety of ways;
* control object in a tight space;
* control objects in a straight line;
* keep control whilst changing direction;
* keep close control using different body parts;
* show control using equipment.

**Year 2**Children can:* show increased levels of hand/eye coordination;
* demonstrate hand/eye coordination while moving in different directions;
* hit a rolling ball with increased control;
* hit a bouncing ball with control;
* control an object at speed in a variety of ways;
* control a variety of objects in a tight space consistently;
* control a variety of objects in a straight line;
* keep close control using different body parts;
* show control with a change of direction at speed, whilst moving in different ways;
* consistently use equipment to send and control accurately.
 |
| **LKS2** | **Year 3**Children can:* return a bouncing ball with some accuracy;
* begin to rally with a partner;
* hit a bouncing ball consistently with control;
* catch consistently;
* hit a volley with control;
* hit a stationary ball;
* choose direction of strike;
* show awareness of space in a game situation;
* show basic fielding principles;
* react quickly to events in a game situation.

**Year 4**Children can:* show competitive edge;
* explain the rules of a game;perform forehand using correct technique;
* use backhand to hit moving ball;
* consistently hit a moving ball with control;
* hit a volley with precision and control;
* throw accurately using 2 techniques;
* catch a small ball;
* hit a ball in an intended direction with power.
 |
| **UKS2** | **Year 5**Children can:* hit a moving ball consistently and accurately;
* continue a rally;
* begin to show accuracy using a backhand;
* hit a volley with greater precision;
* coordinate throwing and hitting;
* select appropriate shot for a given situation;
* use a wide variety of shots with growing precision;
* throw overarm/underarm effectively and accurately;
* begin to use correct technique (cricket bowl);
* hit a ball consistently with power and controlled direction.

**Year 6**Children can:* keep a rally going over a prolonged period of time;
* consistently show accuracy using backhand;
* consistently show accuracy using forehand;
* use correct technique when throwing and stopping a ball;
* transfer from stop to throw quickly;
* use correct technique when striking a ball;
* contribute to group discussions;
* lead group and resolve any conflicts.
 |

References: The Active Hub, National Curriculum 2014, Champions PE.