

## Physical Education Overview

### Dance Unit: Progression Journey Including dance ONLY.



The national curriculum for Physical Education aims to ensure that all pupils:

- KS1: perform dances using simple movement patterns.
- KS2: perform dances using a range of movement patterns.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Subject Content:</b> Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p><b>Subject Content:</b> Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p><b>Subject Content:</b> Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p><b>Subject Content:</b> Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p><b>Subject Content:</b> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationship in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p><b>Subject Content:</b> Perform dances confidently and fluently with accuracy and good timing.</p> <p>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.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to use counts. I can copy, remember and repeat actions.</li> <li>• I can move confidently and safely.</li> <li>• I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions.</li> <li>• I choose appropriate movements for different dance ideas.</li> <li>• I say what I liked about someone else's performance.</li> <li>• I show some sense of dynamic and expressive qualities in my dance.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords.</li> <li>• I can copy, remember, repeat and create dance phrases.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show a character and idea through the actions and dynamics I choose.</li> <li>• I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions.</li> <li>• I show confidence to perform.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am respectful of others when watching them perform. I can provide feedback using keywords.</li> <li>• I can repeat, remember and perform a dance phrase.</li> <li>• I can use counts to keep in time with a partner and group.</li> <li>• I can use dynamic and expressive qualities in relation to an idea.</li> <li>• I can work with a partner and in a small group, sharing ideas.</li> <li>• I create short dance phrases that communicate the idea.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can choose actions and dynamics to convey a character or idea.</li> <li>• I can copy and remember set choreography.</li> <li>• I can provide feedback using appropriate language relating to the lesson.</li> <li>• I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>• I can use changes in timing and spacing to develop a dance.</li> <li>• I can use counts to keep in time with others and the music.</li> <li>• I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>• I show respect for others when working as a group and watching others perform.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can accurately copy and repeat set choreography.</li> <li>• I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>• I can confidently perform different styles of dance, clearly and fluently, showing.</li> <li>• I can lead a group through short warm-up routines.</li> <li>• I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> <li>• I can suggest ways to improve my own and other people's work using key terminology.</li> <li>• I can use counts when choreographing to stay in time with others and the music.</li> <li>• I can use feedback provided to improve my work.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can choreograph a dance and work safely using a prop.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can perform dances confidently and fluently with accuracy and good timing.</li> <li>• I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul>
<p><b>Essential Skills</b> Travel Copying Performing actions Using shape Balance Coordination S.E.T</p>	<p><b>Essential Skills</b> Travel Copying Performing actions Using dynamics Using pathways, expression and speed Balance Coordination S.E.T</p>	<p><b>Essential Skills</b> Using canon, unison, formation, dynamics, pathways, direction  Copying Performing actions Control Balance S.E.T</p>	<p><b>Essential Skills</b> Using canon, unison, formation, dynamics, pathways, direction  Copying Performing actions Control Balance Technique S.E.T</p>	<p><b>Essential Skills</b> Performing a variety of dance actions  Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions  S.E.T</p>	<p><b>Essential Skills</b> Performing a variety of dance actions  Using canon, unison, formation, dynamics, character, emotion, transitions, matching &amp; mirroring  S.E.T</p>

Prior and future learning: see Get Set 4 PE progression ladder document for relevant topic area.

## Physical Education Overview

### Fundamentals Unit: Progression Journey Including fundamentals, fitness and athletics.



The national curriculum for Physical Education aims to ensure that all pupils:

- KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and coordination, 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Subject Content:</b> Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap, and hop and choose which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and coordination when changing direction.</p> <p>Use coordination with and without equipment.</p>	<p><b>Subject Content:</b> Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p> <p>Perform actions with increased control when coordinating their body with and without equipment.</p>	<p><b>Subject Content:</b> Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landings.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Coordinate their bodies with increased consistency in a variety of activities.</p>	<p><b>Subject Content:</b> Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to coordinate their body at speed in response to a task.</p>	<p><b>Subject Content:</b> Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at takeoff and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can coordinate a range of body parts at increased speed.</p>	<p><b>Subject Content:</b> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can change direction when moving at speed.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can run at different speeds.</li> <li>• I can select my own actions in response to a task.</li> <li>• I can show hopping and jumping movements.</li> <li>• I can work cooperatively with others to complete tasks.</li> <li>• I show balance and coordination when static and moving at a slow speed.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords.</li> <li>• I am beginning to turn and jump in an individual skipping rope.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show balance when changing direction.</li> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I can work cooperatively with a partner and a small group.</li> <li>• I show balance and coordination when running at different speeds</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am able to jump and turn a skipping rope. I can change direction quickly.</li> <li>• I can identify when I was successful.</li> <li>• I can link hopping and jumping actions.</li> <li>• I demonstrate balance when performing other fundamental skills.</li> <li>• I understand how the body moves differently at different speeds.</li> <li>• I understand why it is important to warm up.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can change direction quickly under pressure.</li> <li>• I can explain what happens when I exercise.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can link hopping and jumping actions with other fundamental skills.</li> <li>• I can work with others to complete skipping challenges.</li> <li>• I demonstrate good balance and control when performing other fundamental skills.</li> <li>• I understand and can demonstrate how and when to speed up and slow down when running.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• ALL prior knowledge from EYFS - current year group.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• ALL prior knowledge from EYFS - current year group.</li> </ul>
<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>	<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>	<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>	<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>	<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>	<p><b>Essential Skills</b></p> <p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p>

Prior and future learning: see Get Set 4 PE progression ladder document for relevant topic area.

## Physical Education Overview



### Games Unit: Progression Journey

Including ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games.

**The national curriculum for Physical Education aims to ensure that all pupils:**

- KS1: master basic movements 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Subject Content:</b> Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of their foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and medium sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some control and balance.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p><b>Subject Content:</b> Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using their feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move into a space to help score goals or limit others from scoring.</p> <p>Use simple tactics.</p>	<p><b>Subject Content:</b> Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet and some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner.</p> <p>Catch a ball passed to them with one or two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed.</p> <p>Use the space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p><b>Subject Content:</b> Link dribbling the ball with other actions with increasing control.</p> <p>Change directions when dribbling with feet with some control.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Catch a ball passed to them using one or two hands with success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p><b>Subject Content:</b> Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with their feet showing some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one or two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills and apply these to game situations.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p><b>Subject Content:</b> Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques including fake passes to outwit an opponent.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one or two hands with increasing success.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent and apply these with control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for themselves and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can catch a beanbag and a medium-sized ball.</li> <li>• I can roll a ball towards a target.</li> <li>• I can strike a ball using my hand. I can track a ball that is coming towards me.</li> <li>• I know how to score points.</li> <li>• I understand the rules and I am beginning to use these to play honestly and fairly.</li> <li>• I understand when I am successful.</li> <li>• I can hit a ball using a racket.</li> <li>• I can throw a ball to land over the net and into the court area.</li> <li>• I can track balls and other equipment sent to me.</li> <li>• I can use a ready position to move to the ball. I know how to score points.</li> <li>• I recognise changes in my body when I do exercise.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords.</li> <li>• I am developing underarm and overarm throwing skills.</li> <li>• I can hit a ball using equipment with some consistency. I can track a ball and collect it.</li> <li>• I can use simple tactics. I know how to score points and can remember the score.</li> <li>• I understand the rules of the game and can use these to play fairly in a small group.</li> <li>• I can defend space on my court using the ready position.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can hit a ball over the net and into the court area.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• ALL prior knowledge from EYFS - current year group.</li> <li>• I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li> <li>• I understand that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</li> <li>• I can spread out using space with my team and we move the defenders away from each other.</li> <li>• I know my role as an attacker and defender.</li> <li>• I am aware that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• ALL prior knowledge from EYFS - current year group.</li> <li>• Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</li> <li>• I am aware that protecting the ball as I dribble will help me to maintain possession.</li> <li>• I know that moving into space will help my team keep possession and score goals.</li> <li>• I can recognise when to pass and when to shoot.</li> <li>• I know when to mark and when to attempt to win the ball.</li> <li>• I understand that applying attacking tactics will help to maintain possession and score goals.</li> <li>• Know that applying defending</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• ALL prior knowledge from EYFS - current year group.</li> <li>• Knowing that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</li> <li>• That dribbling in different directions will help to lose a defender.</li> <li>• I know that by moving to space even if not receiving the ball will create space for a teammate.</li> <li>• I can understand the need for tactics and identify when to use them in different situations.</li> <li>• I am able to apply rules in a variety of invasion games whilst playing and officiating.</li> </ul>	<p><b>Essential Knowledge:</b></p> <p>ALL prior knowledge from EYFS - current year group.</p> <ul style="list-style-type: none"> <li>• I can understand and make quick decisions about when, how and who to pass to.</li> <li>• I am able to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</li> <li>• I know how to transition quickly between attack and defence which will help my team to maintain or gain possession.</li> <li>• I can create and apply a tactic for a specific situation or outcome.</li> <li>• I am able to apply and use rules consistently in a variety of invasion games whilst playing and officiating.</li> </ul>

<ul style="list-style-type: none"> <li>• I show honesty and fair play when playing against an opponent.</li> <li>• I am beginning to dribble a ball with my hands and feet.</li> <li>• I can change direction to move away from a defender.</li> <li>• I can recognise space when playing games.</li> <li>• I can send and receive a ball with my hands and feet. I can use simple rules to play fairly.</li> <li>• I move to stay with another player when defending.</li> <li>• I recognise changes in my body when I do exercise.</li> <li>• I understand when I am a defender and when I am an attacker.</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw accurately to a partner.</li> <li>• I can use simple tactics to make it difficult for an opponent.</li> <li>• I know how to score points and can remember the score.</li> <li>• I show good sportsmanship when playing against an opponent.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can dodge and find space away from the other team.</li> <li>• I can move with the ball towards the goal.</li> <li>• I can sometimes dribble a ball with my hands and feet.</li> <li>• I can stay with another player to try and win the ball.</li> <li>• I know how to score points and can remember the score.</li> <li>• I know who is on my team and I can attempt to send the ball to them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can follow the rules of a game and begin to apply them to a game.</li> </ul>	<p>tactics will help to deny space, gain possession and stop goals.</p> <ul style="list-style-type: none"> <li>• I know and understand the rules to be able to manage our own game.</li> </ul>		
<p><b>Essential Skills</b>  Rolling  Kicking  Throwing  Catching  Bouncing  Dribbling  Tracking  Dribbling with hands  Dribbling with feet  Dodging  Finding space</p>	<p><b>Essential Skills</b>  Rolling  Kicking  Throwing  Catching  Bouncing  Dribbling  Tracking  Dribbling with hands  Dribbling with feet  Dodging  Finding space</p>	<p><b>Essential Skills</b>  Tracking a ball  Throwing  Catching  Dribbling  Passing  Receiving  Intercepting  Tackling  Ball control  Shooting  Balancing  Changing direction  Striking a ball</p>	<p><b>Essential Skills</b>  Tracking a ball  Throwing  Catching  Dribbling  Passing  Receiving  Intercepting  Tackling  Ball control  Shooting  Balancing  Changing direction  Striking a ball</p>	<p><b>Essential Skills</b>  Tracking a ball  Throwing  Catching  Dribbling  Passing  Receiving  Intercepting  Tackling  Ball control  Shooting  Balancing  Changing direction  Striking a ball  Scoring  Batting  Fielding  Creating and using space</p>	<p><b>Essential Skills</b>  Tracking a ball  Throwing  Catching  Dribbling  Passing  Receiving  Intercepting  Tackling  Ball control  Shooting  Balancing  Changing direction  Striking a ball  Scoring  Batting  Fielding  Creating and using space</p>

**Prior and future learning:** see *Get Set 4 PE progression ladder document for relevant topic area.*

## Physical Education Overview

### Body Management Unit: Progression Journey Including gymnastics and yoga.



**The national curriculum for Physical Education aims to ensure that all pupils:**

- KS1: master basic movements as well as developing balance, agility and coordination.
- KS2: develop flexibility, strength, technique, control and balance.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Subject Content:</b> Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p><b>Subject Content:</b> Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p><b>Subject Content:</b> Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p><b>Subject Content:</b> Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p><b>Subject Content:</b> Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them with.</p> <p>Create and perform more complex sequences of actions with a good level of quality and control.</p>	<p><b>Subject Content:</b> Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am confident to perform in front of others.</li> <li>• I can link simple actions together to create a sequence.</li> <li>• I can make my body tense, relaxed, stretched and curled.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can remember and repeat actions and shapes. I can say what I liked about someone else's performance.</li> <li>• I can use the apparatus safely and wait for my turn.</li> <li>• I can recognise how yoga makes me both feel physically and mentally.</li> <li>• I can remember and repeat actions, linking poses together.</li> <li>• I can say what I liked about someone else's flow.</li> <li>• I can show an awareness of space when travelling.</li> <li>• I can work with others to create poses</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords.</li> <li>• I am proud of my work and confident to perform in front of others.</li> <li>• I can perform the basic gymnastic actions with some control and balance.</li> <li>• I can plan and repeat simple sequences of actions.</li> <li>• I can use directions and levels to make my work look interesting.</li> <li>• I can use shapes when performing other skills.</li> <li>• I can work safely with others and apparatus.</li> <li>• I am beginning to provide feedback using keywords.</li> <li>• I can copy, remember and repeat yoga flows.</li> <li>• I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath.</li> <li>• I can use clear shapes when performing poses.</li> <li>• I can work with others to create simple flows showing some control.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can adapt sequences to suit different types of apparatus.</li> <li>• I can choose actions that flow well into one another.</li> <li>• I can choose and plan sequences of contrasting actions.</li> <li>• I can complete actions with increasing balance and control.</li> <li>• I can move in unison with a partner.</li> <li>• I can provide feedback using keywords.</li> <li>• I use a greater number of my own ideas for movements in response to a task.</li> <li>• With help, I can recognise how performances could be improved.</li> <li>• I can copy and link yoga poses together to create a short flow.</li> <li>• I can describe how yoga makes me feel.</li> <li>• I can move from one pose to another in time with my breath.</li> <li>• I can provide feedback using keywords.</li> <li>• I can work with others to create a flow including a number of poses.</li> <li>• I show some stability when holding my yoga poses.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I can identify some muscle groups used in gymnastic activities.</li> <li>• I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>• I can provide feedback using appropriate language relating to the lesson.</li> <li>• I can safely perform balances individually and with a partner.</li> <li>• I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>• I understand how body tension can improve the control and quality of my movements.</li> <li>• I can describe how yoga makes me feel and can talk about the benefits of yoga.</li> <li>• I can link poses together to create a yoga flow.</li> <li>• I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>• I can transition from pose to pose in time with my breath.</li> <li>• I can work collaboratively and effectively with others.</li> <li>• I demonstrate yoga poses which show clear shapes.</li> <li>• I show increasing control and balance when moving from one pose to another</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can create and perform sequences using apparatus, individually and with a partner.</li> <li>• I can lead a partner through short warm-up routines.</li> <li>• I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• I can use strength and flexibility to improve the quality of a performance.</li> <li>• I can work safely when learning a new skill to keep myself and others safe.</li> <li>• I am confident to lead others through poses and flows.</li> <li>• I can create a yoga flow working safely with a partner.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can move with control from one pose to another demonstrating good balance.</li> <li>• I can provide feedback to others using key terminology.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can use my breath to move from pose to pose.</li> <li>• I show strength and flexibility whilst holding yoga poses.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences using compositional devices to improve the quality.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can work collaboratively with others to create a sequence.</li> <li>• I understand how to work safely when learning a new skill.</li> <li>• I understand what counter balance and counter tension is and can show examples with a partner.</li> <li>• I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use my breath to transition from one pose to another with control.</li> <li>• I can use yoga poses to improve my flexibility, strength and balance.</li> <li>• I choose poses which link easily from one to the other to help my sequence flow.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul>

<p><b>Essential Skills</b>  Travelling actions Shapes  Balances  Jumps  Barrel roll  Straight roll  Forward roll progressions</p> <p>Breathing  Balance  Flexibility  Strength</p>	<p><b>Essential Skills</b>  Shapes Balances  Shape jumps  Travelling movements  Barrel roll  Straight roll  Forwards roll</p> <p>Breathing  Balance  Flexibility  Strength</p>	<p><b>Essential Skills</b>  Individual point and patch  balancesStraight roll  Barrel roll  Forward roll  Straight jump  Tuck jump  Star jump  Rhythmic gymnastics</p> <p>Breathing  Balance  Flexibility  Strength</p>	<p><b>Essential Skills</b>  Individual and partner balances Jumps  using rotation  Straight roll  Barrel roll  Forward roll  Straddle roll  Bridge  Shoulder stand</p> <p>Breathing  Balance  Flexibility  Strength</p>	<p><b>Essential Skills</b>  Straddle roll  Forward roll  Backward roll  Counter balance  Counter tension  Bridge  Shoulder stand  Handstand  Cartwheel  Vault</p> <p>Breathing  Balance  Flexibility  Strength</p>	<p><b>Essential Skills</b>  Straddle roll  Forward roll  Backward roll  Counter balance  Counter tension  Bridge  Shoulder stand  Handstand  Cartwheel  Headstand  Vault</p> <p>Breathing  Balance  Flexibility  Strength</p>
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**Prior and future learning:** see *Get Set 4 PE progression ladder document for relevant topic area.*



## Physical Education Overview

### OAA Unit: Progression Journey Including team building and outdoor adventure activities.



The national curriculum for Physical Education aims to ensure that all pupils:

- KS1: participate in team games, developing simple tactics.
- KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Subject Content:</b> Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify their own and others' success.</p>	<p><b>Subject Content:</b> Follow instructions accurately.</p> <p>Work cooperatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p><b>Subject Content:</b> Follow instructions from a peer and give simple instructions.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help improve them.</p>	<p><b>Subject Content:</b> Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems,</p> <p>Identify key symbols on a map and use a key to help navigate.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas to improve.</p>	<p><b>Subject Content:</b> Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p><b>Subject Content:</b> Communicate with others clearly and effectively when under pressure.</p> <p>Confidently lead others and show consideration including all within the group.</p> <p>Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest thought out improvements.</p>
<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can communicate simple instructions.</li> <li>• I can follow instructions.</li> <li>• I can follow a path and lead others.</li> <li>• I can listen to others' ideas. I can suggest ideas to solve tasks.</li> <li>• I can work with a partner and a small group.</li> <li>• I understand the rules of the game.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can follow instructions carefully.</li> <li>• I can say when I was successful at solving challenges.</li> <li>• I can share my ideas and help to solve tasks.</li> <li>• I can work cooperatively with a partner and a small group.</li> <li>• I show honesty and can play fairly.</li> <li>• I understand how to use, follow and create a simple diagram/map.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am developing map reading skills.</li> <li>• I can follow and give instructions.</li> <li>• I can listen to and am accepting of others' ideas.</li> <li>• I can plan and attempt to apply strategies to solve problems.</li> <li>• I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</li> <li>• I can work collaboratively with a partner and a small group.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can accurately follow and give instructions.</li> <li>• I can confidently communicate ideas and listen to others.</li> <li>• I can identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• I can plan and apply strategies to solve problems.</li> <li>• I can reflect on when and why I was successful at solving challenges.</li> <li>• I can work collaboratively and effectively with a partner and a small group.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am inclusive of others and can share job roles.</li> <li>• I can navigate around a course using a map.</li> <li>• I can orientate a map confidently.</li> <li>• I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</li> <li>• I can use critical thinking to approach a task.</li> <li>• I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> </ul>	<p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am inclusive of others, can share job roles and lead when necessary.</li> <li>• I can orientate a map efficiently to navigate around a course.</li> <li>• I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>• I can work effectively with a partner and a group to solve challenges.</li> <li>• With increasing accuracy, I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</li> </ul>
<p><b>Essential Skills</b></p> <p>Teamwork Cooperation Sharing Listening Safety Travelling Problem solving Leading Directing</p>	<p><b>Essential Skills</b></p> <p>Teamwork Cooperation Sharing Listening Safety Travelling Problem solving Leading Directing Planning Communicating</p>	<p><b>Essential Skills</b></p> <p>Teamwork Cooperation Sharing Listening Safety Travelling Problem solving Leading Directing Planning Communicating Navigate Collaborate Trust Discussion Orientate</p>	<p><b>Essential Skills</b></p> <p>Teamwork Cooperation Sharing Listening Safety Travelling Problem solving Leading Directing Planning Communicating Navigate Collaborate Trust Discussion Orientate</p>	<p><b>Essential Skills</b></p> <p>Problem solving Leading Directing Planning Communicating Navigate Collaborate Trust Discussion Orientate Strategic Critical thinking Navigation Boundaries</p>	<p><b>Essential Skills</b></p> <p>Problem solving Leading Directing Planning Communicating Navigate Collaborate Trust Discussion Orientate Strategic Critical thinking Navigation Boundaries</p>

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