




PE Progression at Meanwood C of E Primary School



CURRICULUM SUBJECT:	PE	SUBJECT LEAD:	Amanda Johnson
<p>What are the Y6 end of school end goals?</p> <p>Invasion games: defending, attacking team tactics, officiating</p> <p>Dance: Evaluating and choreography</p> <p>Gymnastics: sequencing and developing and managing emotions</p> <p>Problem solving: team building, motivate each other</p> <p>Well-being: understand how to stay physically and mentally fit and understand how heart rate increases at we exercise</p>	<p>For all children to participate in a range of sports and physical activity to improve self-confidence, mental and physical health and well-being and the skills required to work in a team.</p> 		
<p>How is the curriculum at Meanwood C of E Primary School sequenced towards these end points?</p> <p>From Early years through to year 6, using the Complete PE scheme, children have the opportunity to develop their skills both personally and physically through progression of skills through a range of sports. Each year in each discipline children improve upon, refine and develop skills from previous years making them more confident and increasing their ability across a range of sports from football to dance.</p> <p>In KS1 children explore key hand and balls skills which later develop into specific games where they learn the rules and how to work as a team; they how to move their bodies and using high and low movements which later becomes working in pairs to create sequencing and matching.</p> <p>Alongside these key skills children learn key personal skills (cognitive, physical, well-being and social) developing children into fully rounded and confident young people.</p> <p>Key indicators of success are:</p> <p>Physical Social Cognitive And Well-being</p>			
Ball skills into football : ball skills		Personal development: personal, social, wellbeing, cognitive	
EYFS:	<ul style="list-style-type: none"> Explore moving with a ball using our feet 	Pupils can follow the rules and instruction of a game	



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	<ul style="list-style-type: none">• Develop moving with a ball using our feet• Understanding dribbling• Develop dribbling against an opponent	
Year 1	<ul style="list-style-type: none">• Develop moving the ball using the feet• Apply dribbling to games• Explore kicking (passing)• Apply kicking (passing)	Can count their own score
Year 2:'	<ul style="list-style-type: none">• Develop dribbling/ passing, receiving, keeping possession• Combine dribbling, passing and receiving, keeping• Apply dribbling, passing and receiving as a team to score a point	Pupils can work together in pairs
Year 3	<ul style="list-style-type: none">• Introduce/ develop dribbling and keeping control• Introduce passing and receiving• Combine dribbling and passing to create space• Develop passing, receiving and dribbling	Pupils can collaborate as a team
Year 4	<ul style="list-style-type: none">• Refine dribbling• Turning• Refine passing and receiving• Develop passing and dribbling• Creating space• Introduce shooting	Pupils respect the rules of a game
Year 5	<ul style="list-style-type: none">• Reap and refine dribbling and passing to maintain possession• Introduce and develop defending• Develop shooting• Introduce officiating	Pupils can understand their role in a team



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Year 6	<ul style="list-style-type: none">• Consolidate keeping possession, developing officiating• Consolidate defending• Organise formations, decide tactics and manage teams	Pupils can officiate the rules
Ball skills: hands into basketball		Personal development
Reception	<ul style="list-style-type: none">• Explore pushing• Explore rolling• Explore bouncing• Explore bouncing into space• Combine pushing and rolling• Combine pushing and bouncing	Pupils can follow rules and instructions of a game
Year 1	<ul style="list-style-type: none">• Introduce sending (bouncing) with control• Introduce aiming with accuracy• Introduce power and speed when sending a ball• Introduce/ develop stopping• Combine sending and receiving skills	Pupils can take turns and play fairly
Year 2	<ul style="list-style-type: none">• Develop dribbling/ passing and receiving• Combine dribbling, passing and receiving, keeping possession• Develop dribbling/ passing and receiving to score a point• Combine dribbling, passing and receiving to score a point	Pupils can keep their score honestly
Year 3	<ul style="list-style-type: none">• Introduce dribbling and keeping control• Introduce passing and receiving• Combine [passing, receiving and dribbling• Introduce shooting	Pupils can collaborate as a team
Year 4	<ul style="list-style-type: none">• Refine dribbling• Refine passing and receiving	Pupils respect the rules of the game



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	<ul style="list-style-type: none"> • Refine passing and creating space • refine passing and dribbling • creating shooting opportunities • introduce marking 	
Year 5	<ul style="list-style-type: none"> • Develop marking • Refine shooting • Refine attacking skill, passing, dribbling and shooting • Introduce officiating 	Pupils can manage the games themselves
Year 6	<ul style="list-style-type: none"> • Consolidate defending • Create, understand and apply attacking tactics in games situations • Create, understand and apply defending tactics in game situations 	<ul style="list-style-type: none"> • Pupils can officiate and apply rules
Ball skills: hands to cricket		Personal development
EYFS	<ul style="list-style-type: none"> • Explore throwing • Explore throwing underarm and overarm • Explore rolling • Explore stopping a ball • Explore catching 	Pupils can keeps score
Year 1	<ul style="list-style-type: none"> • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending skills to score a point • Consolidation of sending and stopping skills to win a game 	Pupils can help each other
Year 2	<ul style="list-style-type: none"> • Develop pupils understanding of underarm throwing Applying the underarm throw to win a game/beat an opponent • Introduce overarm throwing: • Applying overarm throwing to win a game 	Pupils take tuns in different roles



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Year 3	<ul style="list-style-type: none">Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent	Pupils enjoy batting and fielding
Year 4	<ul style="list-style-type: none">Develop an understanding of batting and fielding Introduce bowling underarmDevelop stopping and returning the ballDevelop retrieving and returning the ballStriking the ball at different angles and speeds	Pupils can organise themselves fairly
Ball skills: hands to netball		Personal development
EYFS	<ul style="list-style-type: none">Explore pushingExplore rollingExplore bouncingExplore bouncing into space Combine pushing and rollingCombine rolling, pushing and bouncing	Pupils can play fairly in their teams
Year 1	<ul style="list-style-type: none">Introduce sending (bouncing) with control Introduce aiming with accuracyIntroduce power and speed when sending a ballCombine sending and receiving skills	Pupils can take turns being a defender
Year 2	<ul style="list-style-type: none">Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possessionCombine dribbling, passing and receiving to score a point	Pupils can work against each other collaboratively
Year 3	<ul style="list-style-type: none">Introduce passing, receiving and creating spaceDevelop/combine passing and movingCombine/develop passing and shooting	Pupils can collaborate as a team
Year 4	<ul style="list-style-type: none">Refine passing and receivingDevelop passing and dribbling creating space	Pupils respect the rules of the game



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	<ul style="list-style-type: none"> • Develop passing, moving and shooting Refine passing and shooting • Develop footwork 	
Year 5	<ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games • Introduce officiating Introduce defending • Explore the function of other passing styles 	Pupils can manage the games themselves
Year 6	<ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations 	Pupils can officiate and apply the rules
Ball skills: hands to Rounders		Personal development
EYFS	<ul style="list-style-type: none"> • Explore throwing • Explore throwing (underarm) Explore throwing (overarm) • Explore rolling • Explore stopping a ball Explore catching 	Pupils can count their score
Year 1	<ul style="list-style-type: none"> • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending skills to score a point • Consolidation of sending and stopping skills to win a game 	Pupils can keep their score honestly
Year 2	<ul style="list-style-type: none"> • Develop/consolidate pupils application and understanding of underarm throwing • Applying the underarm throw to win a game/beat an opponent • Introduce overarm throwing: • Applying overarm throwing to win a game 	Pupils can collaborate and take turns
Year 3	<ul style="list-style-type: none"> • Introduce to rounders Introduce overarm throwing • Apply overarm and underarm throwing 	Pupils can organise themselves as a team fairly



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	<ul style="list-style-type: none"> • Introduce stopping the ball • Application of stopping the ball in a game 	
Year 4	<ul style="list-style-type: none"> • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics 	Pupils keep trying even when learning new skills
Year 5	<ul style="list-style-type: none"> • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games 	Pupils can keep the score of the game
Year 6	<ul style="list-style-type: none"> • consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations 	Pupils can umpire and score a game confidently
GYMNASTICS		Personal development
EYFS High, Low, Over, Under	<ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus 	Pupils can travel with confidence over, under and through equipment
Year 1 Wide, narrow and curl	<ul style="list-style-type: none"> • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements 	Pupils are brave and try their own ideas
Year 2 Linking	<ul style="list-style-type: none"> • Developing linking • Linking on apparatus Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance 	Pupils can give purposeful feedback when they peer assess
Year 3 Symmetry and asymmetry	<ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation 	Pupils respect their peers as they perform



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	<ul style="list-style-type: none"> • Sequence completion 	
Year 4 Bridges	<ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation Sequence completion 	Pupils enjoy performing their routines
Year 5 counter balance counter tension	<ul style="list-style-type: none"> • Introduction to counter balance • Application of counter balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion 	Pupils can collaborate effectively with their partner
Year 6 matching and mirroring	<ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning onto apparatus • Sequence development 	Pupils can managed their emotions when performing their routine
Rackets, bats and balls into tennis		Personal development
EYFS	<ul style="list-style-type: none"> • Explore pushing/hitting a balloon with control • Explore hitting a balloon with power into space • Explore balancing an object on 	Pupils can keep their own score
Year 1	<ul style="list-style-type: none"> • Explore pushing (dribbling) a ball with a racket • Explore hitting a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with power and accuracy 	Pupils can keep their score honestly
Year 2	<ul style="list-style-type: none"> • Combine hitting a ball with accuracy and power • Explore hitting a ball with accuracy and power to beat an opponent • Introduce hitting a ball into a space 	Pupils can collaborate and take turns



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Year 3	<ul style="list-style-type: none"> • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand 	Pupils can collaborate and keep the score
Year 4	<ul style="list-style-type: none"> • Developing the forehand • Creating space to win a point using a racket • Introduce the backhand • Applying the forehand and backhand in game situations • Applying the forehand and backhand creating space to win a point 	Pupils can continue to try hard, even if they find things challenging
Year 5	<ul style="list-style-type: none"> • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point 	Pupils can umpire and score a game confidently
Year 6	<ul style="list-style-type: none"> • Game application • Game application, mixed ability doubles, round robin games 	Pupils can umpire and score a game confidently
Team building to OAA		Personal development
EYFS Games For Understanding	<ul style="list-style-type: none"> • Taking Turns Keeping the Score • Playing by the rules • Avoiding a defender • Preventing an attacker from scoring 	Pupils can play fairly
Year 1 Team Building Introducing teamwork	<ul style="list-style-type: none"> • Inclusion • Develop teamwork • Building trust and developing communication 	Pupils can help each other
Year 2 Team Building	<ul style="list-style-type: none"> • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork 	Pupils keep trying even when they find things challenging
Year 3 Communication and Tactics	<ul style="list-style-type: none"> • Creating and applying • Simple tactics • Developing communication as a team 	Pupils can collaborate with a partner



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	<ul style="list-style-type: none"> • Create defending and attacking tactics as a team 	
Year 4 Problem Solving	<ul style="list-style-type: none"> • Focus on cooperation and responsibility • Develop communication and collaboration • Understand why motivating each other is important when working in a team 	Pupils include everyone and take responsibility for each other
Year 5 orienteering	<ul style="list-style-type: none"> • Introduce the concept and meaning of orienteering • Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate • Orientate a map and locate points on the map in a set order 	Pupils can explain how they feel when working as part of a team
Year 6 leadership	<ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introduce and explore the STEP principle: Space, Equipment, Task and People 	Pupils can listen and communicate throughout the challenges
Locomotion into Tag Rugby		Personal development
EYFS Games For Understanding	<ul style="list-style-type: none"> • Taking Turns Keeping the Score • Playing by the rules • Avoiding a defender • Preventing an attacker from scoring 	Pupils can travel and move with confidence
Year 1 games for understanding	<ul style="list-style-type: none"> • Understanding the principles of attack/defence • Applying attacking / defending principles into a game • Consolidate attacking / defending 	Pupils understand why they stop when they are tagged
Year 2 Dodging	<ul style="list-style-type: none"> • Explore dodging • Develop dodging Apply dodging: • Explore attacking and defending 	Pupils keep trying even when they find things challenging



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	<ul style="list-style-type: none">• Apply dodging in teams• Consolidate dodging	
Year 3 tag rugby	<ul style="list-style-type: none">• Introduce moving with the ball, passing and receiving Introduce tagging• Create space when attacking• Develop passing and moving• Combine passing/moving to create attacking opportunities	Pupils enjoy competitive games
Year 4 tag rugby	<ul style="list-style-type: none">• Develop passing, moving and creating space• Apply learning to 3v3 mini games• Develop defending in game situations• Combine passing and moving to create an attack and score	Pupils can collaborate as a team
Year 5 tag rugby	<ul style="list-style-type: none">• Refine passing and moving to create attacking opportunities• Explore different passes that can be used to outwit defenders• Refine defending as a team• Create and apply defending tactics. Develop officiating	Referees can implement the rules fairly
Year 6 tag rugby	<ul style="list-style-type: none">• Consolidate passing and moving• Consolidate defending• Create, understand and apply attacking/defending tactics in game situations• Consolidate attacking and defending in mini games	Pupils can take on the role of team captain, leading and organising their team
Locomotion into Tag Rugby		Personal development
EYFS Games For Understanding	<ul style="list-style-type: none">• Taking Turns Keeping the Score• Playing by the rules• Avoiding a defender	Pupils can travel and move with confidence



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	<ul style="list-style-type: none">• Preventing an attacker from scoring	
Year 1 games for understanding	<ul style="list-style-type: none">• Understanding the principles of attack/defence• Applying attacking / defending principles into a game• Consolidate attacking / defending	Pupils understand why they stop when they are tagged
Year 2 Dodging	<ul style="list-style-type: none">• Explore dodging• Develop dodging Apply dodging:• Explore attacking and defending• Apply dodging in teams• Consolidate dodging	Pupils keep trying even when they find things challenging
Year 3 tag rugby	<ul style="list-style-type: none">• Introduce moving with the ball, passing and receiving Introduce tagging• Create space when attacking• Develop passing and moving• Combine passing/moving to create attacking opportunities	Pupils enjoy competitive games
Year 4 tag rugby	<ul style="list-style-type: none">• Develop passing, moving and creating space• Apply learning to 3v3 mini games• Develop defending in game situations• Combine passing and moving to create an attack and score	Pupils can collaborate as a team
Year 5 tag rugby	<ul style="list-style-type: none">• Refine passing and moving to create attacking opportunities• Explore different passes that can be used to outwit defenders• Refine defending as a team• Create and apply defending tactics. Develop officiating	Referees can implement the rules fairly
Year 6 tag rugby	<ul style="list-style-type: none">• Consolidate passing and moving• Consolidate defending	Pupils can take on the role of team captain, leading and organising their team



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	<ul style="list-style-type: none"> • Create, understand and apply attacking/defending tactics in game situations • Consolidate attacking and defending in mini games 	
Dance		Personal development
EYFS ourselves	<ul style="list-style-type: none"> • How to move our bodies in different ways linked to the theme. • How to listen to the music and move the body in relation to the music. • How to create a variety of ‘freeze’ positions linked to the theme • Why it is so important to move like a ‘Champion Dancer’. Champion dancers can move with control, respond to the rhythm, move in relation to the music 	<p>Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>Pupils can demonstrate fairness as they work well with others, ensuring everyone is included</p> <p>Pupils will be able to develop their honesty skills as they give feedback to others describing their performances</p>
Year 1 growing	<ul style="list-style-type: none"> • How to create a variety of ‘big’ body movements linked to the theme • How to create a variety of ‘small’ body movements linked to the theme • How to move in relation to the music and respond with appropriate movements and actions. • What we mean by ‘expression’ and begin to show this in our movements. Expression refers to the actions a dancer uses to make their characters thoughts or feelings known. • How to add movements together to create simple movement sequences 	<ul style="list-style-type: none"> • Move in relation to the music and respond with appropriate movements and actions. • Pupils can ensure their movements are big and clear. • Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving. • Pupils can demonstrate fairness as they work well with others, ensuring everyone is included. • Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.
Year 2	<ul style="list-style-type: none"> • How to apply ‘flow’ to our big movements, understanding that ‘flow’ means moving 	<ul style="list-style-type: none"> • Pupils can move in relation to the music and respond with appropriate movements and actions.



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The water and explorers	<p>from one action to another without stopping.</p> <ul style="list-style-type: none">• What a 'Motif' is and how to successfully create a mini sequence and repeat it. A Motif is a series of movements that are repeated.• How to use movements to tell a story• How to respond to a variety of stimuli or themes with appropriate movements	<ul style="list-style-type: none">• Pupils can ensure their movements are big and clear. Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.• Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.• Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.
Year 3 Wild animals	<ul style="list-style-type: none">• How to create and develop a character in order to tell a story through movements• How to develop characterisation, exploring characters that are opposites• Why it is so important to perform like an 'excellent dancer' Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate.• How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.• Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.	<ul style="list-style-type: none">• Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.• Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.• Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options
Year 4 Cats	<ul style="list-style-type: none">• How to develop sequences with our partner in character that show relationships and interlinking dance moves.• How to create sequences in pairs, applying flow and challenging their creativity• What we mean by emotion and include this choreographical element in our performances. Emotion refers to the feelings a dancer's character is feeling depending on	<ul style="list-style-type: none">• Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.• Pupils will refine their ability to evaluate their own and others' performances.• Pupils will problem solve and apply resourcefulness as they construct their sequences.



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	<p>their circumstances, mood, or relationships with others.</p> <ul style="list-style-type: none">• How to reflect and evaluate to make accurate improvements to our own and others performances.	<ul style="list-style-type: none">• Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.• Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard
Year 5 street dance	<ul style="list-style-type: none">• How to perform accurately and convincingly in character with big bold actions.• What canon and unison are and be able to include these choreographical elements in our performances.• Canon: Canon is where pupils perform taking it in turns one after the other.• Unison: Unison is where pupils perform the same movement at exactly the same time as each other.• How to create a sequence, by accurately combining movements with flow and accurate timings.	<ul style="list-style-type: none">• Pupils will perform accurately and convincingly as they bring street art to life through movement.• Pupils can perform with flow showing clarity and fluency. Pupils will consolidate their ability to evaluate their own and others' performances.• Pupils will apply effective decision making as they construct their movements.• Pupils will consistently apply different life skills such as cooperation as they work successfully with others to execute their movements and group performance.• Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.
Year 6 Carnival	<ul style="list-style-type: none">• How to make effective evaluations of an individuals or pairs' strengths and weaknesses• What 'Choreography' means. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.• How to include a change of speed and dynamic in our movements.• Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.	<ul style="list-style-type: none">• Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group.• Pupils will always perform with high energy.• Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses.• Pupils will reflect on their own performances.• Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.• Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.



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