

Curriculum Progression Map Subject – Physical Education

EYFS	
Agility	<ol style="list-style-type: none"> 1. To explore and discover spatial awareness. 2. To explore different types of travelling within a specific area and being aware of others. 3. To explore using arms to help develop movement into space. 4. To explore using legs to help develop movement into space. 5. To use arms and legs to develop locomotive movement in various directions. 6. To develop movement whilst holding equipment.
Balance	<ol style="list-style-type: none"> 1. To explore different ways to hold a static balance using hands and feet. 2. To be able to hold a static balance with one leg. 3. To hold a static balance whilst seated. 4. To explore different shapes whilst balancing. 5. To perform floor work balances with a partner. 6. To be able to balance while the body is in motion.
Coordination	<ol style="list-style-type: none"> 1. To explore using hands and sports equipment. 2. To explore using hands and sports equipment with a partner. 3. To develop hand/eye coordination using equipment. 4. To explore the use of coordination using feet. 5. To explore coordination with feet using equipment. 6. To develop foot/eye coordination using equipment.
Jumping	<ol style="list-style-type: none"> 1. To explore how to jump and land safely. 2. To develop how to jump vertically/high with control. 3. To learn how to jump forward with the correct technique. 4. To learn how to create different shapes whilst jumping. 5. To learn how to jump off an object with the correct landing technique. 6. To develop the correct technique when landing.
Play	<ol style="list-style-type: none"> 1. To explore how the body moves through dance. 2. To find different ways to move around by playing games. 3. To develop a variety of ways to move. 4. To explore a variety of objects in ways that they are not designed for. 5. To develop skills with objects in ways that they are not designed for. 6. To discover boundaries and solve problems.
Target	<ol style="list-style-type: none"> 1. To explore and develop basic aiming skills when hitting a target along the floor. 2. To develop accuracy when rolling a ball along the floor to hit a target. 3. To develop aiming and accuracy when working as a team to roll the ball through a tunnel. 4. To acquire a competitive nature when aiming to hit a target along the floor. 5. To explore the underarm throw when aiming towards a target. 6. To explore underarm passing and throwing with a partner.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics			<ol style="list-style-type: none"> 1. Learn the correct technique used for short distance running. 2. Understand how to perform a long jump correctly. 3. Learn how to perform a seated overhead throw. 4. Understand the importance of pacing in long distance running. 5. To understand and perform the correct technique required to throw a foam javelin. 6. Demonstrate all the skills students have learnt over the last six weeks. 	<ol style="list-style-type: none"> 1. Learn the correct technique for running a short distance at speed. 2. Understand what the best technique to jump effectively is. 3. Learn how to generate power in the push pass. 4. Understand what pacing is and the importance of pacing when running long distances. 5. To understand and perform the correct technique required to throw a foam javelin. 6. Demonstrate all the skills learnt over the previous weeks. 	<ol style="list-style-type: none"> 1. To learn how to pace to run a long distance races. 2. To learn the correct technique to perform the standing long jump and the running long jump. 3. To learn how to use and perform the sprint start technique. 4. To experiment different techniques required to take part in a number of throwing events. 5. To learn how to perform relay races with a relay baton. 6. To compete in a number of exercises encouraging students to perform the skills they have learnt. 	<ol style="list-style-type: none"> 1. Students are introduced to running at speed and sprint starts. 2. Students learn to run whilst changing direction at speed. 3. The students take part in a number of activities which helps them improve their ability to jump for distance. 4. To learn the correct technique for throwing a shot putt. 5. The students take part in a number of activities which helps them improve their ability to jump high. 6. Competition week :perform all the skills learnt over the previous weeks.
Badminton			<ol style="list-style-type: none"> 1. To become familiar with badminton and with a badminton racket. 2. Become familiar with the backhand return shot. 3. Understand what a shuttlecock is and how it is used in a game of badminton. 4. Students understand how to start a game of badminton using a serve. 5. Continue to develop the serve and rally. 6. Demonstrate the skills learnt over the course of the term. 	<ol style="list-style-type: none"> 1. Students take part in a number of exercises which help them to learn the correct stance and grip required in badminton 2. Pupils continue to develop their forehand return shot in badminton. 3. Students become familiar with the backhand return shot in badminton. 4. Students understand how to start a game of badminton using a serve 	<ol style="list-style-type: none"> 1. Become familiar with the equipment used to play badminton. Pupils also get introduced to the court markings on the Badminton court. 2. Students learn the correct terminology for the different parts of the Badminton Racket as well as the correct grip required to play a forehand shot. 3. Students are introduced to the correct grip used to play a backhand shot in Badminton. They understand the 	<ol style="list-style-type: none"> 1. Students learn the correct terminology for the court markings on a Badminton court and develop the forehand drive shot. 2. Students take part in a number of exercises which helps them to learn how to perform the backhand drive in Badminton. 3. Students understand what is a net shot and how it can be used to outwit an

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				<p>and how to return a badminton serve to commence a badminton rally.</p> <p>5. Pupils continue to develop their ability to serve to a partner and continue a rally.</p> <p>6. Pupils show the skills they have learnt over the course of the term in a number of competitive games.</p>	<p>differences between the two grips.</p> <p>4. Students use the forehand and backhand grips to play a overhead forehand and backhand shot.</p> <p>5. Students learn that a game of Badminton begins with a Serve and they learn how to perform a Serve.</p> <p>6. Students practice serving and rallying with a partner and then use the skills they have learnt in a competitive game of Badminton.</p>	<p>opponent in a competitive game of Badminton.</p> <p>4. Pupils learn how to perform a short and a deep serve and why these serves are used in Badminton.</p> <p>5. Students learn how to play a winning shot in a competitive game of badminton – Smash.</p> <p>6. Students continue to develop their ability to play a competitive game of badminton and also learn how to umpire a game of singles and doubles using the correct court markings.</p>
Basketball			<ol style="list-style-type: none"> 1. Familiarisation with a basketball and to learn the basic rules of the game. 2. To be able to perform the basic dribbling technique with control and accuracy. 3. To introduce & understand where passing is used in basketball. 4. To develop the understanding and knowledge of how to execute a successful set shot. 5. To work as a team to develop both attacking and defending skills. 	<ol style="list-style-type: none"> 1. Familiarisation with the ball and to learn basic rules of basketball. 2. To be able to perform the basic dribbling technique with control and accuracy. 3. To introduce and understand where passing is used in basketball. 4. To develop understanding and knowledge of how to execute a successful set shot. 5. To work as team to develop both attacking and defending skills. 	<ol style="list-style-type: none"> 1. To understand the basic rules of basketball and explore different ways of moving with the ball effectively. 2. To learn different techniques to dribble the ball with control. 3. To learn a variety of different passes and when they are used in a game. 4. To be able to shoot using the correct technique. 5. To be able to work as a team to attack and defend effectively. 6. To link all skills learnt and put them into a game. 	<ol style="list-style-type: none"> 1. To understand the rules of basketball and explore different ways of moving with the ball effectively. 2. To learn different techniques to dribble the ball with control. 3. To learn a variety of different passes and use tactics to use them in a game situation. 4. To be able to shoot with control and accuracy. 5. To use all skills learnt and put them into a game situation. 6. To be able to plan and run a mini tournament.

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			6. To link all skills learnt into a game situation.	6. To link all the skills learnt into a game situation.		
Kwik Cricket	<ol style="list-style-type: none"> 1. Fundamental ball/beanbag skills, focused on throwing. 2. Basic underarm bowling/throwing with tactics and aspects of fielding. 3. Catching and fielding. 4. Fielding a ball and returning it to the wicket. 5. Learning the basic concept of playing a Kwik cricket game. 6. Developing the basic concept of playing a Kwik cricket game. 	<ol style="list-style-type: none"> 1. To learn and understand basic fielding skills using the one handed underarm throwing technique. 2. To learn the basic underarm bowling action and to introduce the role of a wicket keeper. 3. To learn basic fielding skills catching a low ball. 4. Fundamental fielding skills, running a batter/runner out by returning the ball to the Wicket Keeper. 5. Learning the basic concepts of playing a Kwik Cricket game. 6. Developing the basic concepts of playing a Kwik Cricket game. 	<ol style="list-style-type: none"> 1. Fundamental skills of fielding and throwing. Introduction of the over arm throw. 2. Further develop throwing and catching and include fielding tactics. 3. Fundamental skills of batting, with a kwik cricket bat. 4. Develop batting and fielding skills in kwik cricket. 5. Playing a kwik cricket game. 6. Using tactics and teamwork in a kwik cricket game. 	<ol style="list-style-type: none"> 1. Learn how to field the ball and attack the stumps. 2. Continue to develop fielding/catching skills and returning the ball on the move. 3. Basic batting skills, focusing on the hook shot. 4. Develop batting and fielding skills in kwik cricket, with over arm bowling. 5. Playing a kwik cricket game with the use of overarm bowling. 6. Develop the knowledge of bowling and batting rules in a kwik cricket game. 	<ol style="list-style-type: none"> 1. To develop accuracy of throwing whilst fielding the ball. 2. To develop retrieving, catching and returning the ball whilst fielding. 3. To develop batting and learning how to play a defensive shot. 4. To develop speed and accuracy in the overarm bowling. 5. Developing rules in a kwik cricket game with the use of overarm bowling. 6. To understand the rules of Kwik Cricket and how to run between the wickets. 	<ol style="list-style-type: none"> 1. Learn basic fielding skills whilst moving. 2. Catching and receiving the ball on the move and throwing it at the correct wicket. 3. To develop batting skills to be able to use the correct shot to hit the ball away from fielders. 4. Development of batting and fielding skills in kwik cricket, with over arm bowling. 5. Further development of playing a kwik cricket game with the use of overarm bowling. 6. Understand tactics of a game of kwik cricket.
Dance	<ol style="list-style-type: none"> 1. Pupils have an introduction to learning basic actions and pupils learn how to copy simple movement patterns. 2. Pupils learn how to respond to a variety of stimuli e.g. words, pictures, sounds, videos, and objects. 	<ol style="list-style-type: none"> 1. Pupils have an introduction to learning basic actions and pupils learn how to improvise and copy basic movement patterns in partners. 2. Pupils learn how to respond to a variety of stimuli e.g. words, 	<ol style="list-style-type: none"> 1. Pupils have a recap of basic movements and learn how to create and develop basic movement patterns in small group 2. Pupils learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects. They explore 	<ol style="list-style-type: none"> 1. To learn how to be creative when exploring basic movement patterns using travel and floor patterns. 2. To develop ways to respond to different stimuli using different directions, levels and dynamics. Pupils link movements 	<ol style="list-style-type: none"> 1. Pupils have an introduction to learning how to adapt a basic motif in small groups. 2. Pupils learn how to respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they link movements together in a small group. 	<ol style="list-style-type: none"> 1. Pupils have an introduction to learning how to adapt a basic motif in small groups. 2. Pupils learn how to respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they

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	<p>They explore different ways to use movement to reflect the stimulus.</p> <p>3. Pupils learn different directions used in dances. They attempt to use these directions in the basic movement patterns they have created.</p> <p>4. Pupils learn how to express moods and feelings in dance to tell a story or to convey an idea.</p> <p>5. Pupils learn how to create a clear, middle and end to their routines by using stillness. Pupils work in pairs to communicate ideas.</p> <p>6. Competition week: Pupils learn basic performance skills, and use these in their final dance, to gain points from the judge. Prizes/House Points can be awarded.</p>	<p>poetry, pictures, sounds, videos, and objects. They explore different ways to use movement to reflect the stimulus. They practice their dance in groups trying to keep in unison.</p> <p>3. Pupils learn different stage directions used in dances. They attempt to use these directions in the dance that has been created up to now.</p> <p>4. Pupils learn how to express moods and feelings in dance to tell a story or convey an idea. Pupils will create scenarios of their own to expand the storyline and expression in their dance.</p> <p>5. Pupils learn how to create a clear, middle and end to their routines by using stillness. Pupils work in pairs to communicate ideas.</p> <p>6. Competition week: Pupils learn basic performance skills,</p>	<p>different ways to use movement to reflect the stimulus and they link movements together in a small group.</p> <p>3. Pupils learn different stage directions used in dance. They attempt to use these directions in the dance that has been created up to now.</p> <p>4. Pupils learn how to use formations in dance to make it more create and nice to watch. Pupils learn to make formation flow in a smooth and controlled way.</p> <p>5. Pupils learn how to create a clear, middle and an end to their routines by using stillness and symmetrical shapes. Pupils work in groups to communicate ideas.</p> <p>6. Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes are awarded.</p>	<p>together in a small group.</p> <p>3. To learn how using different stage directions in their dances can make them more creative and aesthetically pleasing. Pupils will also develop their dance by using different direction at different times.</p> <p>4. Pupils develop their use of formations in dance to make it more creative and nice to watch. Pupils learn to make formations flow in a smooth and controlled way using unison, canon and different levels.</p> <p>5. Pupils learn how to create a clear, middle and an end to their routines by using stillness, different levels, directions, and symmetrical shapes. Pupils work in groups to communicate ideas.</p> <p>6. Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes are awarded.</p>	<p>3. Pupils learn different dance relationships used in dances. They attempt to use these relationships within their dances. Pupils also learn how to use canon.</p> <p>4. Pupils learn how to use formations in dance to make it more create and more aesthetically pleasing. Pupils learn how to flow into formations using different relationships.</p> <p>5. Pupils learn how to create a clear, middle and an end to their routines by using stillness. Pupils use partner balance to develop their stillness ideas.</p> <p>6. Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes can be awarded.</p>	<p>link movements together in a small group.</p> <p>3. Pupils learn different dance relationships used in dances. They attempt to use these relationships within their dances. Pupils also learn how to use canon.</p> <p>4. Pupils learn how to use formations in dance to make it more create and more aesthetically pleasing. Pupils learn how to flow into formations using different relationships.</p> <p>5. Pupils learn how to create a clear, middle and an end to their routines by using stillness. Pupils use partner balance to develop their stillness ideas.</p> <p>6. Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes can be awarded.</p>
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		and use these in their final dance, to gain points from the judge. Prizes/House Points can be awarded.				
Football	<ol style="list-style-type: none"> 1. Familiarisation of the Ball: Pupils begin to use their feet to move around an area and learn the basic rules of football. 2. Dribbling: Pupils learn the correct technique of how to dribble a ball. 3. Short Passing: Pupils learn how to pass a ball over a short distance using the inside of their foot. 4. Long Passing: Pupils learn how much power is needed to pass a ball over a long distance and why a long pass is used. 5. Shooting: Pupils will learn how to strike a ball and also the difference between passing and shooting. 6. Game Situations: Pupils link all of the skills learnt over the past 5 weeks and put 	<ol style="list-style-type: none"> 1. Familiarisation of the Ball: Pupils begin to use their feet to move around an area and learn the basic rules of football. 2. Dribbling: Pupils learn the correct technique of how to dribble a ball. 3. Short Passing: Pupils learn how to pass a ball over a short distance using the inside of their foot. 4. Long Passing: Pupils learn how much power is needed to pass a ball over a long distance and why a long pass is used. 5. Shooting: Pupils will learn how to strike a ball and also the difference between passing and shooting. 6. Game Situations: Pupils link all of the skills learnt over the past 5 weeks and put 	<ol style="list-style-type: none"> 1. To understand the basic rules of football and explore ways of using the feet to move the ball. 2. To learn the correct technique to dribble a ball and change direction. 3. To learn different passing techniques and begin to control the ball. 4. To learn different passing techniques and begin to be able to pass over a long distance. 5. To learn different shooting techniques and be able to strike a ball using laces. 6. To use all the skills learnt and put them into a game situation. 	<ol style="list-style-type: none"> 1. To develop students understanding of the basic rules of Football whilst taking part in a number of dribbling exercises encouraging students to use different parts in their feet. 2. To develop students dribbling skills whilst encouraging students to change direction. 3. Students learn to perform a short distance pass in Football using the correct technique: the non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball. 4. To continue to develop student's ability to perform a short distance pass whilst thinking about accuracy and power. Students are also encouraged to pass the ball over a variety of different distances. 5. Students are taught to shoot using their laces. 	<ol style="list-style-type: none"> 1. To understand the rules of football and explore different ways of moving with the ball effectively. 2. To learn different techniques to dribble with the ball. 3. To learn a variety of different turns to change direction and beat defenders. 4. To learn how to pass the ball over a variety of distances. 5. To learn the correct technique to strike a ball. 6. To use all the skills learnt and put them into a game situation. 	<ol style="list-style-type: none"> 1. To learn different techniques to dribble with the ball effectively. 2. To learn a variety of different turns to change direction and use these in a game situation. 3. To learn how to pass with control over a variety of different distances. 4. To learn how to strike a ball with accuracy. 5. To use tactics to attack and defend in different situations. 6. To use all skills learnt and put them into a game situation.

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	them into a game situation.	them into a game situation.		They use this technique in a number of game situations during the lesson. 6. Students are put into a number of game situations where they are encouraged to perform the skills learnt over the course of a term. This includes; dribbling, passing and shooting.		
Gymnastics	<p>1 To learn how to create a variety of different shapes using parts of the body.</p> <p>2 Begin to put shapes together and be able to perform a small sequence.</p> <p>3 To learn how to move around an area when bodies are at high and low levels.</p> <p>4 To explore different ways of using hands and feet to travel around an area.</p> <p>5 To learn how to perform a variety of different balances.</p> <p>6 To use apparatus safely and to create a small routine with all skills learnt in previous weeks.</p>	<p>1. To learn how to use their hands and feet to travel around an area.</p> <p>2. To learn how to create a variety of different shapes with their body.</p> <p>3. To learn how to jump effectively and safely and apply this in a routine.</p> <p>4. To learn how to perform a variety of different balances.</p> <p>5. To learn how to use small apparatus safely within a routine.</p> <p>6. To learn how to develop a gymnastics sequence, using shapes, balancing, jumping and travel.</p>	<p>1. To learn a variety of different ways to travel across a small area using different levels and body parts.</p> <p>2. To explore and link different shapes to create a small sequence.</p> <p>3. To learn how to jump effectively and safely and apply this in a sequence.</p> <p>4. To learn point and patch balances and how to link them together within their sequences.</p> <p>5. To learn the fundamental skills of rolling and link them together within a controlled way.</p> <p>6. To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.</p>	<p>1. To explore ways of travelling across a bench using different levels, body parts and speeds.</p> <p>2. To explore matching and mirroring when performing shapes with a partner.</p> <p>3. To develop pupils jumping technique by learning how to turn in mid-flight.</p> <p>4. To attempt a variety of partner balances exploring counter tension and counter balance techniques.</p> <p>5. To introduce the fundamental skills required to perform the forward roll.</p> <p>6. To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.</p>	<p>1. To learn how to perform point and group balances.</p> <p>2. To learn the difference between symmetric and asymmetric shapes.</p> <p>3. To be able link balances and shapes to create a short routine.</p> <p>4. To be able to incorporate a piece of equipment into a short routine.</p> <p>5. To understand the principles behind effective jumping.</p> <p>6. To be able to create and perform a routine which involves all skills learnt from previous weeks.</p>	<p>1. To be able to perform shapes and balances with partner and incorporate them into a short sequence.</p> <p>2. To be able to perform counterbalances.</p> <p>3. To understand the principles behind effective jumping and build sequences that include this skill.</p> <p>4. To be able to perform inversion through a headstand.</p> <p>5. To learn how to perform basic vaults.</p> <p>6. To be able to create and perform a routine which involves all skills learnt from previous weeks.</p>
Infant Agility	1 Learn and understand how to	1. To learn the correct running technique for				

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	<p>perform the correct running technique in a range of fun games. 2 Learn the correct technique to perform the Chest push. 3 Students take part in a number of activities encouraging them to balance and hold a balance. 4 Students learn how to jump effectively moving their arms and bending their legs to land. 5 Students will recap on all the skills learnt when running, throwing, balancing and jumping. 6 Students will be tested on their ability to run, throw, balance and jump.</p>	<p>short distance running. 2. Learn the correct technique to perform the chest push pass. 3. Learn and understand different ways to balance. 4. To learn how to jump and land correctly. 5. To develop hand - eye coordination. 6. Continue to develop hand – eye coordination.</p>				
<p>Handball</p>			<ol style="list-style-type: none"> 1. Ball familiarisation and movement. 2. Learning how to throw overarm with a handball. 3. How to get into the correct position to catch a handball. 4. Introduce movement focussing on throwing and catching. 5. Introduce shooting and goal keeping. 6. To learn how to travel before shooting or passing. 	<ol style="list-style-type: none"> 1. Ball control and body positions. 2. Learning different types of passes and knowing when to use them. 3. Learning when to use the different passes in a game. 4. To develop the variety of passes in a game. 5. Different types of shooting in handball. 6. Decide when to use certain passing and 	<ol style="list-style-type: none"> 1. Different types of passing and shooting available in handball. 2. Basic dribbling in handball. 3. To be able to link dribbling and passing together. 4. To be able to link dribbling and shooting together. 5. Decision making focusing on when to pass, take 3 steps or dribble. 6. To use all of the learnt skills in a game situation. 	<ol style="list-style-type: none"> 1. Recap the various Handball passing and shooting techniques. 2. To learn how to dribble and pass the ball in Handball. 3. To learn how to dribble and deceive an opponent in Handball. 4. To learn how to create a shooting opportunity in Handball. 5. To learn how to create a shooting opportunity in Handball.

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				shooting techniques in a game.		6. To learn how to play Handball.
Hockey			<ol style="list-style-type: none"> 1. To understand the basic rules of Hockey and explore ways of using the stick to move the ball. 2. To develop dribbling skills with control in a small area. 3. To understand different passing techniques and develop passing skills. 4. To understand how to control passes and understand when to use power in different situations. 5. To understand the difference between passing and shooting. 6. Develop dribbling, passing and shooting into a game situation. 	<ol style="list-style-type: none"> 1. To understand basic rules of hockey and explore ways of using the stick to move the ball. 2. To learn how to have control and turn quickly under pressure. 3. To understand different passing techniques and focus on ball control. 4. To understand what type of pass to use in different situations and be able to make a long pass. 5. To be able to strike a ball on the move. 6. To play a hockey game and be able to use skills learnt to beat opponents. 	<ol style="list-style-type: none"> 1. To explore the shake hands grip and the reverse grip when travelling with the ball. 2. To dribble with direction and explore the reverse stick. 3. To explore passing over distance whilst on the move and learn how to stop the ball. 4. To explore how to attack. 5. To explore how to defend and tackle. 6. To implement skills and technique learnt in competitive matches. 	<ol style="list-style-type: none"> 1. To develop different grips depending on the action needed. 2. To dribble in all directions including reverse dribble. 3. Passing on the move over different distances focusing on the different grips available. 4. To try and outwit defenders using various dribbling and passing techniques in attack. 5. To explore how to defend and not be outwitted. 6. To show how to use the learnt skills in a game environment.
Multi Skills			<ol style="list-style-type: none"> 1. To become familiar with different movement patterns and techniques. 2. To understand how to land in an effective balanced position. 3. Students learn to react to a stimulus. 4. Students to understand what is meant by the term agility. 5. Students learn the dribbling technique in a number of different sporting situations. 	<ol style="list-style-type: none"> 1. Students explore different ways to move on their own. 2. Students explore different ways to test their agility. 3. To understand the importance of concentration when balancing. 4. To understand how to incorporate fielding techniques with movement. 	<ol style="list-style-type: none"> 1. Students explore different running speeds required in different situations. 2. To explore a number of different ways to jump in a number of situations 3. Explore different ways to hop in a number of activities. 4. Students learn to dribble a football in a number of different situations. 5. Students discover a number of different ways they can dribble a basketball. 	<ol style="list-style-type: none"> 1. Students learn to understand what the term agility means. They also learn to test their agility using a number of different tests. 2. Students continue to develop their understanding of agility. 3. Students take part in a number of agility drills which require them to move at speed. They understand that speed, coordination

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			<p>6. Demonstrate the skills learnt in a number of game situations.</p>	<p>5. To understand how to link movement patterns and dodging. 6. Combine skills learnt throughout the previous weeks.</p>	<p>6. Demonstrate all the skills students have learnt over the course of the term.</p>	<p>and balance are all required to perform well at agility exercises. 4. Students understand what is meant by the term co-ordination and how they can test their co-ordination in a number of tests. 5. Students take part in a number of balance drills and learn to test their balance using a number of tests. 6. Students combine and link all the skills they have learnt over the course of the term.</p>
Netball			<p>1. To develop an understanding of the footwork rule. To attempt the two footed landing and the pivot action. 2. Passing short distance: To attempt the chest throw and bounce pass within a game situation. 3. Passing long distance: To attempt the shoulder pass and overhead pass and use them within a game situation. 4. Introduce basic attacking skills, creating space with the straight dodge technique. 5. Introduce basic defending skills, learning man to man marking technique.</p>	<p>1. To develop an understanding of the one-two (sticky steppy) footwork rule and pivot action. 2. To understand the importance of short distance passing and moving into space. 3. To attempt the shoulder pass and overhead pass on the move using signalling and communication, within a game situation. 4. Introducing basic attacking skills, creating space with the feint dodge technique. 5. Introducing basic defending skills learning to intercept the ball</p>	<p>1. To learn how to control their footwork when moving at speed. 2. To develop short distance passing skills on the move. 3. To develop long distance passing on the move using signalling and communication. 4. To develop basic attacking skills, by understanding the principle of creating and moving forward into space to receive the ball. 5. To develop basic defending skills when marking the ball, demonstrating good control and quick reactions within a game situation. 6. To develop the shooting technique and to develop</p>	<p>1. To learn how to turn in the air when landing using the correct footwork technique. 2. To develop and refine short distance passing skills in a game situation. 3. To develop long distance passing on the move and to be able to perform the correct passes in a game situation. 4. Pupils are to learn how to apply their knowledge of the dodging technique and moving forward into space to develop the centre pass. 5. Pupils are to learn how to select the correct type of defending technique in various game situations.</p>

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			6. To attempt the shooting technique and basic positions in a game situation.	whilst man to man marking. 6. To learn how to support a team member in their shooting technique and to learn the basic starting positions.	pupils understanding of rules and game play.	6. To develop pupils knowledge of rules in regards to the shooting technique.
Rounders	<p>1 Pupils learn how to perform a two handed catch with the correct technique for striking and fielding games.</p> <p>2 Pupils learn to link both throwing and catching as an introduction to a bowling technique.</p> <p>3 Pupils learn to make a striking action and to make contact with a stationary and/or moving object.</p> <p>4 Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5 Pupils learn to chase the ball and how to pick the ball up whilst on the move.</p> <p>Combining skills together to gain good fielding knowledge.</p> <p>6 Pupils learn basic rules and positions and play enjoyable</p>	<p>1. Pupils learn how to perform a two handed and one handed catch with the correct technique for striking and fielding games.</p> <p>2. Pupils learn to link both throwing and catching as an introduction to a bowling technique. Focus is on pupils aiming and accuracy skills.</p> <p>3. Pupils learn to make a striking action and to make contact with a moving ball.</p> <p>4. Pupils learn running skills and experiment with the speed and acceleration within fun modified games.</p> <p>5. Pupils learn to chase the ball and how to pick the ball up whilst on the move.</p>	<p>1. Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball.</p> <p>2. Pupils learn to consistently throw and catch with a partner at different distances.</p> <p>3. Pupils learn to strike a bowled ball. They focus on using power and strength.</p> <p>4. Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5. Pupils learn to overarm throw long distance to develop fielding techniques.</p> <p>6. Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.</p>	<p>1. Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball.</p> <p>A competitive game adds pressure to challenge pupil's ability.</p> <p>2. Pupils learn to over arm throw and catch consistently with a partner at long distances.</p> <p>3. Pupils learn to strike a bowled ball focussing on using power and strength. Batting tactics are also introduced.</p> <p>4. Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5. Pupils explore fielding techniques, and test running and throwing skills.</p> <p>6. Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the</p>	<p>1. Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball.</p> <p>A competitive element adds pressure to challenge pupil's ability.</p> <p>2. Pupils learn to consistently throw and catch with a partner at long distances.</p> <p>3. Pupils learn to strike a bowled ball. Focus on using power and strength. Batting tactics are also introduced aiming into zone areas.</p> <p>4. Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5. Pupils explore the bowling technique and target throwing.</p> <p>6. Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.</p>	<p>1. Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball.</p> <p>2. Pupils learn to consistently throw and catch with a partner at long distances under pressure.</p> <p>3. Pupils learn to strike a bowled ball.</p> <p>4. Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5. Pupils explore the bowling technique using a spin and target throwing.</p> <p>6. Pupils learn basic rules and positions and play enjoyable modified games.</p>

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	modified games with a competitive element to encourage the use of their skills in a game situation.	Combining skills together to gain good fielding knowledge. 6. Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.		use of their skills in a game situation.		
Swimming	<ol style="list-style-type: none"> 1. To learn breathing, floating, body position and water safety. 2. To develop body position and the push and glide whilst kicking. 3. To learn kicking and body position. 4. To develop kicking and learn breathing techniques. 5. To learn the Front Crawl, focusing on kicking and arms. 6. To develop Front Crawl, focusing on kicking and arms. 	<ol style="list-style-type: none"> 1. To learn breathing, floating, body position and water safety. 2. To develop body position and the push and glide whilst kicking. 3. To learn kicking and body position. 4. To develop kicking and learn breathing techniques. 5. To learn the Front Crawl, focusing on kicking and arms. 6. To develop Front Crawl, focusing on kicking and arms. 	<ol style="list-style-type: none"> 1. To develop the skills of the front crawl, focusing on kicking and arms. 2. To further develop breathing time in the front crawl. 3. To focus on breathing time and introduce different breathing techniques. 4. To introduce the backstroke. 5. To develop breathing techniques relating to swimming speeds and to discover sculling. 6. To prepare for assessment and learn basic swimming 'self-safety rescue'. 	<ol style="list-style-type: none"> 1. To develop the skills of the front crawl, focusing on kicking and arms. 2. To further develop breathing time in the front crawl. 3. To focus on breathing time and introduce different breathing techniques. 4. To introduce the backstroke. 5. To develop breathing techniques relating to swimming speeds and to discover sculling. 6. To prepare for assessment and learn basic swimming 'self-safety rescue'. 	<ol style="list-style-type: none"> 1. To focus on swimming 25 meters' front crawl using different breathing techniques. 2. To develop breathing techniques relating to swimming speeds in front crawl. 3. To use sculling to assist in floatation and movement in self-safety. 4. To introduce the basics of breaststroke. 5. To develop back and breast stroke. 6. To look at different self-rescue techniques and complete assessment. 	<ol style="list-style-type: none"> 1. To focus on swimming 25 meters' front crawl using different breathing techniques. 2. To develop breathing techniques relating to swimming speeds in front crawl. 3. To use sculling to assist in floatation and movement in self-safety. 4. To introduce the basics of breaststroke. 5. To develop back and breast stroke. 6. To look at different self-rescue techniques and complete assessment.
Tag Rugby	<ol style="list-style-type: none"> 1. Pupils learn how to dodge and weave an object using speed and direction. 2. Pupils learn how to become familiar with a rugby ball. How to hold it and how to 	<ol style="list-style-type: none"> 1. Pupils learn how to dodge and weave an object using speed and direction. Pupils learn what agility is and why we use it in Tag Rugby. 	<ol style="list-style-type: none"> 1. Pupils learn how to dodge and weave using speed and direction. Pupils learn what agility is and why we use it in Tag Rugby. 2. Pupils learn how to become familiar with a 	<ol style="list-style-type: none"> 1. To learn the importance of agility when dodging in tag rugby. 2. To become familiar with catching a rugby ball. 	<ol style="list-style-type: none"> 1. Pupils learn how to dodge and weave an object using speed and direction. Pupils learn what agility is and why we use it in Tag Rugby. 2. Pupils learn how to become familiar with a rugby 	<ol style="list-style-type: none"> 1. Pupils learn how to dodge and weave using speed and direction. 2. Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands.

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	<p>catch it with two hands.</p> <p>3. Pupils learn how to use the correct technique to throw the rugby ball in a straight line. They focus on aiming at a target.</p> <p>4. Pupils learn how to mark/shadow another person and why we do this. They also have an introduction to tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area. Combining passing and running skills.</p> <p>6. Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p>	<p>2. Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands.</p> <p>3. Pupils learn how to use the correct technique to throw the rugby ball in a straight line. They focus on aiming at a target.</p> <p>4. Pupils learn how to mark/shadow another person and why we do this. They also have an introduction to tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area. Combining passing and running skills.</p> <p>6. Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p>	<p>rugby ball. How to hold it and how to catch it with two hands.</p> <p>Pupils also learn to move their feet towards the ball for a successful catch and to avoid a knock on.</p> <p>3. Pupils learn how to use the correct technique to throw the rugby ball backwards. They focus on aiming at a target.</p> <p>4. Pupils learn to tag a player and the rules associated with tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area. Combining passing and running skills using the magic diamond tactic.</p> <p>6. Pupils learn how to score in rugby by placing the ball down in target areas.</p> <p>They learn how to work as a team communicating ideas and rules.</p>	<p>3. To learn how to pass the all backwards down a line.</p> <p>4. Learning to develop the tagging technique using the correct rules.</p> <p>5. To develop basic tactics using the magic diamond.</p> <p>6. To develop pupils knowledge of how to score a 'try' and to learn basic game rules.</p>	<p>ball. How to hold it and catch it with two hands. Pupils also learn to move their feet towards the ball for a successful catch and how to turn in the air away from their defenders to avoid a knock on.</p> <p>3. Pupils learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving. Passing is made more challenging by adding defenders to create pressure on the attackers.</p> <p>4. Learning to tag a player and learn the rules associated with tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area. Combining passing and running skills using and developing tactics. Players learn to use spaces.</p> <p>6. Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p>	<p>3. Pupils learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving.</p> <p>4. Pupils learn to tag a player and learn the rules associated with tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area, combining passing and running skills using and developing tactics.</p> <p>6. Pupils learn how to work as a team communicating ideas and rules.</p>
Tennis	<p>1. Practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot.</p> <p>2. Continue to develop the forehand</p>	<p>1. Students learn to understand the similarities between throwing and rolling the ball underarm to the forehand shot.</p>	<p>1. Students take part in exercises to develop their ability to play a Forehand shot in Tennis.</p> <p>2. The pupils take part in a number of exercises to learn the correct</p>	<p>1. Students take part in a number of exercises which help to develop their ability to play a forehand return shot in tennis.</p>	<p>1. Students learn the correct technique to perform the forehand shot and linking the similarities between the rolling of the ball and the forehand shot itself.</p>	<p>1. Students learn the correct technique to perform the forehand shot whilst thinking about their court position following the shot.</p>

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	<p>shot in tennis linking similarities between throwing a ball and playing the forehand shot.</p> <p>3. Understand what a volley shot is and when this shot can be used in tennis.</p> <p>4. Understand how to perform the volley shot. Students start to move their feet, ensure their bodies are in the correct position and make contact with the ball before it bounces to perform a volley.</p> <p>5. Understand how to start a game using an underarm serve. Students learn how to start a rally in tennis and the correct techniques required to perform an underarm serve.</p> <p>6. Students are asked to demonstrate all the skills they have learnt over the previous weeks to enable the teacher to assess.</p>	<p>2. Students take part in exercises which continue to develop their ability to play a forehand shot in Tennis.</p> <p>3. The teacher introduces the volley shot. The students understand what is meant by the term 'Volley'.</p> <p>4. The pupils take part in activities to improve their ability to volley the ball. The teacher ensures their stance is correct and when they make contact with the ball the racket is facing up.</p> <p>5. The students are introduced to how they start a rally in Tennis using a Serve. Students practice serving to targets to increase their ability to perform the serve whilst thinking about accuracy.</p> <p>6. Students take part in a number of activities which enable them to showcase all the skills they have learnt over the course of the term.</p>	<p>technique to perform the Backhand shot.</p> <p>3. Students learn to understand what a Volley shot is and how it could be used in a game of Tennis.</p> <p>4. Students learn how to perform an underarm serve and also learn when a serve is used in a game of Tennis.</p> <p>5. Students recap on the skills they have learnt over the previous four weeks.</p> <p>6. The students use all the skills they have learnt over the term to compete in competitive games with their peers.</p>	<p>2. Students develop their understanding of a backhand return shot. They also learn how to perform the shot focusing on developing their technique.</p> <p>3. Students understand what a serve in tennis is and they also learn how to perform the underarm serve to begin a game of tennis.</p> <p>4. Students learn to use a volley shot and use it at the correct time in a game of tennis.</p> <p>5. Students get given the opportunity to combine all the skills they have learnt over the past weeks and take part in a number of different tennis exercises.</p> <p>6. Students use the skills they have learnt over the past lessons to play and officiate a competitive game of tennis with their partner.</p>	<p>2. Students are to learn the correct technique to perform the backhand shot.</p> <p>3. Students will be taught to perform the volley shot using the correct technique.</p> <p>4. The students learn how a competitive game of tennis is started with a serve and the correct technique to perform a serve. Year 5/6's are encouraged to perform the overarm serve in tennis.</p> <p>5. Students are taught the correct terminology for the court markings and will be able to highlight the different court markings used in both single and double Tennis. Students will also be taught and learn to play a competitive game using the correct tennis scoring.</p> <p>6. During week six students furthermore show their knowledge and ability to play competitive tennis.</p>	<p>2. To perform the backhand return shot whilst continuing to think about their position on the court.</p> <p>3. To understand where and how to perform the volley shot using the correct technique.</p> <p>4. To discover how to serve underarm and overarm in tennis.</p> <p>5. Continue to develop the serve and develop this into a rally.</p> <p>6. To perform the backhand, forehand, volley and serve into a tennis game.</p>
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<p>Tri-Golf</p>	<ol style="list-style-type: none"> 1. To learn the fundamental skills of rolling a ball underarm and the areas of a golf course. 2. Learning how to play golf without equipment. 3. Learn how to use a putter. 4. Progressing skills with a putter. 5. To learn the fundamental skills to chip a golf ball. 6. To be able to put all skills together to play a whole round of golf. 	<ol style="list-style-type: none"> 1. To familiarise pupils with the golf course: holes, tees, water and the sand bunker. To learn underarm throwing and how this relates to tri golf. 2. To learn how to play golf without equipment. 3. To learn the basic putting technique. The focus being on power and body positioning. 4. To learn how to use a putter in a game situation using a score card. 5. To develop the fundamental skills of chipping a golf ball. 6. To be able to use their knowledge and skills within a full round of golf. 	<ol style="list-style-type: none"> 1. Learning to accurately roll and putt the ball with a partner. 2. To discover when and why a putter is used in golf. 3. To develop using the chipper focusing on technique. 4. To continue using a chipper on a tri golf course. 5. To learn how to use tactics to avoid obstacles, focus of shot and club selection. 6. To be able to put all the skills together to play a round of golf. 	<ol style="list-style-type: none"> 1. To focus on power and accuracy in putting and underarm throwing. 2. To explore when and how to use the putter in a controlled manner. 3. To develop using the chipper focusing on elevation of the ball. 4. To explore how to use the chipper to cover long distances. 5. To learn how to choose shot selection to overcome obstacles. 6. To be able to put all the skills together to play a whole round of golf against other pupils. 	<ol style="list-style-type: none"> 1. To explore how to use the use the putter. 2. Further develop accuracy in putting. 3. To focus on using the chipper concentrating on the elevation of the ball. 4. To explore how to sue the chipper to cover long distances with accuracy. 5. To learn how to choose shot selection to overcome obstacles. 6. To be able to put all the skills together to play a whole round of golf against other pupils. 	<ol style="list-style-type: none"> 1. To focus on power and accuracy in putting. 2. To continue to develop the skills to putt accurately. 3. To focus on power and accuracy when using the chipper. 4. To continue to develop the skills learnt with the putter and chipper. 5. To learn how to choose shot selection to overcome obstacles. 6. To be able to put all skills together to play a whole round of golf.
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