



# St Michael's CE Aided School

## PE Curriculum Map

### Progression of Knowledge and Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Personal, Social and Emotional Development</b></p> <p>Know and talk about the different factors that support overall health and wellbeing -regular physical activity Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others</p> <p><b>Physical Development</b></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"><li>- rolling - running</li><li>- crawling - hopping</li><li>- walking - skipping</li><li>- jumping - climbing</li></ul> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>REAL PE</b></p> <p>Enjoy working on simple tasks with help Play with others and take turns and share with help Follow simple instructions Observe and copy others Move confidently in different ways Aware of the changes to the way I feel when I exercise</p>	<p><b>Ball Skills</b></p> <p>Throw and roll balls over short distances with increasing control and accuracy. Get in line with a ball to catch it. Adjust their speed and direction to avoid colliding with others. Play by the rules Understand the words control aim, and accuracy. Listen and follow simple instructions/rules. Work well, and encourage others. Explain aiming, and look at the target when demonstrating this. Step forwards when rolling a ball. Get in line and reach out to catch a thrown ball. Keep a simple score.</p> <p><b>Dance</b></p> <p>Move and respond to music. Movements are big and clear. Use curiosity and creativity to develop ideas for moving in response to music or instructions. Readily change the direction of their movements Work well with others – take turns, share ideas and help others. Demonstrate fairness when working together.</p> <p><b>Gymnastics</b></p> <p>Perform the 7 basic shapes at a range of levels using low apparatus. Explore above shapes on larger apparatus. Including performing them while hanging Travel confidently using different body parts and at different levels and pathways on low apparatus, and explore travel on larger equipment</p> <p><b>Athletics</b></p> <p>Move with balance, coordination and agility. Walk or run with tall body position, knees and feet up, arms relaxed and moving forwards and backwards Start to run from a static position after hearing a '1, 2, 3 go, or get ready steady go' command. Accelerates quickly for a sprint, can run steadily for up to 1 min. Jump from side to side and jump from two feet to two feet for distance. All jumps have controlled soft landing. Show a relaxed and long arm when performing an underarm throw.</p>	<p><b>Ball skills</b></p> <p>Dribble a ball and avoid others. Pass accurately with control, and know to look at the person receiving the pass (and ensure they are looking at them) before they throw. Catch a ball thrown over a short distance. Work together to move a ball around and avoid a defender Explain how to aim Cooperate, take turns and play by the rules.</p> <p><b>Invasion Games</b></p> <p>Know what attacking and defending mean and demonstrate it. Know why we have rules in games and can play by them. They know there are consequences of not doing so. Use simple tactics to improve their play ie defenders spreading out to cover the area. Attackers moving away from defenders.... Work together and take turns in teams. Keep the score in a game.</p> <p><b>Dance</b></p> <p>Movements are large, clear and the whole body is involved. The children move at a range of levels and in all directions Movements are performed smoothly and they flow' from one to another. Children can Invent/create movement ideas to express a theme or feeling. Work in pairs and listen to each other's ideas. Explore positioning when performing movements – matching side by side Re-visit and build upon previous block of dance. Count the beat of the music. Respond to different styles of music to show an idea. Work together to create short pieces of dance. Move confidently using varied pathways and levels. Be happy to perform to others, and can listen to their ideas. Keep practicing so that they can improve</p> <p><b>Gymnastics</b></p> <p>Perform points and patches balances on low apparatus, and can explore them on large equipment.</p>	<p><b>Invasion Games</b></p> <p>Develop passing and receiving in combination Introduce passing to create space Introduce shooting Combine passing and moving to create shooting opportunities Lead others when appropriate and act as a respectful team member</p> <p><b>Net/Wall Games</b></p> <p>Perform and develop an understanding of the basic shots of the forehand and backhand and when they should be used in a game Throw/hit the ball into space on opponent's side of the court, then move back to the ready position to resume play. Show resilience and determination to master skills. Play fairly against others and keep the score.</p> <p><b>Tri-Golf</b></p> <p>Accurately strike a ball towards a target. Select tactics to cause an opponent problems. Follow the rules of the game and play fairly Lead others and act in a respectful way.</p> <p><b>Dance</b></p> <p>Respond to stimuli Develop movements for a character to convey an idea. Movements are clear and show expression and emotion to tell 'a story' Work cooperatively with a partner to create a motif.</p> <p><b>Gymnastics</b></p> <p>Explore rotation (rolling and spinning) on floor, small and large apparatus and link these together to create a short sequence Explore different types of jumps and leaps and begin to link them together to make sequences. Develop flight onto, along and off apparatus with consistently good form Develop the skills by changing the level direction and speed of rotation or flight.</p> <p><b>Athletics</b></p>	<p><b>Invasion games -Netball</b> Refine passing and receiving. Develop passing and creating space. Combine passing moving and shooting Introduce defending and marking. Introduce concept of footwork. Lead others in a positive manner and play a encouraging role in a team</p> <p><b>Striking and fielding - cricket</b></p> <p>Develop bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game. Apply an understanding of where, when to use fielding skills to stop the batters using their batting skills to outwit the fielders. Develop skills of respect and cooperation by working cooperatively and applying the rules of the games. Show resilience and self-motivation to improve their own performance.</p> <p><b>Dance</b></p> <p>Move with control and rhythm in a group. Choreograph small sections in small groups, working cooperatively Movements are large, clear, flow and are in character. Start to evaluate their own and others performances. Know what a good dance/dancer looks like</p> <p><b>Gymnastics</b></p> <p>Explore partner balance, understanding safety and the need to clearly communicate with the partner. Develop a sequence highlighting partner balance. Transitions between balances and low apparatus should be smooth and flow Sequences show a range of transitions, directions and levels</p> <p><b>Athletics</b></p> <p>Run over obstacles with good rhythm and coordination Jump for distance from 2 feet to 2 feet Use a short run to jump from one to 2 feet Show a 1 handed pull throw</p>	<p><b>Invasion Games – Tag Rugby</b></p> <p>Develop passing and moving skills to outwit opponents, keep possession of the ball and score. Explore how we tag an opponent and work in a team to reduce space and tag attackers Demonstrate basic defending tactics and formations to prevent opponents scoring Show resilience and confidence to cooperate and work with others tom make a successful team.</p> <p><b>Invasion games – Netball</b></p> <p>Refine passing and receiving (with movement) to create space and keep possession. Apply passing, footwork, and shooting in mini and full games. Develop defending in a game. Use a range of passes at the appropriate times. Lead others in a positive manner and act as a good team mate. Introduce the spirit of fair play</p> <p><b>Striking and fielding – cricket</b></p> <p>Refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents. Children begin to realise the need to adapt tactics to suit the opposition they face each time they play. Children develop communication skills as the start to lead their own teams and manage their own games.</p> <p><b>Dance</b></p> <p>Perform accurately, and bring the theme to life. Performances are expressive, they flow and show creativity. Extend motifs using compositional principles, such as speed level and shape Continue to constructively evaluate performances</p> <p><b>Gymnastics</b></p> <p>Work sympathetically with others to perform partner balances with consistent control Create sequences that demonstrate a range of transitions, flight and rotations.</p>	<p><b>Invasion Games - Dodgeball</b></p> <p>Show integrity and self-discipline by playing by the rules and leading others by example. Refine understanding of attacking and defending in a different game situation.</p> <p><b>Invasion Games – Netball</b></p> <p>Refine keeping possession and creating space. Develop officiating. Create and understand attacking and defending tactics in a game. Act as a positive role model, leading and supporting teams and teammates. Demonstrate respect and fair play</p> <p><b>Striking and fielding – cricket</b></p> <p>Consolidate bowling, throwing, catching, stopping, retrieving and batting skills. Apply skills with increasing accuracy and consistency into mini games. Use and apply tactics in game situations which involve all members, work to motivate the whole team. Consistently apply the rules of the game, show self- discipline and lead others by example</p> <p><b>Dance</b></p> <p>Perform with clarity, fluency, accuracy, rhythm and consistency as part of a big group. Performances are consistent with high energy. Develop movements from suggested stimulus and apply compositional principles</p> <p><b>Gymnastics</b></p> <p>Demonstrate an understanding of both matching and mirroring. Create short sequences to show matching and mirroring that show accuracy and fluidity in the movements. Extend sequences with work from prior learning – flight, balance, rotation, travel and shape</p> <p><b>Athletics</b></p> <p>Run over obstacles with consistent stride length</p>



# St Michael's CE Aided School PE Curriculum Map Progression of Knowledge and Skills

	<p><b>Real PE</b></p> <p>Follow instructions, practise safely and work on simple tasks by myself. Be aware of why exercise is important for good health. Work sensibly with others, taking turns and sharing. Understand and follow simple rules and can name some things I am good at. Explore and describe different movements. Perform a single skill or movement with some control. Be aware of why exercise is important for good health</p>	<p>Movements are performed safely and with control Perform a range of rolls on low apparatus (This includes mats). Freely explore and perform a rage of rolls appropriate to their ability, they do not all need to be able to perform a particular roll.</p> <p><b>Athletics</b></p> <p>Move with increasing balance, agility and coordination. Walk or run with tall body position, knees and feet up, arms relaxed and moving from socket to pocket positions. Respond quickly to a range of 'go' commands Jumping with bent knees then extend from the hips, knees and ankles and use arms to aid the jump. Demonstrate overarm throwing - swing arm further back and rotate hips to increase force of throw.</p> <p><b>Real PE</b></p> <p>Try several times if at first I don't succeed and I ask for help when appropriate. Help praise and encourage others in their learning. With help recognise similarities and differences in performance and explain why someone is working or performing well. Begin to compare movements and skills with those of others, select and link movements together to fit a theme. Perform a sequence of movements with some changes in level, direction or speed. Say how their body feels before, during and after exercise. Use equipment appropriately and move and land safely.</p>	<p>Show good posture and balance when running Show a variety of jumping styles with balance and control (including the landing) Demonstrate a 2 handed push throw. Jump for height from a standing position.</p> <p><b>Real PE</b></p> <p>Know where they are with their learning and have begun to challenge themselves. Show patience and support others, listening well to others about their work. Be happy to show and tell others about their ideas Explain what they are doing well and have begun to identify areas for improvement Make up their own rules and versions of activities. Respond differently to a variety of tasks or music. Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency Describe how and why their body changes during and after exercise. They explain why we need to warm up and cool down.</p>	<p><b>Swimming</b></p> <p>Submerge fully to pick up an object. Float on both front and back Perform safe self-rescue in different water-based situations. Swim 25m competently without help</p> <p><b>Real PE</b></p> <p>See all new challenges as opportunities to learn and develop Cope well and react positively when things become difficult I show patience and support others, listening well to others about our work. Explain what I am doing well and I have begun to identify areas for improvement Make up my own rules and versions of activities. Recognise similarities and differences in movements and expression Perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency Describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down</p>	<p>Demonstrate creativity when using apparatus. Sequences show a range of levels speed and directions.</p> <p><b>Athletics</b></p> <p>Show quick reactions and acceleration from a range of static positions Jump for distance from 1 to 2 feet Perform a single arm pull throw, if time a single or double arm push throw)</p> <p><b>Real PE</b></p> <p>Know where I am with my learning and I have begun to challenge myself Help organise roles and responsibilities and can guide a small group through a task. Cooperate well with others and give helpful feedback Use awareness of space/others to make good decisions. Understand ways (criteria) to judge performance Change tactics, rules or tasks to make activities more fun or more challenging. Link actions and develop sequences of movements that express my own ideas Link actions together so that they flow. I can perform a variety of movements and skills with good body tension Record and monitor how hard I am working. Explain how often and how long I should exercise to be healthy. Describe the basic fitness components.</p>	<p>Use jumping combinations around a space, leading to a triple jump. Sport education - be ready to run a station on sports day ad adapt it according to the participants</p> <p><b>Real PE</b></p> <p>Cope well and react positively when things become difficult. Persevere with a task and improve my performance through regular practice Help organise roles and responsibilities and guide a small group through a task. Cooperate well with others and give helpful feedback Use awareness of space/others to make good decisions. Understand ways (criteria) to judge performance Change tactics, rules or tasks to make activities more fun or more challenging. Link actions and develop sequences of movements that express my own ideas Link actions together so that they flow. Perform a variety of movements and skills with good body tension Record and monitor how hard I am working. Explain how often and how long I should exercise to be healthy. 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