

		PE Progression Yr2 -Yr 7				
Implementation	Y2	Progression in Outdoor Adventurous Activities				Y7
	No previous Teaching and Learning expected within OAA (Key Vocabulary)	Y3 Developing small team problem solving skills. Understanding of searching and finding skills, develop drawing and observing of a simple/restricted area map. (Communication/Problem solving/ map/ landmarks)	Y4 Developing team building skills in groups Understanding of using basic map skills over a larger area & identification of landmarks. Teams/ Pairs/Individual based competition. (Area, points of interest, directions, trail, search, single coordinates)	Y5 Developing advanced team based challenges and problem solving with roles. Understanding of using gridded maps with single/ double coordinates to identify points of interest. Pair/Individual competition (Gridlines, Double Coordinates, collaborating, evaluating)	Y6 Developing advanced team based challenges and problem solving with limit input (exploration). Understanding of using gridded maps with Triple coordinates & Compass points to identify points of interest. Pair/Individual timed competition (triple coordinates, plotting/ planning a route, compass points, point to point)	Y7 Orienteering skills over a large site with use of map (OS) and compass skills. Individual/ Team Competition.
Implementation	Y2	Progression in Multi-skills				Y7
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Y3 Test & develop Agility, Balance and Coordination through isolated skills and game based activities. Incorporate attacking and defending principles. (Skills, Agility, Balance, Coordination)	Y4 Test & develop Agility, Balance and Coordination through isolated skills, merging of skills & game based activities. Incorporate attacking and defending principles. (Static balance, Dynamic Balance, Hand & Eye)	Y5 Identify Agility, Balance and Coordination skills through pressurised/ competitive situations and game based activities. Identifying the effects of skills on attacking and defending principles. (Fine motor skills, Gross motor skills)	Y6 Identify Agility, Balance, Coordination & transferrable skills through pressurised/ competitive situations and game based activities. Identifying and evaluating the effects of skills on attacking and defending principles	Y7 Unit not taught independently at KS3 - Transferred into other areas of NCPE (KS3)

			coordination, attacking, defending)	competitive, adapting, modifying)	(demonstrating, developing, pressurising, transferring)	
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Implementation	Y2	Progression in Target Games				Y7
	Develop accurate rolling, throwing, bouncing and catching skills. Develop balance and control whilst moving in different directions. Develop simple sending and receiving games focussing on accuracy.	<p>Y3</p> <p>To develop sending techniques and understanding of considerations of hitting targeted areas with a range of objects.</p> <p>(Target, Sending, power, height, release, imagining)</p>	<p>Y4</p> <p>To develop sending techniques and understanding of considerations/developing plans of hitting specific targets with a range of objects over different distances.</p> <p>(Power, accuracy, height of release, flight path, outcome)</p>	<p>Y5</p> <p>To develop sending techniques and understanding of considerations/plans/tactics of hitting targets with focus on a variety of games/ use of equipment. Individual/ Group Competition.</p> <p>(alignment, technique, body position, visualisation)</p>	<p>Y6</p> <p>To develop sending techniques and understanding of considerations/plans/tactics/ evaluations of hitting targets with focus on a variety of games/ use of equipment. Individual/ Group Competition.</p> <p>(parabolic, aerodynamic, spin, desired outcome)</p>	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
Implementation	Y2	Progression in Fitness				Y7
	Not taught at Key Stage 1	<p>Y3</p> <p>To develop understanding of some of the different types of training (Circuit/Continuous/Resistance) and simple effects they have on the body. (Heart Rate/ Strength)</p> <p>(Heart, lungs, blood, breathing, sweating, recovering, aching, muscles, bones)</p>	<p>Y4</p> <p>To develop and experience/ understanding of different types of fitness (CV Endurance/ Muscular Endurance/Muscular Strength/Flexibility) and simple effects on the body/ (Heart Rate/Strength) Including fitness testing (Endurance, strength, resistance, continuous)</p>	<p>Y5</p> <p>To develop and experience the different types and training of fitness. Stating the effects on the body and the importance of participating. Including fitness testing (Circuit, repetitions, sets, Cardiovascular, interval)</p>	<p>Y6</p> <p>To develop and experience the different types and training of fitness. Stating the physical and mental effects on the body and the importance of participating. Including fitness testing (Fartlek, Intensity, Recovery, Heart Rate, Vigorous, Sedentary)</p>	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

	Y2	Progression in <i>Gymnastics</i> skills				Y7
Implementation	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Y3	Y4	Y5	Y6	Develop their technique and improve their performance in other competitive sports
		<p>To develop strength & control through body conditioning/positions. To develop flexibility and balance through body positions/ individual & partner balances with and without basic apparatus. Developing a short routine.</p> <p>(pushing, pulling, front support, back support, side support, arch, dish, extend, jump, flexibility.)</p>	<p>To develop strength & control through body conditioning/positions. To develop flexibility and balance through both individual and partner rolls/ balances. Experience apparatus to support and advance. Building and evaluating a short individual/ group routine.</p> <p>(Forward, side, teddy bear, egg, pencil rolls, body tension, point, patch, area, apparatus, counter balance, counter tension)</p>	<p>To develop strength & control through body conditioning/positions. To develop flexibility and balance through both individual and partner rolls/ balances. To develop technique and control through flight</p> <p>Creating, Performing and evaluating a short individual/ group routine.</p> <p>(Tuck, star, straddle, pike, support, Vault, springboard, box, table tops, flight,)</p>	<p>To develop strength & control through body conditioning/positions. To develop flexibility and balance through both individual and partner rolls/ balances. To develop technique and control through flight. Use of apparatus to support and advance. Creating, Performing and evaluating a short individual/ group routine.</p> <p>(Squat on, Squat through, Side Vault, Routine, Handstand, Cartwheel, Dive, Backwards roll, evaluation, feedback)</p>	
Im	Y2	Progression in Net/Wall games				Y7

	<p>Practise and develop throwing, catching and striking skills in a small game.</p> <p>Reinforce Agility, Balance and Coordination and focus on developing ball skills into a game</p>	<p>Y3</p> <p>To develop control of the racket, understanding of court movement and begin a small rally. Experience and highlight differences between Tennis & Volleyball. Understand the importance of rules/ scoring systems.</p> <p>(Net, Court, rules, body position, baseline, side-line, Racket)</p>	<p>Y4</p> <p>To develop reliable grip/ control of the racket (forehand), move around the court effective/efficiently and maintain a rally. Experience and highlight similarities/differences between tennis/ Volleyball. Understand the importance of rules/ scoring systems.</p> <p>(Service line, Serve, forehand, backhand, Volley, Half volley, Mid court)</p>	<p>Y5</p> <p>To develop consistency of shots across forehand/backhand. Develop spatial awareness of the court and markings across Table Tennis & Badminton Demonstrate skills of scoring and umpiring. Develop competitive experience.</p> <p>(Drop shot, Clear shot, overhead, underarm, cross court, down the line, flight, spin.)</p>	<p>Y6</p> <p>To develop a range of shots and decision making around when to implement them. Develop spatial awareness of the court and markings across Table tennis & Badminton. Demonstrate skills of scoring and umpiring. Develop competitive experience.</p> <p>(Let, set, game, Score, Deuce, Follow through, consistency, accuracy)</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p>
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		Progression in Invasion Games				Y7
Implementation	Y2	Progression in Invasion Games				Y7
	Participate in team games, developing simple tactics for attacking and defending. NC: master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<p>Y3</p> <p>To develop passing, dribbling, shooting, tackling/ intercepting & goalkeeping across a range of traditional/ modified invasion games (Hockey, Football, TAG Rugby, Lacrosse, Handball, Basketball/Netball)</p> <p>Understanding the objective of the game type and basic rules. Develop working relationships to support other team players.</p> <p>(Sending, receiving, travelling, attack, defend, tackle, shoot, pass, dribble.)</p>	<p>Y4</p> <p>To develop control in passing, dribbling, shooting, tackling/ intercepting & goalkeeping across a range of invasion games (Hockey, Football, TAG Rugby, Lacrosse, Handball, Basketball/Netball)</p> <p>Recognise and follow genuine and modified rules. Develop and highlight personal actions to support other team players.</p> <p>(intercepting, short, push, chest, driven, cushioned, power, turn,)</p>	<p>Y5</p> <p>To develop decision making and control of: Attacking/Defensive principles (keeping possession/get possession, invade/stop invading, score/stop scoring) TGFU Approach</p> <p>Understanding and adhering to genuine and modified rules. Experience and discuss positioning/formation.</p> <p>(possession, invading, scoring, goalkeeping, teamwork, positioning, roles)</p>	<p>Y6</p> <p>To develop decision making and consistency of: Attacking/Defensive principles (keeping possession/get possession, invade/stop invading, score/stop scoring)</p> <ul style="list-style-type: none"> - TGFU Approach. - Understanding and adhering to genuine and modified rules. - Create and implement positioning/formation/strategies in teams. <p>(Formations, types of play, drawing in, pulling out, finding space, creating space)</p>	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
Implementation	Y2	Progression in Dance				Y7
	Perform dances using simple movement patterns	<p>Y3</p> <p>To replicate and perform a range of movement patterns to match sporting activities/actions. Create movements patterns with expression individually/in pairs/ as a group.</p> <p>Provide feedback to peers/ own performance</p>	<p>Y4</p> <p>To replicate and perform a range of movement patterns with cheerleading themes. Create a range of movement patterns in keeping to the cheerleading theme with expression (individually/in pairs/ as a group.)</p> <p>Use IT to assess performance and to make improvements</p> <p>Work with a range of others to share and develop sequences.</p> <p>(Cheerleading, Cheer-dance, rhythm,</p>	<p>Y5</p> <p>To replicate, create & perform a range of movement patterns with Step dance themes. Create a range of movement patterns in keeping to the 'Stomp' theme with expression (individually/in pairs/ as a group.)</p> <p>Use a range of apparatus/equipment to build and develop rhythm and timing phases into performance.</p> <p>Evaluate own and peers performance and give constructive feedback.</p>	<p>Y6</p> <p>To replicate, create & perform a range of movement patterns with War dance themes. Create a range of movement patterns in keeping to the 'Haka' theme with expression (individually/in pairs/ as a group.)</p> <p>Use a range of vocal/ physical features to build and develop rhythm and timing phases into performance.</p> <p>Evaluate own and peers performance and give constructive feedback.</p>	Perform dances using advanced dance techniques within a range of dance styles and forms

		(Copy, Beat, Pattern, Style, Develop)	replicate, Practise, repeat)	(Level, Direction, Speed, tempo, Create, Times, Step,)	(Culture, Aboriginal, War, Intimidating, Accompany, Describe, Evaluate, Observe)	
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		Progression in Striking & Fielding				
Implementation	Y2					Y7
	Develop accurate rolling, throwing, bouncing and catching skills. Observe and describe throwing, catching and striking skills and use the information to improve.	<p>Y3</p> <p>To develop throwing, catching, stopping & retrieving skills and select at what time is best to use it.</p> <p>To develop hitting/ striking techniques with control and identify where to run. Understand the simplified rules of Rounders/Cricket.</p> <p>(Sending, receiving, throwing, striking, bowling, stopping, blocking, catching high/low)</p>	<p>Y4</p> <p>To develop the accuracy and action of throwing, catching, stopping & retrieving skills.</p> <p>To develop hitting/ striking techniques with control/ consistency and identify when to run. Understand the main rules of Rounders/Cricket and following these in modified games.</p> <p>(Aiming, speed, height, length, distance, overarm, underarm, retrieving, Backstop, fielder batter, wicket keeper, base)</p>	<p>Y5</p> <p>To develop the accuracy, consistency & appropriateness of throwing, bowling, catching, stopping & retrieving skills. To develop hitting/ striking techniques with control/ consistency/ accuracy to outwit the opponents. Understand a great range of rules of Rounders/Cricket and following these in games.</p> <p>Strategy/ plans included into game play.</p> <p>(Angle, anticipate, direction, timing, long barrier, spin, fast, front foot, back foot, pull, drive.)</p>	<p>Y6</p> <p>To develop the accuracy, consistency & appropriateness of throwing, bowling, catching, stopping & retrieving skills. To develop hitting/ striking techniques with choice/ control/ consistency/ accuracy to outwit the opponents. Understand the genuine rules of Rounders/Cricket and following these in games.</p> <p>Strategy/ plans included into game play. Regular competition to develop decision-making skills.</p> <p>(Placement, trajectory, pitch, flat, formation, wicket, bails, working triangle)</p>	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
Implementation	Y2	Progression in Athletics				Y7
	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>Y3</p> <p>To improve the quality, range and consistency of:</p> <p>Running - for distance, for speed, over obstacles, in teams.</p> <p>Throwing - Pull, push, fling (Javelin/ Shot put/ Discus)</p>	<p>Y4</p> <p>To improve the quality, range and consistency of:</p> <p>Running - for distance, for speed, over obstacles, in teams.</p> <p>Throwing - Pull, push, fling (Javelin/ Shot put/ Discus)</p>	<p>Y5</p> <p>To improve the consistency and ability to perform a range of techniques of:</p> <p>Running - for distance, for speed, over obstacles, in teams.</p> <p>Throwing - Pull, push, fling (Javelin/ Shot put/ Discus)</p> <p>Jumping - for distance (long/triple jump), height (high jump)</p>	<p>Y6</p> <p>To improve the consistency and ability to perform/select a range of techniques of:</p> <p>Running - for distance, for speed, over obstacles, in teams.</p> <p>Throwing - Pull, push, fling (Javelin/ Shot put/ Discus)</p> <p>Jumping - for distance (long/triple jump), height (high jump)</p>	Develop their technique and improve their performance in other competitive sports

Y2

Progression in Swimming

Y7

Implementation

Not covered at Key Stage 1.

Y3

To develop water confidence & water safety.
Swim Competently, confident and proficiently over a distance of at least 25 metres.
Use a range of strokes effectively (for example, front crawl, backstroke and backstroke).
Perform safe self-rescue in different water-based situations.

(Strokes, Breaststroke, Freestyle, Backstroke, Breathing, Tread Water, entry, exit)

Y4

To develop water confidence & water safety.
Swim Competently, confident and proficiently over a distance of at least 25 metres.
Use a range of strokes effectively (for example, front crawl, backstroke and backstroke).
Perform safe self-rescue in different water-based situations.

(Strokes, Breaststroke, Freestyle, Backstroke, Breathing, Tread Water, entry, exit)

Y5

To develop water confidence & water safety.
Swim Competently, confident and proficiently over a distance of at least 25 metres.
Use a range of strokes effectively (for example, front crawl, backstroke and backstroke).
Perform safe self-rescue in different water-based situations.

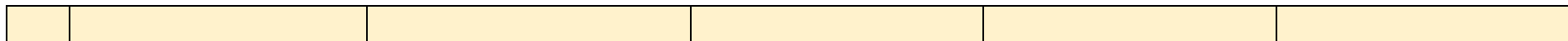
(Strokes, Breaststroke, Freestyle, Backstroke, Breathing, Tread Water, entry, exit)

Y6

To develop water confidence & water safety.
Swim Competently, confident and proficiently over a distance of at least 25 metres.
Use a range of strokes effectively (for example, front crawl, backstroke and backstroke).
Perform safe self-rescue in different water-based situations. (Top-up Swimming)

(Strokes, Breaststroke, Freestyle, Backstroke, Breathing, Tread Water, entry, exit)

Not Taught at Key Stage 3



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