

PE at Antingham & Southrepps - We are All Athletes

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

INTENT

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

We use Get Set for PE to support our teaching. Children are taught once a week for an hour by a specialist PE lead and once a week for an hour by their class teacher.

Our key concepts in PE are:

- Teamwork and having a good sports attitude
- Giving 100% effort
- Movement and
- Performance

	By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
GAMES	<p>Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p> <p>Knows how to catch and throw a variety of ball sizes for accuracy in different ways.</p> <p>Knows how to kick a ball for power and accuracy.</p> <p>Understands how to control a ball when playing in games.</p>	<p>Understand the terms 'opponent' and 'team mate'.</p> <p>Understand how to combine different movement skills with or without equipment.</p> <p>Understand how to lead others where appropriate.</p> <p>Knows the rules of simple team games.</p> <p>Knows the term 'dodging' and can apply in a range of activities.</p> <p>Knows how to throw and catch a ball in a variety of ways, individually or with others.</p>	<p>Understand the need for control when throwing and catching and using equipment.</p> <p>Understanding which tactics and movements are appropriate for different games.</p> <p>Understand the term hand eye coordination.</p> <p>Understand the rules for a variety of games.</p> <p>Knowing that games need to be played fairly and for enjoyment.</p> <p>Know how to lead others and be respectful within a team.</p>	<p>Know which techniques to use and how to combine them.</p> <p>Understand how to work alone or as part of a team.</p> <p>Understand the need for accuracy and power.</p> <p>Understand the benefits of different striking and fielding as well as attacking and defending techniques.</p> <p>Select appropriate tactics for a game and adapt where necessary.</p> <p>Know how to be respectful to other teams as well as own, behaving as a role model.</p>
DANCE	<p>Knows how to move their bodies to reflect the music.</p> <p>Understands how link movements to compose a short sequence.</p>	<p>Understand the need for careful control and co-ordination.</p> <p>Knows how to link movements together appropriately in a sequence, with a beginning and ending.</p> <p>Knows to vary the dynamics, relationships, or space to create sequences.</p> <p>Understands that movements can communicate a mood, feeling or idea, with or without a stimulus</p>	<p>Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end.</p> <p>Understands that movements can be combined.</p> <p>Knows how to convey an idea through dance through dynamics, relationships and space.</p> <p>Knows that changing the speed and levels of a performance will impact on the outcome.</p>	<p>Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end.</p> <p>Knows how to hold a precise and strong body posture with dynamics, space and relationships.</p> <p>Knows which muscles are involved in different movements.</p> <p>Knows how to improve strength and suppleness for a desired outcome.</p>

			Understands the need for physical strength and suppleness	
GYMNASTICS	<p>Knowing the meaning and differences between a 'static and dynamic' balance.</p> <p>Knows how to travel in a safe manner indoors.</p> <p>Knows a variety of ways to roll and jump in a controlled manner.</p> <p>Knows the body can be moved into a variety of shapes and ways, and can name them correctly. Using simple vocabulary to describe their movements.</p> <p>Understands the need to be safe when using gymnastic equipment.</p>	<p>Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others.</p> <p>Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others.</p> <p>Knows the terms: front, back and side support to create floor shapes.</p> <p>Can name and perform a variety of movements in a controlled manner, on and off equipment.</p> <p>Understands how to climb and traverse safely on equipment.</p>	<p>Knows the terms and can attempt: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knows the terms and can attempt forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner.</p> <p>Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor.</p> <p>Knows how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe.</p>	<p>Knows how to combine strength and stamina gained through gymnastic activities.</p> <p>Knows the terms and can perform with control: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner.</p> <p>Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances.</p> <p>Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment.</p> <p>Knows how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them.</p>
ATHLETICS	<p>Knows how to jump and leap in different ways for height and distance.</p> <p>Knows to negotiate speed and space when running.</p> <p>Knows how to throw a ball for accuracy and distance.</p>	<p>Understands how to throw in a variety of ways for accuracy and distance.</p> <p>Knows how improve their technique for running at speed.</p>	<p>Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running)</p>	<p>Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others.</p>
HEALTH & FITNESS <i>(Body awareness, self-reflection, and personal challenge This knowledge set needs to be applied across all areas of P.E)</i>	<p>Knows that exercise and activity makes their body change.</p> <p>Can accept feedback giving by others, and respond positively.</p>	<p>Start to understand how their heart rate raises during physical exercise.</p> <p>Know they can improve their skills in a variety of sports to improve their performance.</p> <p>Can set simple personal challenges to improve.</p> <p>Can give and take feedback from others and respond positively.</p>	<p>Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups.</p> <p>Can set personal challenges to improve through a positive attitude.</p> <p>Can give feedback to others in reference to a set success criteria.</p> <p>Can listen to feedback from to others and respond by making changes in a positive manner.</p>	<p>Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies.</p> <p>Knows the importance of warming up and cooling down.</p> <p>Can set measurable and realistic personal challenges.</p> <p>Can listen to feedback carefully and respond by making structured improvements in a positive manner</p>

Subject content to be taught in P.E

lesson from the National Curriculum:

EYFS

As part of the EYFS statutory framework pupils are taught:

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key Stage One

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Our Unit Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Be Positive	Take Part	Aim High	Be Respectful	Keep Trying	Challenge Yourself
Curriculum Drivers	Aspirations - To have high aspirations for my future and know all of the available opportunities open to me Independence - To have the independence to be able to reach my full potential and take responsibility Mental and Physical Health - To value my own self-worth to be the best I can be Resilience - To have the courage to bounce back from failure or challenges and grow as an individual					
Whole School Enhancement Events	International Day Halloween Harvest Festival World Peace Day School Council Elections	Pink Day Christmas Fair & Enterprise Project Black History Month Anti-Bullying Week Odd Socks Day	STEM Day World Book Day Children's Mental Health Week Safer Internet Day LGBT Week	Easter Bonnet Parade Aspirations Week Arts Week Sports Week	A&S Talent Show Christian Aid Week Wheels Week Sports Day Autism Awareness Week	Summer Fair & Enterprise Project Leavers & Prize Giving Art Exhibition Environmental Science Project
CYCLE A Year R & 1	Ball Skills 2 Fundamentals 2	Games 2 Invasion	Dance 2 Fitness	Yoga Team Building	Athletics Invasion	Striking & Fielding Sending & Receiving
CYCLE B Year R & 1	Ball Skills Fundamentals	Target Games Fitness	Dance Yoga	Net and Wall Team Building	Athletics Invasion	Striking & Fielding Sending & Receiving
CYCLE A Years 2 & 3	Athletics Striking & Fielding	Dance Fitness	Ball Skills Team Building	Fundamentals Yoga	Net & Wall Sending & Receiving	Target Games Invasion
CYCLE A Years 4, 5 & 6	Athletics Hockey	Football Netball	Yoga Dance	Tag Rugby Fitness Dodgeball	Basketball Cricket	Rounders Tennis
CYCLE B Years 2 & 3	Athletics Striking & Fielding	Dance Fitness	Ball Skills Team Building	Fundamentals Yoga	Net & Wall Sending & Receiving	Target Games Invasion
CYCLE B Years 4, 5 & 6	Athletics Hockey	Football Netball	Yoga Dance	Tag Rugby Fitness Dodgeball	Basketball Cricket	Rounders Tennis
CYCLE C Years 4, 5 & 6	Athletics Hockey	Football Netball	Yoga Dance	Tag Rugby Fitness Dodgeball	Basketball Cricket	Rounders Tennis

Progression Journey: Games



Get Set 4 P.E.

EYFS

1

2

3

4

5

6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management



Get Set 4 P.E.

EYFS

1

2

3

4

5

6

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



Progression Journey: Dance

EYFS

Copy basic body actions and rhythms.

Choose and use travelling actions, shapes and balances.

Travel in different pathways using the space around them.

Begin to use dynamics and expression with guidance.

Begin to count to music.

1

Copy, remember and repeat actions.

Choose actions for an idea.

Use changes of direction, speed and levels with guidance.

Show some sense of dynamic and expressive qualities.

Begin to use counts.

2

Copy, remember and repeat a series of actions.

Select from a wider range of actions in relation to a stimulus.
Use pathways, levels, shapes, directions, speeds and timing with guidance.
Use mirroring and unison when completing actions with a partner.

Show a character through actions, dynamics and expression.

Use counts with help to stay in time with the music.

3

Copy remember and perform a dance phrase.

Create short dance phrases that communicate an idea.

Use canon, unison and formation to represent an idea.

Match dynamic and expressive qualities to a range of ideas.

Use counts to keep in time with a partner and group.

4

Copy, remember and adapt set choreography.

Choreograph considering structure individually, with a partner and in a group.

Use action and reaction to represent an idea.

Change dynamics to express changes in character or narrative.

Use counts when choreographing short phrases.

5

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

Confidently perform choosing appropriate dynamics to represent an idea.

Use counts accurately when choreographing to perform in time with others and the music.

6

Perform dances confidently and fluently with accuracy and good timing.

Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S



Get Set 4 P.E.

EYFS

1

2

3

4

5

6

Run and stop with some control.

Explore skipping as a travelling action.

Jump and hop with bent knees.

Throwing larger balls and beanbags into space.

Balance whilst stationary and on the move.

Change direction at a slow pace.

Explore moving different body parts together.

Attempt to run at different speeds showing an awareness of technique.

Begin to link running and jumping movements with some control.

Jump, leap and hop and choosing which allows them to jump the furthest.

Throw towards a target.

Show some control and balance when travelling at different speeds.

Begin to show balance and co-ordination when changing direction.

Use co-ordination with and without equipment.

Show balance and co-ordination when running at different speeds.

Link running and jumping movements with some control and balance.

Show hopping and jumping movements with some balance and control.

Change technique to throw for distance.

Show control and balance when travelling at different speeds.

Demonstrates balance and co-ordination when changing direction.

Perform actions with increased control when co-ordinating their body with and without equipment.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: SET

EYFS

1 2

3 4

5 6

SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.

Progression Journey: Swimming

Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.


Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.

Physical Skills Progression Ladders

Athletics Progression Ladder



Get Set 4 P.E.

Games Unit 1 & 2 Fundamentals Unit 1 & 2 Ball Skills Unit 1 & 2

Year	Running	Jumping	Throwing
Year 6	Develop a clear understanding of pace and use it to develop their own and others sprinting technique.	Develop power, control and technique in the triple jump.	Develop power, control and technique when throwing discus and shot put.
Year 5	Apply fluency and coordination when running for speed in relay changeovers.	Develop power, control and consistency in jumping for distance.	Develop technique and power in javelin and shot put.
Year 4	Effectively apply speeds appropriate for the event.	Develop power and speed in the sprinting technique.	Explore power and technique when throwing for distance in a pull and heave throw.
Year 3	Develop an understanding of speed and pace in relation to distance.	Develop power and speed in the sprinting technique.	Explore power and technique when throwing for distance in a pull and heave throw.
Year 2	Develop the sprinting technique and apply it to relay events.	Develop power, control and technique in the triple jump.	Explore the technique for a pull throw.
Year 1	Develop the sprinting action.	Develop power, control and technique in the triple jump.	Explore the technique for a pull throw.
EYFS	Explore running and stopping. Explore running on the balls of their feet.	Explore jumping and hopping safely.	Explore throwing for distance and accuracy.

Ball Skills Progression Ladder




Get Set 4 P.E.

All Y5 & 6 Games Units

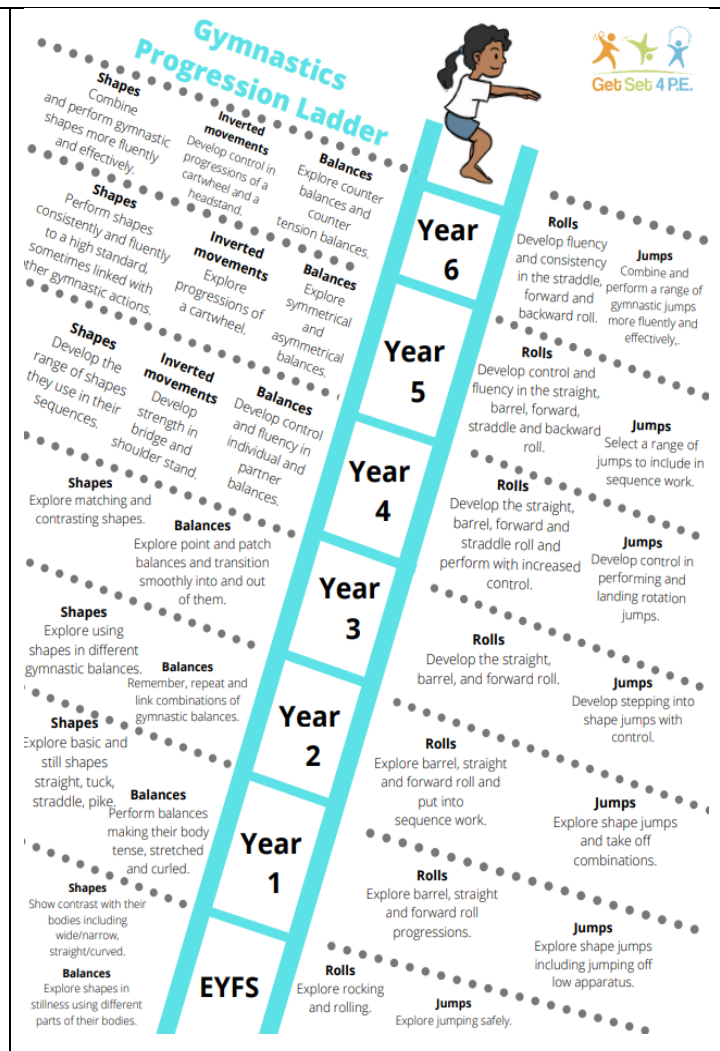
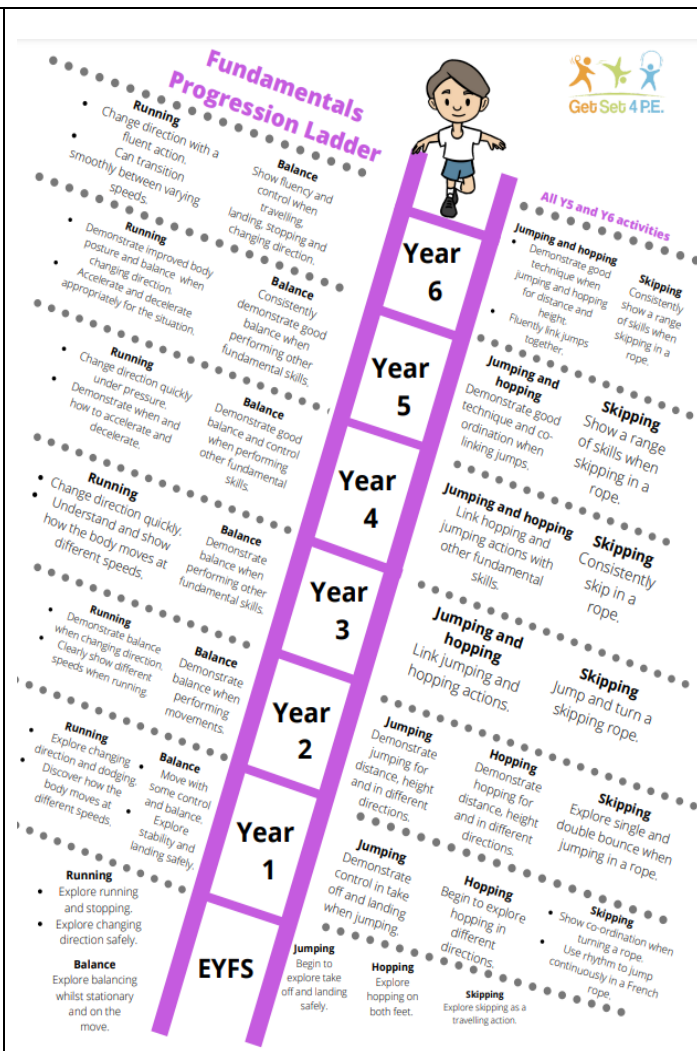
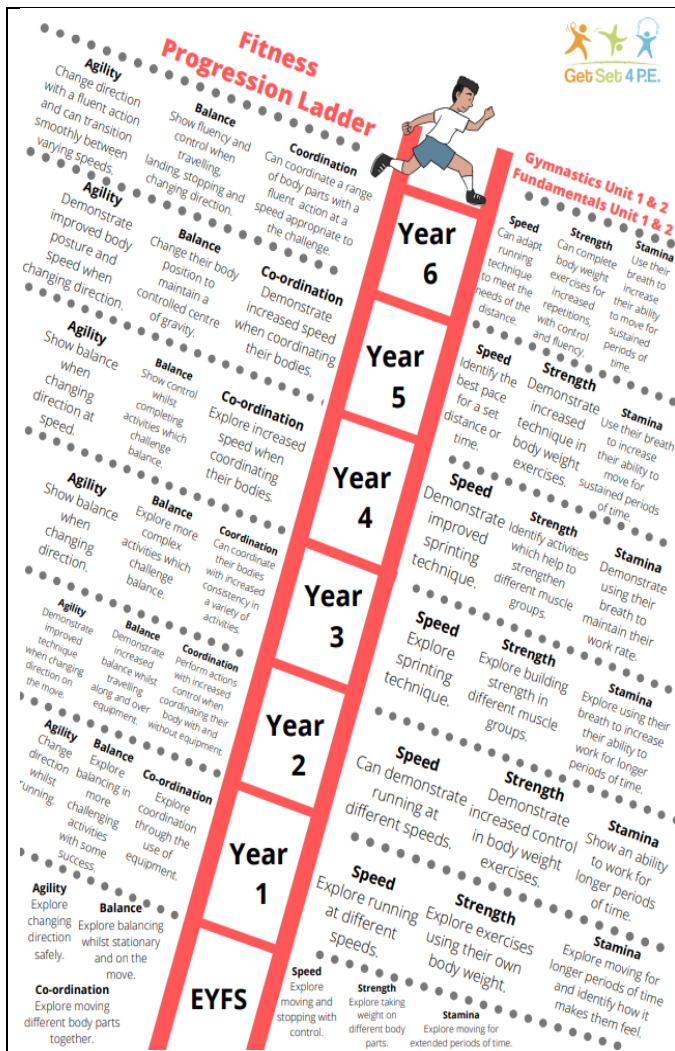
Year	Sending	Catching	Tracking	Dribbling
Year 6	Show good technique when sending a ball with increasing accuracy and consistency under pressure.	Demonstrate increasing consistency of catching under pressure in a variety of game situations.	Demonstrate a wider range of techniques when tracking a ball under pressure.	Demonstrate a range of dribbling techniques with increasing control under pressure.
Year 5	Demonstrate clear technique when sending a ball under pressure.	Demonstrate good technique under pressure.	Demonstrate a range of techniques when tracking and collecting a ball.	Dribble with some control under pressure.
Year 4	Accurately use a range of techniques to send a ball to a target.	Catch different sized objects with increasing consistency with one and two hands.	Consistently track a ball sent directly and indirectly.	Dribble a ball with increasing control and co-ordination.
Year 3	Send a ball with accuracy and increasing consistency to a target.	Catch a range of objects with increasing consistency.	Track a ball not sent directly.	Dribble a ball with hands and feet with control.
Year 2	Roll, throw and kick a ball to hit a target.	Develop catching a range of objects with two hands. Catch with and without a bounce.	Consistently track and collect a ball being sent directly.	Dribble a ball with hands and feet with some control.
Year 1	Roll and throw with some accuracy towards a target.	Begin to catch with two hands. Catch after a bounce.	Track a ball being sent directly.	Begin to dribble with hands and feet.
EYFS	Explore sending an object with hands and feet.	Explore catching using a variety of larger balls and beanbags.	Explore stopping a ball with hands and feet.	Explore bouncing and catching.

Dance Progression Ladder



Get Set 4 P.E.

Year	Actions	Dynamics	Space	Relationships	Performance
Year 6	Show controlled movements which express emotion and feeling.	Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.	Use direction and patterning to express different dance styles.	Use a variety of basic compositional principles when creating their own dances.	Demonstrate a clear understanding of timing in relation to the music and throughout their performance.
Year 5	Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.	Confidently use dynamics to express different dance styles.	Use direction and patterning to express different dance styles.	Confidently use formations, canon and unison to express a dance idea.	Perform dances expressively, using a range of performance skills, showing accuracy and fluency.
Year 4	Respond imaginatively to a range of stimuli related to character and narrative.	Change dynamics confidently within a performance to express changes in character.	Confidently use changes in level, direction and pathway.	Use action and reaction to represent an idea.	Perform complex dances that communicate narrative and character well, performing clearly and fluently.
Year 3	Create actions in response to a stimulus individually and in groups.	Use dynamics effectively to express an idea.	Use directions to transition between formations.	Develop an understanding of formations.	Perform short, self-choreographed phrases showing awareness of timing.
Year 2	Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.	Explore varying speeds to represent an idea.	Develop the use of pathways and travelling actions to include levels.	Explore working with a partner using unison, matching and mirroring.	Develop the use of facial expressions in their performance.
Year 1	Explore how their body moves. Copy basic body actions and rhythms.	Explore actions in response to music and an idea.	Explore pathways within their performances.	Begin to explore actions and pathways with a partner.	Begin to use counts within their performance.
EYFS	Explore how their body moves. Copy basic body actions and rhythms.	Explore actions in response to music and an idea.	Explore pathways and the space around them and in relation to others.	Are given opportunities to perform in front of others.	Are given opportunities to perform in front of others.



Invasion Games Progression Ladder

Get Set 4 P.E.

Year 6

Attacking
Explore creating attacking tactics with others in response to the game.

Defending
Explore creating and applying defending tactics with others in response to the game.

Space
Move to the correct space when transitioning from attack to defence.

Year 5

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Defending
Develop tracking and marking with a variety of techniques and increased success.

Space
Move to create space for themselves and others in their team.

Year 4

Attacking
Develop decision making around when to pass and when to shoot.

Defending
Develop defending one on one and know when to win the ball.

Space
Move into space to help possession and score goals.

Year 3

Attacking
Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.

Defending
Track opponents to limit their scoring opportunities.

Space
Develop moving with a ball towards goal with some control.

Year 2

Attacking
Developing moving into space away from defenders.

Defending
Explore staying close to other players to try and stop them getting the ball.

Space
Explore moving with a ball towards goal.

Year 1

Attacking
Explore changing direction to move away from a partner.

Defending
Explore tracking and move to stay with a partner.

Space
Recognise good space when playing games.

EYFS

Attacking & defending
Explore changing direction and trapping examples.

Space
Recognise their own space.

Year 6

Sending & receiving
Develop making quick decisions about when, how and who to pass to.

Dribbling
Dribble consistently using a range of techniques with increasing control under pressure.

Attacking
Explore creating attacking tactics with others in response to the game.

Year 5

Sending & receiving
Develop control when S&R under pressure.

Dribbling
Select and apply a variety of dribbling techniques to game situations.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Year 4

Sending & receiving
Teammate passing to a variety of techniques appropriate to the game.

Dribbling
Develop control whilst dribbling under pressure.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Year 3

Sending & receiving
Explore S&R abiding by the rules of the game.

Dribbling
Explore dribbling with hands and feet with increasing control on the move.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Year 2

Sending & receiving
Explore S&R with hands and feet to a partner.

Dribbling
Explore dribbling with hands and feet.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Year 1

Sending & receiving
Explore S&R with hands and feet using a variety of equipment.

Dribbling
Explore dropping and catching with two hands and moving a ball with their feet.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

EYFS

Sending & receiving
Explore S&R with hands and feet using a variety of equipment.

Dribbling
Explore dropping and catching with two hands and moving a ball with their feet.

Attacking
Explore creating attacking tactics with others and applying them to game situations.

Net and Wall Games Progression Ladder

Get Set 4 P.E.

Year 6

Shots
Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.

Serving
Serve accurately and consistently. Beginning to apply tactics to their serve.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 5

Shots
Demonstrate increased technique when using shots both cooperatively and competitively.

Serving
Develop technique in serving underarm with increased consistency.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 4

Shots
Explore returning a ball using focus shots such as the forehand and backhand.

Serving
Explore serving from an underarm serve.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 3

Hitting
Develop hitting a dropped ball over a net.

Feeding
Accurately underarm throw over a net to a partner.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 2

Hitting
Explore hitting a dropped ball with a racket.

Feeding
Throw a ball over a net to land into the court area.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 1

Hitting
Explore hitting a ball with their hands.

Feeding and Rallying
Explore sending a ball to a partner.

Space
Develop their range of serving techniques appropriate to the game they are playing.

EYFS

Hitting
Explore hitting a ball with their hands.

Feeding and Rallying
Explore sending a ball to a partner.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 6

Rallying
Successfully apply a variety of shots to keep a continuous rally.

Footwork
Demonstrate a variety of footwork patterns relevant to the game they are playing.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 5

Rallying
Use a variety of shots to keep a continuous rally.

Footwork
Demonstrate effective footwork patterns to move around the court.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 4

Rallying
Develop rallying using both forehand and backhand with increased technique.

Footwork
Begin to use appropriate footwork patterns to move around the court.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 3

Rallying
Explore rallying with a forehand.

Footwork
Consistently use and return to the ready position in between shots.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 2

Rallying
Explore underarm rallying with a partner catching after one bounce.

Footwork
Consistently use the ready position to move towards a ball.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Year 1

Rallying
Explore underarm rallying with a partner.

Footwork
Use the ready position to move towards a ball.

Space
Develop their range of serving techniques appropriate to the game they are playing.

EYFS

Rallying
Explore underarm rallying with a partner.

Footwork
Explore changing direction, running and stopping.

Space
Develop their range of serving techniques appropriate to the game they are playing.

Striking and Fielding Progression Ladder

Get Set 4 P.E.

Year 6

Striking
Strike a bowled ball with increasing accuracy and consistency.

Fielding
Consistently select and apply the appropriate fielding action for the situation.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 5

Striking
Develop batting technique consistent with the rules of the game.

Fielding
Develop bowling with some consistency, abiding by the rules of the game.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 4

Striking
Begin to strike a bowled ball using different equipment.

Fielding
Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 3

Striking
Develop striking a ball with their hand and equipment with some consistency.

Fielding
Understand that there are different roles within a fielding team.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 2

Striking
Explore striking a ball with their hand and equipment.

Fielding
Develop tracking and retrieving a ball for their team.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 1

Striking
Explore sending a ball to a partner.

Fielding
Explore tracking and stopping a rolling ball.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

EYFS

Striking
Explore sending a ball to a partner.

Fielding
Explore tracking and stopping a rolling ball.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 6

Throwing
Consistently make good decisions on who and when to pass to in order to get batters out.

Catching
Consistently demonstrate good technique in catching skills under pressure.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 5

Throwing
Demonstrate clear technique when using a variety of throws under pressure.

Catching
Explore catching skills (close/keep) and apply these with some consistency in game situations.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 4

Throwing
Use overarm and underarm throwing with increased consistency in game situations.

Catching
Beginning to catch with one and two hands with some consistency in game situations.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 3

Throwing
Use overarm and underarm throwing in game situations.

Catching
Catch with some consistency in game situations.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 2

Throwing
Develop coordination and technique when throwing over and underarm.

Catching
Catch with two hands with some coordination and technique.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

Year 1

Throwing
Explore technique when throwing over and underarm.


Catching
Develop coordination and technique when catching.

Space
Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

EYFS

Throwing and Catching
Explore rolling, throwing and catching using a variety of equipment.

Swimming Progression Ladder



Strokes
Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m.

Breathing
Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.

Strokes
Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.

Strokes
Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

Strokes
Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

Strokes
Begin to use arms and legs together, more effectively across the water unaided.

Strokes
Can swim over a 10m distance with a buoyancy aid.

Year 6

Water Safety
Can select and apply the appropriate survival technique for the situation.

Water Safety
Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.L.P and huddle positions.

Water Safety
Are comfortable with some personal survival techniques to include sculling and treading water.

Water Safety
Explore techniques for personal survival to include survival strokes such as sculling and treading water.

Water Safety
Demonstrate an awareness of water safety and float on their front and on their back.

Year 5

Breathing
Explore underwater breathing technique over a distance of 25m.

Breathing
Demonstrate improved breathing technique in front crawl.

Breathing
Begin to explore front crawl breathing technique.

Breathing
Begin to explore breathing in sync with their kicking action.

Year 4

Year 3


Year 2

Year 1

Breathing
Can submerge confidently in the water.

Water Safety
Become aware of water safety and explore floating on their front and back.

Target Games Progression Ladder



Throwing
Consistently make good decisions on who and when to throw at in order to get opponents out.

Throwing
Demonstrate clear technique when throwing under pressure.

Throwing
Throw with increasing accuracy and success in game situations.

Throwing
Explore throwing at a moving target.

Throwing Overarm
Develop co-ordination and technique when throwing overarm at a target.

Throwing Overarm
Explore technique when throwing overarm towards a target.

Catching
Explore catching using a variety of equipment.

Throwing
Explore throwing using a variety of equipment.

Year 6

(Dodgeball) Catching
Make quick decisions on when to catch and when to dodge.

(Dodgeball) Catching
Demonstrate good technique and consistency in catching skills under pressure.

(Dodgeball) Catching
Catch with increasing consistency in game situations.

(Dodgeball) Catching
Build the confidence to attempt catching in game situations.

Year 5

Year 4

Year 3

Year 2

Year 1

EYFS

Striking
Explore sending a ball to a partner.

Striking
Develop co-ordination and technique when throwing underarm at a target.


Striking
Explore technique when throwing underarm towards a target.

Striking
Develop striking a ball with equipment with some consistency.

Striking
Explore striking a ball with their hand and equipment.

Fundamentals Unit 1 & 2
Games Unit 1 & 2
Ball Skills Unit 1 & 2

Yoga Progression Ladder



Balance
Link combinations of poses for balance with increased control in transition.

Balance
Use their breath to maintain balance within a pose.

Balance
Explore using their breath to maintain balance within a pose.

Balance
Demonstrate increased control when in poses and explore control in paired poses.

Balance
Remember, copy, and repeat sequences of linked poses.

Balance
Perform balances and poses making their body tense, stretched and curled.

Balance
Explore shapes in stillness using different parts of their bodies.

Flexibility
Confidently transition from one pose to another showing extension connected to their breath.

Flexibility
Develop flexibility by connecting their movement with their breath.

Flexibility
Demonstrate increased extension in their poses.

Flexibility
Explore poses and movement in relation to their breath.

Flexibility
Show increased awareness of extension in poses.

Flexibility
Explore poses and movements that challenge their flexibility.

Flexibility
Explore shapes and actions to stretch their bodies.

Strength
Explore poses that challenge their strength and work to maintain strength when in and transitioning between poses.

Strength
Demonstrate increased control and strength when in and transitioning between poses.

Strength
Demonstrate increased control and strength when in a pose.

Strength
Explore arm balances with some control.

Strength
Demonstrate increased control in performing poses.

Strength
Explore strength whilst transitioning from one pose to another.

Strength
Explore taking weight on different body parts.

Mindfulness
Explore methods they can use to control how they feel with some success.

Mindfulness
Understand that there are methods they can use to control how they feel.

Mindfulness
Can engage with mindfulness activities with increased focus.

Mindfulness
Develop their ability to stay still and keep their focus.

Mindfulness
Explore controlling their focus and sense of calm.

Mindfulness
Recognise their own feelings in response to a task or activity.

Year 6

Year 5

Year 4

Year 3

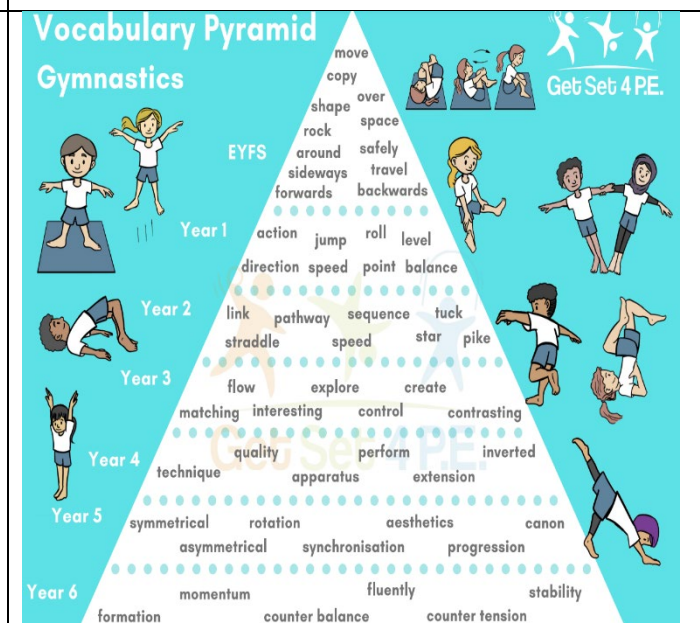
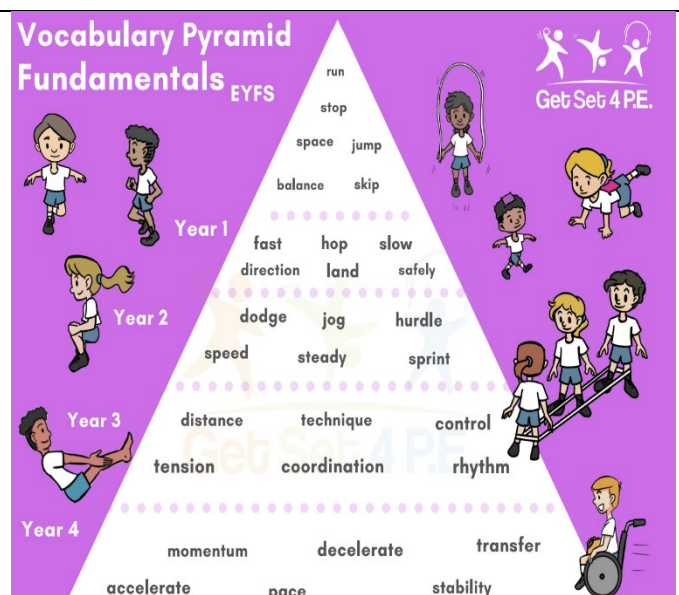
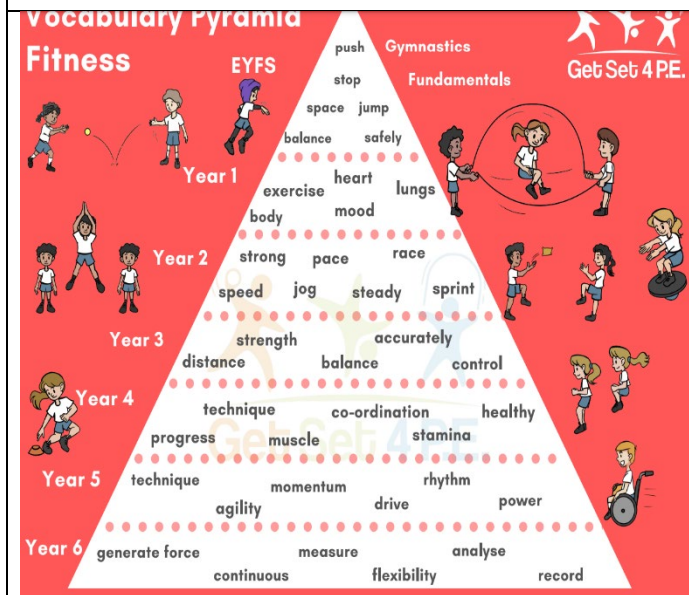
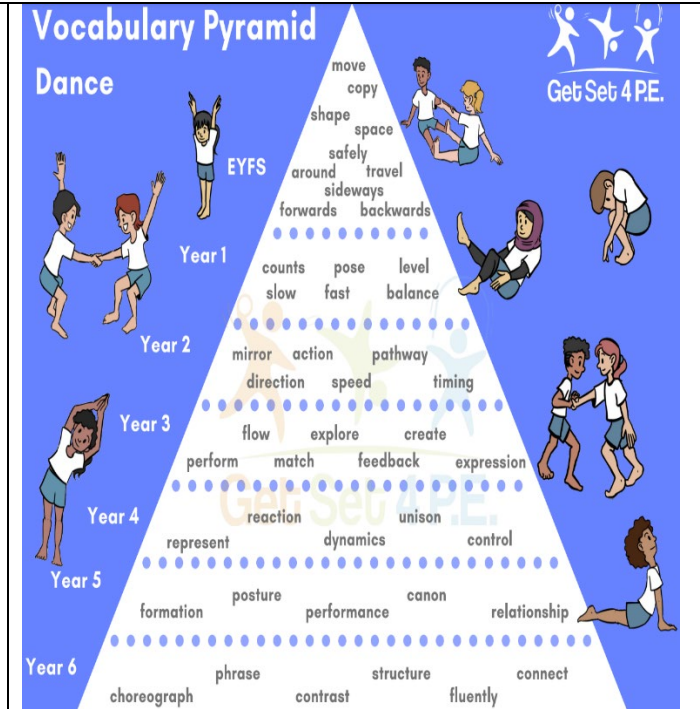
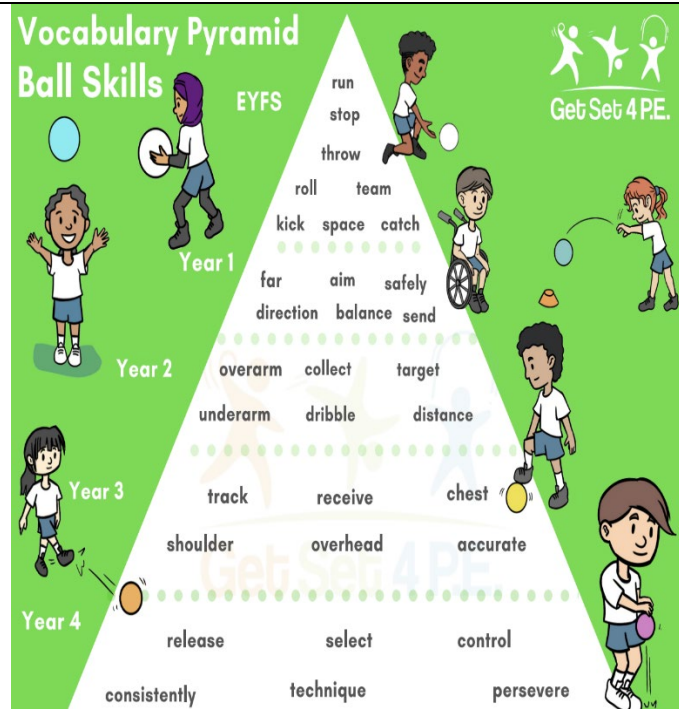
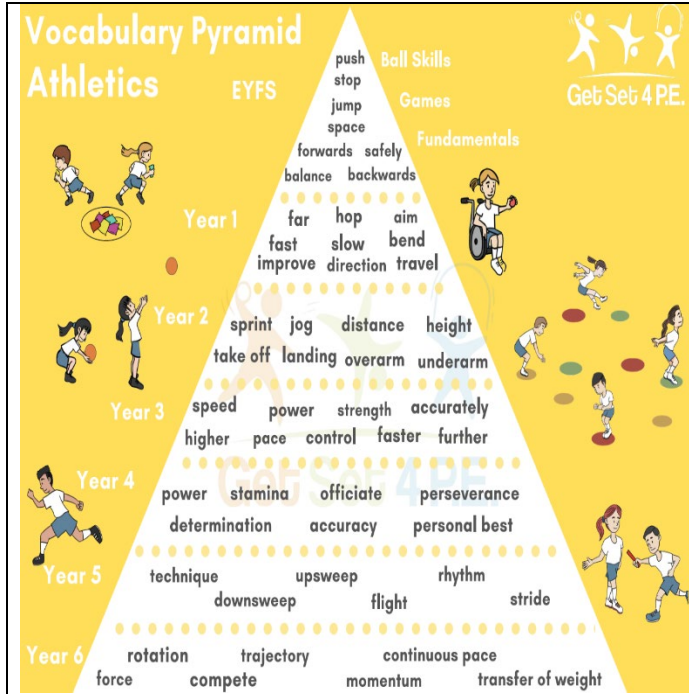
Year 2

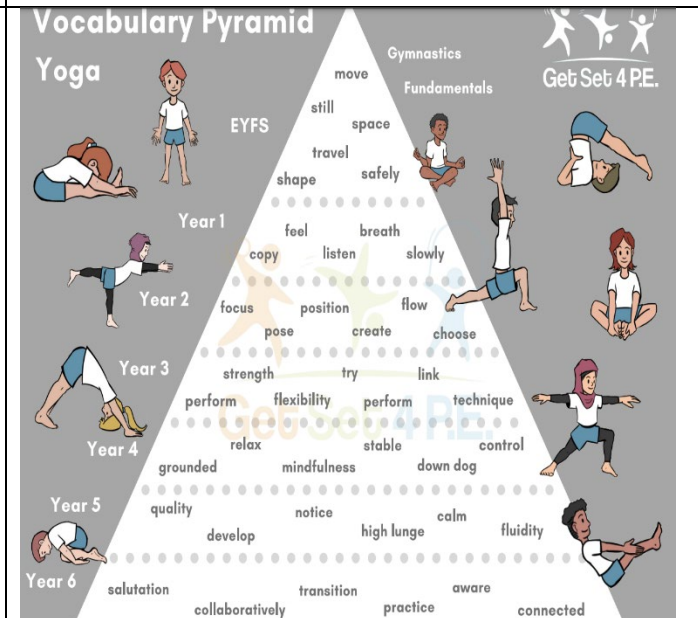
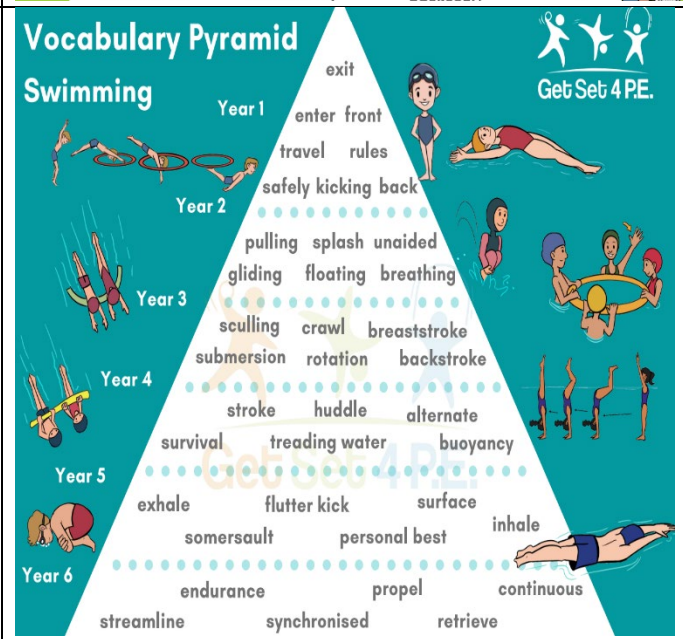
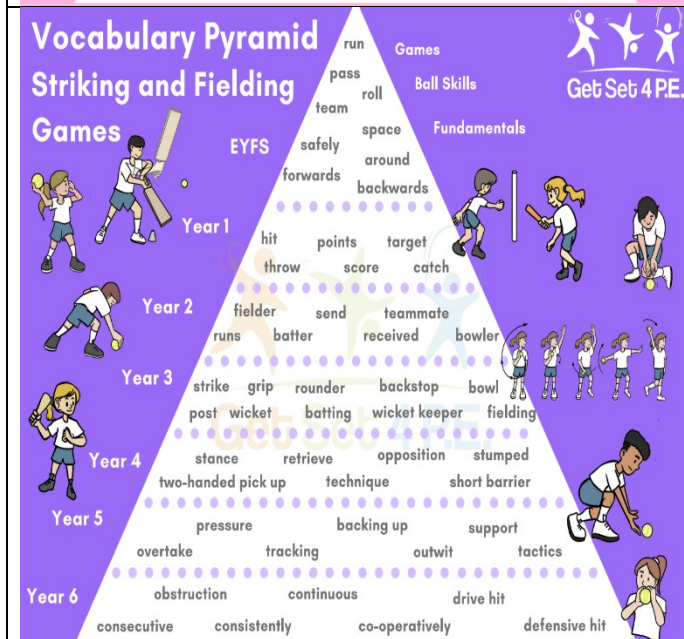
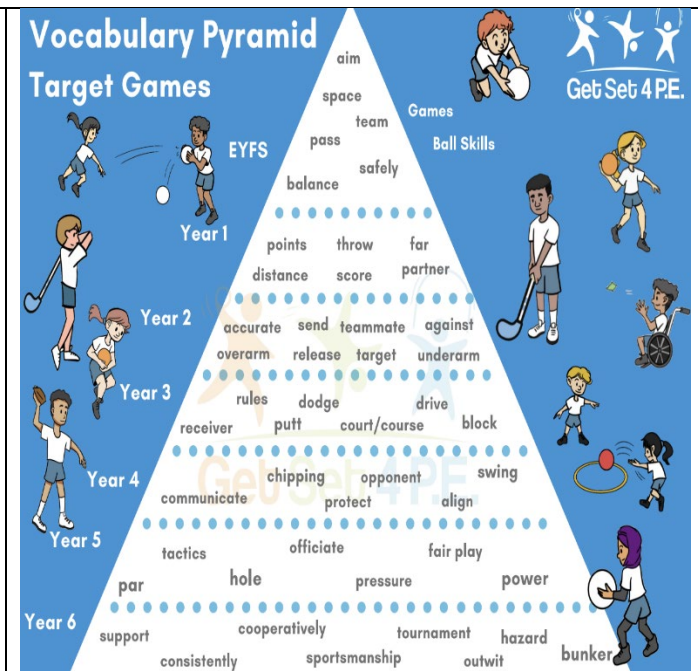
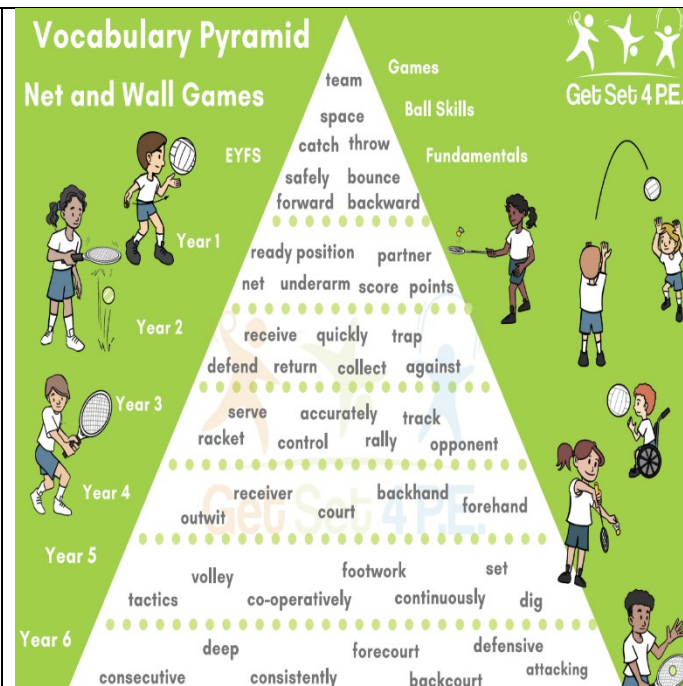
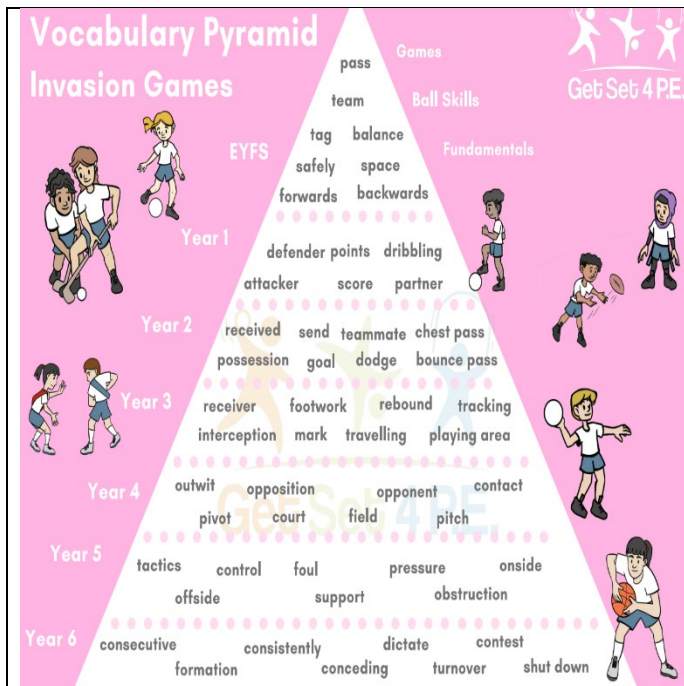
Year 1

EYFS

Fundamentals Unit 1 & 2
Gymnastics Unit 1 & 2

Vocabulary Pyramids





ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as an Athlete:

Personal Trainer	Sports Coach	Teacher
Sports physiologist	Sports Nutritionist	Sports Therapist
Strength and Conditioning Coach	Sports Development Officer	Sports Professional

Our Feeder High Schools KS3 Year 7 Art Curriculum Snapshot			
Cromer Academy	Hands: sporting techniques, rules, regulations & tactics through fitness, OAA and invasion game drills. Heart: respect and kindness Head: health and fitness principles. Stages/principles of a warm up & of a cool down. Name, location and types of muscles.	Hands: sporting techniques, rules, regulations & tactics through net games, multiskills and dance/gymnastics/trampolining. Heart: evaluativeness Head: function of the Skeleton and types of bones. Name and location of all skeletal bones.	Hands: sporting techniques, rules, regulations & tactics of the sporting activities of tennis, athletics and striking games. Heart: hard work and determination Head: types of joints. Structure, function & movement at a joint.
North Walsham High School	Practical: Mini Tennis, Rugby, Netball - Theory: Warm up and Cool Down. Practical: Handball, Dance, Gymnastics- Theory: Muscular System Practical: Fitness, Gymnastics, Mini Tennis	Practical: Rugby, Mini Tennis, Fitness - Theory: Skeletal System Practical: Gymnastics, Fitness, Netball Team sports - competitions	Practical: Athletics, Cricket, Tennis - Theory: Types of Movement Practical: Athletics, Rounders, Cricket - Theory – Joints Practical: Tennis, Cricket, Rounders, sports day
Aylsham High School	Students will develop their skill and understanding from a wide variety of sports, which may include: Athletics, badminton, basketball, cross country, cricket, dance, fitness, football, futsal, gymnastics, handball, hockey, netball, rounders, rugby, swimming, tennis and trampolining.		