

## PE Progression Overview

Knowledge, Skills and Conceptual Understanding in the Physical Education – Taken from the National Curriculum Get Set 4 P.E. Progression Document

Through the IB PYP curriculum, Girton Glebe develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through an education that builds intercultural understanding and respect.

Through our 6 core values, we aim to develop children at Girton Glebe who are:

**Curious:** inquisitive and inquiring

**Empathetic:** welcoming of others' opinions and valuing the feelings of others

**Aspirational:** striving to achieve

**Persevering:** appreciative of the learning journey

**Responsible:** understanding of their involvement in their education and the wider world

**Respectful:** inclusive, local and global citizen

	Reception learners will be learning to	ELG
<b>PSED</b>	Manage their own needs. -personal hygiene 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. Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others
<b>Physical Development</b>	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	<p>sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and group. Develop overall body-strength, balance, coordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support</p>	
<p><b>Expressive Arts and Design</b></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>

KS1

LKS2

UKS2

	Y1	Y2	Y3	Y4	Y5	Y6	
<b>National Curriculum overview</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				
	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>						
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Dance</b>	Copy basic body actions and rhythms.	Copy, remember and repeat actions.  Choose actions for an idea.	Copy, remember and Repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.  Choreograph considering structure	Accurately copy and repeat set choreography in different styles of	Perform dances confidently and fluently with accuracy and good

	<p>Choose and use travelling actions and shapes and balances</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count music.</p>	<p>Use changes of direction, speed and levels with guidance.</p> <p>how some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus</p> <p>Confidently perform Choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>timing.</p> <p>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.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
<b>Dance Units to ensure depth and breadth by year group</b>	Dance	Dance	Dance	Dance	Dance	Dance	Dance
<b>Fundamental Movement Skills (F.M.S.) through</b>	Run and stop with some control.	Attempt to run at different speeds showing an awareness	Show balance and coordination when running at different speeds.	Show balance, coordination and technique	Demonstrate how and when to speed up and	Run at the appropriate speed over longer distances or for longer	Demonstrate a controlled running technique using

<p><b>fundamentals, fitness and athletics</b></p>	<p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p>	<p>of technique. Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target. Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>when running at different speeds, stopping with control</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	<p>the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds</p>
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							Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
<b>Fundamental Movement Skills (F.M.S) Units to ensure depth and breadth by year group</b>	Fundamentals 1 Fundamentals 2	Fundamentals Autumn 1 Fitness Spring 1 Athletics Summer 2	Fundamentals Autumn 1 Fitness Spring 1 Athletics Summer 1	Fitness Spring 2 Athletics Summer 1	Fitness Spring 2 Athletics Summer 1	Athletics Summer 1	Athletics Summer 1
<b>Body Management: Though Yoga and Gymnastics</b>	<p>Create Shapes showing basic level of stillness using different body parts of their bodies.</p> <p>Begin to take weight of different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight</p> <p>Demonstrate increased flexibility and extension in more challenging actions</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them to.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.,</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p>

						technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
<b>Body Management Units to ensure depth and breadth by year group</b>	Gymnastics Balanceability	Yoga Autumn 1 Gymnastics Spring 1	Yoga Autumn 2 Gymnastics Autumn 1	Yoga Autumn 2 Gymnastics Autumn 21	Yoga Autumn 1 Gymnastics Autumn 2	Yoga Autumn 1 Gymnastics Spring 1	Yoga Autumn 1 Gymnastics Autumn 2
<b>Games</b>	<p>Drop and catch with two hands</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls into space</p> <p>Kick larger balls into space</p> <p>Stop a beanbag or large ball sent to them using their hands.</p> <p>Attempt to stop a large ball sent to them using their feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p>	<p>Drop and catch and ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations</p> <p>Catch a ball passed to them using one and two hands with some success</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent</p> <p>Select and apply the appropriate kicking</p>

<p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations</p> <p>Use simple tactics to help their team score or gain possession</p>	<p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their</p>
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							team and evaluate the effectiveness of these.
<b>Games Units to ensure depth and breadth by year group</b>	Ball Skills	Ball Skills Team Building Target Games Striking and Fielding Games	Ball Skills Team Building Target Games Striking and Fielding Games	Handball Netball Cricket Tennis	Handball Netball Cricket Tennis	Hockey Handball Korfball/basketball Tennis Invasion Games	Tag Rugby Hockey Korfball/basketball Tennis
<b>Outdoor Adventurous Activities</b>	<p>Follow simple instructions</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Being to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map. Identify own and others' success.</p> <p>Identify own and others successes.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve</p>	<p>Follow instructions from a peer and give simple instructions</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	<p>Communicate with others clearly and effectively when under pressure</p> <p>Confident to lead others and show consideration of including all within a group</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate</p>

							around a course  Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
<b>OAA units</b>	Forest School	These skills are covered in other units and in other areas of the curriculum including Geography and Forest Schools	These skills are covered in other units and in other areas of the curriculum including Geography and Forest Schools	OAA		OAA	OAA
<b><u>Swimming</u></b>							
		<p><b><u>Beginners</u></b> Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time</p> <p>Confidently roll from front to back and then regain a standing position.</p>		<p><b><u>Developers</u></b></p> <p>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.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p>		<p><b><u>Intermediate</u></b></p> <p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and</p>	

			Comfortably demonstrate sculling head first, feet first and treading water	control. Select and apply the appropriate survival technique to the situation.
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