



**Physical Education
at
Castle Camps C. of E. (V.C.) Primary School**

Life in all its fullness

Intent

At Castle Camps Primary School, physical education is an integral part of the curriculum that is inclusive and strives to engage all pupils, creating a sense of enjoyment in physical activity. The delivery of high-quality teaching and learning opportunities inspire children to be successful and develop skills that enable them to progress in a number of areas of PE.

Children are provided with a broad range of sports through both curriculum and extra-curriculum time allowing everyone the chance to identify sports where they can achieve their full potential and experience success. Pupils develop the ability to remain active for a sustained period of time, and have opportunities to engage in competitive sport in a range of settings and activities.

The physical education curriculum will give children the knowledge and understanding to lead healthy, active lives while also understanding the positive impact this will have on their mental well-being. Pupils will be taught vital life skills to keep them safe, such as swimming, but will also be taught life-long values throughout their time at Castle Camps. These values create great sportsmanship qualities and include passion; self-belief; respect; honesty; fairness; determination; and teamwork.

Implementation

Pupils at Castle Camps participate in weekly high-quality physical education lessons that ideally span at least 2 hours of the curriculum timetable. Where possible, two different sports/skills are focused on each half term, allowing pupils to engage in a broad range of activities. Our PE programme of study incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Progression of skills have been considered through all sporting areas so that our pupils build on prior skills and develop them further, and are able to link these skills to new areas of learning. Staff plan their lessons using a range of resources including the Cambridgeshire Scheme of Work for Physical Education. For half a term each year, we aim to support teachers through the use of specialist teachers who ensure the delivery is of an outstanding quality. Specialist coaches are also used to deliver a session of PE each week in Years 4,5 and 6. In addition, we use specialist coaches to support a term of swimming lessons to all children in EYFS and KS1.

At Castle Camps we provide opportunities for all children to participate in extra-curricular activities during and after school, in addition to competitive sporting events throughout the year. We offer an inclusive approach which endeavours to encourage not only physical development but also well-being. Pupils experience positive competition and ultimately have fun and experience success in sport.

Impact

At Castle Camps our PE curriculum is progressive and allows children to develop fundamental knowledge, skills and vocabulary and apply them to a variety of sports. PE is taught as a basis for life-long learning, where access is provided to a wide range of activities in the belief that, if taught well and the children experience enjoyment and success, they will continue to have a physically active life. Pupils understand the importance of exercise on their physical and mental well-being and recognise that engaging in regular physical activity has positive implications on their learning in the classroom.

All pupils develop values crucial to being a successful sportsperson, including: passion; respect; honesty; fairness; determination; and teamwork. Through opportunities for sporting success, including personal challenges, children also develop in self-belief and confidence. This confidence is particularly seen by the end of Year 6 where children are able to display skills to self-rescue in the water and swim a minimum of 25 meters competently.

The impact of our PE curriculum is also measured in the uptake of our extra-curricular sports and participation in inter-school sports competitions. External measures are also used to measure the impact of our PE curriculum. Each year Castle Camps applies for the School Games Award which recognises high quality provision in school with either a bronze, silver or gold award. Castle Camps regularly receives the Bronze Award for our high quality physical education and school sport.

CAMBRIDGESHIRE SCHEME OF WORK FOR PHYSICAL EDUCATION - UNITS BY YEAR GROUP

Year Groups	Dance	Gymnastics	Games	Athletics
Reception	On Parade Toys	Fun Gym Shapes Move and Hold	Fundamentals 1 Fundamentals 2	
1	Moving Words Weather	Jumping Jacks Rock and Roll	Fundamentals 1 Fundamentals 2	
2	Great Fire of London Magical Friendships	Points of Contact Ball Tall Wall	Fundamentals 1 Fundamentals 2	
3	Solar System Machines	Patterns and Pathways Hand Apparatus	Ball Handling Skills Striking Fielding Games	Challenges
4	Cold Places Rugby and the Haka	Principles of Balance Rotation	Invasion Games - Ball on the ground Net Games	Pentathlon
5	On the beach Dance Styles	Pair composition Press and Go	Invasion Games - Football Netball	Heptathlon
6	Football Dance Why Bully Me Dance	Body Symmetry Group Work	Invasion Games - Ball Hockey Invasion Games - Tag Rugby	Decathlon

PE Progression – A Year (2025-26)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
Autumn 1 Indoor	Gym (Fun Gym Shapes)	Dance Y1 Weather		Gymnastics Ball Tall Wall Y2 (Cambridgeshire Scheme)		Gymnastics Y4 Principles of Balance (Cambridgeshire Scheme)		Dance linked to Topic	
Autumn 1 Outdoor	Games - Fundamentals Unit 1	Fundamentals of movement Y1 Unit 1		Games Striking and Fielding Y3		Netball (Primary Sports Stars Planning)		Netball (Primary Sports Stars Planning)	
Autumn 2 Indoor	Dance linked to Topic	Dance - Victorian Christmas (BBC KS1)		Dance Polar Friends Y2		Dance Y5 On the Beach		Gymnastics Y5 Press and Go	
Autumn 2 Outdoor	Games - Fundamentals Unit 1	Gym Y1 Jumping Jacks		Gymnastics Y2 - Points of Contact		Football (Primary Sports Stars Planning)		Football (Primary Sports Stars Planning)	
Spring 1 Indoor	Gym - Move and Hold)	Gymnastics Y2 Ball Tall Wall		Gymnastics Y3 Hand Apparatus		Dance Y4 Rugby and The Haka		Dance linked to Topic	
Spring 1 Outdoor	Fundamentals Skills Unit (Ball Skills)	Fundamentals Y1 Unit 2		Dance - Extreme Earth		Hockey (Primary Sports Stars Planning)		Hockey (Primary Sports Stars Planning)	

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
Spring 2 Indoor	Dance linked to Topic	Gymnastics Y2 Ball Tall Wall		Dance Y3 Machines		Gymnastics Y5 Press and Go		Gymnastics Y6 - Group Work Unit	
Spring 2 Outdoor	Fundamentals Skills Unit (Ball Skills)	Fundamentals Y2 Unit 1		Ball Handling Skills Y3		Tag Rugby (Primary Sports Stars Planning)		Tag Rugby (Primary Sports Stars Planning)	
Summer 1 Indoor	Fundamental Skills Unit 2	Dance Y2 - Great Fire of London		Games (Net Games - NTA scheme of work)		Tennis		Health and Fitness / Circuit Training	
Summer 1 Outdoor	Games or Tennis	Athletics Running and Jumping (Twinkl Unit)		Athletics (Y3) Challenges		Kwik Cricket (Primary Sports Stars Planning)		Kwik Cricket (Primary Sports Stars Planning)	
Summer 2 Indoor	Swimming	Swimming		Swimming		Swimming		Swimming	
Summer 2 Outdoor	Athletics (sports day activities)	Athletics (sports day activities)		Athletics (sports day activities)		Athletics - Heptathlon Unit		Athletics - Decathlon Unit	

PE Progression – B Year (2026-27)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
Autumn 1 Indoor	Gym (Fun Gym Shapes)	Dance Y1 Rock n Roll(Cambridgeshire Scheme)		Gymnastics Y3 Patterns and Pathways (Cambridgeshire Scheme)		Gymnastics Y4 Rotation (Cambridgeshire Scheme)		Dance linked to Topic	
Autumn 1 Outdoor	Games - Fundamentals Unit 1	Fundamentals of movement Y2 Unit 1 (Cambridgeshire Scheme)		Games Ball Handling Skills Y3 (Cambridgeshire Scheme)		Netball (Primary Sports Stars Planning)		Netball (Primary Sports Stars Planning)	
Autumn 2 Indoor	Dance linked to Topic	Dance - (Y1) Moving Words		Dance Y3 - Solar System		Dance Y4 Cold Places		Gymnastics Y6 Body Symmetry	
Autumn 2 Outdoor	Games - Fundamentals Unit 1	Fundamentals of movement Y2 Unit 1 (Cambridgeshire Scheme)		Games Ball Handling Skills Y3 (Cambridgeshire Scheme)		Football (Primary Sports Stars Planning)		Football (Primary Sports Stars Planning)	
Spring 1 Indoor	Gym (Cambridgeshire Scheme Move and Hold)	Gymnastics Y2 Ball Tall Wall		Gymnastics Y3 Hand Apparatus		Dance Y5 Styles (Cambridgeshire Scheme)		Dance linked to Topic	
Spring 1 Outdoor	Fundamentals Skills Unit (Ball Skills)	Fundamentals of movement Y2 Unit 2		Invasion Games Y3 Dribbling and Passing		Hockey (Primary Sports Stars Planning)		Hockey (Primary Sports Stars Planning)	

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer	
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5	Y6
Spring 2 Indoor	Dance linked to Topic	Dance linked to Topic		Dance linked to Topic		Dance Y5 Pair composition		Gymnastics Y5 - Pair Composition	
Spring 2 Outdoor	Fundamentals Skills Unit (Ball Skills)	Fundamentals of movement Y2 Unit 2 (Cambridgeshire Scheme)		Invasion Games Y3 Dribbling and Passing(Cambridgeshire Scheme)		Tag Rugby (Primary Sports Stars Planning)		Tag Rugby (Primary Sports Stars Planning)	
Summer 1 Indoor	Fundamental Skills Unit 2	Gymnastics - Points of Contact		Gymnastics - Points of Contact		Tennis		Health and Fitness / Circuit Training	
Summer 1 Outdoor	Games or Tennis	Tennis		Net Games - NTA scheme of work		Kwik Cricket (Primary Sports Stars Planning)		Kwik Cricket (Primary Sports Stars Planning)	
Summer 2 Indoor	Swimming	Swimming		Swimming		Swimming		Swimming	
Summer 2 Outdoor	Athletics (sports day activities)	Athletics (sports day activities)		Athletics (sports day activities)		Athletics - Heptathlon Unit		Athletics - Decathlon Unit	

Skills Progression grids can be found below. These will help you differentiate for the mixed year groups when teaching a unit of work or a skill.

They were a bit fiddly to paste in so you may need to zoom to read them. I will try to fix this,

Progression Grids

This document outlines:

- Health and Fitness objectives
- Skills objectives
- Performance objectives
- Evaluation objectives

It's main purpose is to use as a guide to support planning or schemes of work. This should allow for skills progression through the skill and ensure the right skills are being taught at the right time. Obviously there will be some flexibility due to the nature of mixed classes.

There are 4 sections:

- Gymnastics
- Games
- Athletics
- Dance

Gymnastics

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.
Know the importance of strength and flexibility for physical activity.
Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.
Explain why exercise is good for your health.
Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.
Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.
Carry out warm-ups and cool-downs safely and effectively.
Understand why exercise is good for health, fitness and wellbeing.
Know ways they can become healthier.

Acquiring and Developing Skills in Gymnastics (General)

Create a short sequence of movements.
Roll in different ways with control.
Travel in different ways.
Stretch in different ways.
Jump in a range of ways from one space to another with control.
Begin to balance with control.
Move around, under, over, and through different objects and equipment.

Create and perform a movement sequence.
Copy actions and movement sequences with a beginning, middle and end.
Link two actions to make a sequence.
Recognise and copy contrasting actions (small/tall, narrow/wide).
Travel in different ways, changing direction and speed.
Hold still shapes and simple balances.
Carry out simple stretches.
Carry out a range of simple jumps, landing safely.
Move around, under, over, and through different objects and equipment.
Begin to move with control and care.

Copy, explore and remember actions and movements to create their own sequence.
Link actions to make a sequence.
Travel in a variety of ways, including rolling.
Hold a still shape whilst balancing on different points of the body.
Jump in a variety of ways and land with increasing control and balance.
Climb onto and jump off the equipment safely.
Move with increasing control and care.

Choose ideas to compose a movement sequence independently and with others.
Link combinations of actions with increasing confidence, including changes of direction, speed or level.
Develop the quality of their actions, shapes and balances.
Move with coordination, control and care.
Use turns whilst travelling in a variety of ways.
Use a range of jumps in their sequences.
Begin to use equipment to vault.
Create interesting body shapes while holding balances with control and confidence.
Begin to show flexibility in movements.


Create a sequence of actions that fit a theme.
Use an increasing range of actions, directions and levels in their sequences.
Move with clarity, fluency and expression.
Show changes of direction, speed and level during a performance.
Travel in different ways, including using flight.
Improve the placement and alignment of body parts in balances.
Use equipment to vault in a variety of ways.
Carry out balances, recognising the position of their centre of gravity and how this affects the balance.
Begin to develop good technique when travelling, balancing and using equipment.
Develop strength, technique and flexibility throughout performances.






Select ideas to compose specific sequences of movements, shapes and balances.
Adapt their sequences to fit new criteria or suggestions.
Perform jumps, shapes and balances fluently and with control.
Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
Confidently use equipment to vault in a variety of ways.
Apply skills and techniques consistently.
Develop strength, technique and flexibility throughout performances.
Combine equipment with movement to create sequences.

Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Confidently use equipment to vault and incorporate this into sequences.
Apply skills and techniques consistently, showing precision and control.
Develop strength, technique and flexibility throughout performances.

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances.

This table maps out the progression of skills in each area to be taught in each year group. Please note - the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Rolls						
	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
	Jumps						
	Straight jump Tuck jump Jumping jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
	Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table						
		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Handstands, Cartwheels and Round-offs						
	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
	Travelling & Linking Actions						
	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galoping	Tiptoe, step, jump and hop Hopscotch Skipping Galoping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
	Shapes and Balances						
	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
	Compete/Perform						
	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
	Evaluate						
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Games

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Games units are:

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception)
- I can negotiate space and obstacles safely, with consideration for myself and others. (PD: ELG)
- I can demonstrate my strength, balance and coordination. (PD: ELG)
- I can move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

KS1 National Curriculum Aims

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. 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. 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.

KS2 National Curriculum Aims

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);
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.

Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.

Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.

Carry out warm-ups and cool-downs safely and effectively.

Understand why exercise is good for health, fitness and wellbeing.

Know ways they can become healthier.

Striking and Hitting a Ball

Hit a ball with a bat or racquet.

Use hitting skills in a game.

Practise basic striking, sending and receiving.

Strike or hit a ball with increasing control.

Learn skills for playing striking and fielding games.

Position the body to strike a ball.

Demonstrate successful hitting and striking skills.

Develop a range of skills in striking (and fielding where appropriate).

Practise the correct batting technique and use it in a game.

Strike the ball for distance.

Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.

Accurately serve underarm.

Build a rally with a partner.

Use at least two different shots in a game situation.

Use hand-eye coordination to strike a moving and a stationary ball.

Use different techniques to hit a ball.

Identify and apply techniques for hitting a tennis ball.

Explore when different shots are best used.






Develop a backhand technique and use it in a game.





Practise techniques for all strokes. Play a tennis game using an overhead serve.

Hit a bowled ball over longer distances.

Use good hand-eye coordination to be able to direct a ball when striking or hitting.

Understand how to serve in order to start a game.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Throwing and Catching a Ball						
	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>
	Travelling with a Ball						
	<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques, showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
	Passing a Ball						
	<p>Kick an object at a target.</p>	<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p>	<p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>
	Possession						
				<p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>
	Using Space						
	<p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p>	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Attacking and Defending						
	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
	Tactics and Rules						
	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
	Compete/Perform						
	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	Evaluate						
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Athletics

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, skipping, jumping, climbing. (PD: Reception)
- Develop overall body strength, balance, coordination and agility. (PD: Reception)
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)

KS1 National Curriculum Aims

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. 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. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending.

KS2 National Curriculum Aims

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);
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.

Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.

Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.

Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.

Carry out warm-ups and cool-downs safely and effectively.

Understand why exercise is good for health, fitness and wellbeing.

Know ways they can become healthier.

Running

Run in different ways for a variety of purposes.

Vary their pace and speed when running.

Run with a basic technique over different distances.

Show good posture and balance.

Jog in a straight line.

Change direction when jogging.

Sprint in a straight line.

Change direction when sprinting.

Maintain control as they change direction when jogging or sprinting.

Run at different paces, describing the different paces.

Use a variety of different stride lengths.

Travel at different speeds.

Begin to select the most suitable pace and speed for distance.

Complete an obstacle course.

Vary the speed and direction in which they are travelling.

Run with basic techniques following a curved line.

Be able to maintain and control a run over different distances.

Identify and demonstrate how different techniques can affect their performance.

Focus on their arm and leg action to improve their sprinting technique.

Begin to combine running with jumping over hurdles.

Focus on trail leg and lead leg action when running over hurdles.

Understand the importance of adjusting running pace to suit the distance being run.

Confidently demonstrate an improved technique for sprinting.

Carry out an effective sprint finish.

Perform a relay, focusing on the baton changeover technique.

Speed up and slow down smoothly.

Accelerate from a variety of starting positions and select their preferred position.

Identify their reaction times when performing a sprint start.

Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.

Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.

Identify and demonstrate stamina, explaining its importance for runners.

Recap, practise and refine an effective sprinting technique, including reaction time.

Build up speed quickly for a sprint finish.





Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.

Accelerate to pass other competitors.

Work as a team to competitively perform a relay.

Confidently and independently select the most appropriate pace for different distances and different parts of the run.

Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Jumping						
	<p>Jump in a range of ways, landing safely.</p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
	Throwing						
	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
	Compete/Perform						
	<p>Control their body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
	Evaluate						
	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Dance

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception)
- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)
- Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)
- Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Develop overall body strength, balance, coordination and agility. (PD: Reception)

KS1 National Curriculum Aims

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. 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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.
Know the importance of strength and flexibility for physical activity.
Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.
Explain why exercise is good for your health.
Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.
Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.
Carry out warm-ups and cool-downs safely and effectively.
Understand why exercise is good for health, fitness and wellbeing.
Know ways they can become healthier.

Dance Skills

Join a range of different movements together.
Change the speed of their actions.
Change the style of their movements.
Create a short movement phrase which demonstrates their own ideas.

Copy and repeat actions.
Put a sequence of actions together to create a motif.
Vary the speed of their actions.
Use simple choreographic devices such as unison, canon and mirroring.
Begin to improvise independently to create a simple dance.

Copy, remember and repeat actions.
Create a short motif inspired by a stimulus.
Change the speed and level of their actions.
Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise with a partner to create a simple dance.
Create motifs from different stimuli.
Begin to compare and adapt movements and motifs to create a larger sequence.
Use simple dance vocabulary to compare and improve work.

Identify and repeat the movement patterns and actions of a chosen dance style.
Compose a dance that reflects the chosen dance style.
Confidently improvise with a partner or on their own.
Compose longer dance sequences in a small group.

Identify and repeat the movement patterns and actions of a chosen dance style.
Compose individual, partner and group dances that reflect the chosen dance style.
Show a change of pace and timing in their movements.
Develop an awareness of their use of space.

Identify and repeat the movement patterns and actions of a chosen dance style.
Compose individual, partner and group dances that reflect the chosen dance style.
Use dramatic expression in dance movements and motifs.
Perform with confidence, using a range of movement patterns.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Perform with some awareness of rhythm and expression.</p>	<p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete/Perform						
<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluate						
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>



