

P.E. Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Level Expected at the End of EYFS (ELG)

Personal, Social and Emotional Development- Managing Self

- 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.

Physical Development- Gross Motor Skills

- 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.

Personal, Social and Emotional Development- Building Relationships

Work and play cooperatively and take turns with others.

Expressive Arts and Design- Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations

Key stage 1 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.

Key Stage 2 National Curriculum Expectations

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

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

Intent

At Rokeby, we believe that P.E. provides a crucial element of a child's education and has the potential to ensure healthy outcomes in later life.

We want our children to become sportspeople who enjoy a range of activities

- A sportsperson is someone who learns, practises and improves their skills
- A sportsperson is someone who can apply their skills to a game or activity.
- A sportsperson is someone who understands and uses tactics
- A sportsperson is someone who self-evaluates and knows how to improve.
- A sportsperson is someone who has a fundamental understanding of sporting behaviour

Our P.E. curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

P.E. is taught in blocks throughout the year. Where possible, activities are linked to topic areas.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Impact

At Rokeby Primary School, we ensure that our PE curriculum is ambitious, allows children to develop fundamental skills and apply them to a variety of sports and activities. Ours aims ensure that all pupils are taught using a high-quality PE curriculum with quality first teaching, which inspires pupils to succeed and excel in all physical activity which supports their health and fitness. Pupils are physically active for sustained periods of time each day, through the daily mile and 'Go Noodle' activities outside of the PE lessons.

Through pupil voice children commented 'I enjoy all PE lesson' and 'It's the lesson I look forward to' All our pupils have opportunities for extracurricular activities; across last year we were able to roll out several extracurricular clubs, open for all ages, including street dance, football and dodgeball. We had a sports week that took place in the summer term. Pupils experienced a range of sports for a longer period, as well as the weekly PE lesson. Specialist coaches have come to teach sports that contribute to our pupil's cultural capital. Including a football day and an orienteering day, for the whole school along with a sport science specialist who visited year 6, encouraging them to lead healthy and active lifestyles. Children at Rokeby are beginning to build character and are becoming respectful and fair sportspeople.

Gymnastics and Dance

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|---|--|--|----------------------|---|---|
| GYMNASTICS AUT1/SPR2 | GYMNASTICS AUT1/SPR2 | GYMNASTICS AUT1 | SWIMMING AUT1 | GYMNASTICS AUT1 | GYMNASTICS AUT1 |
| WALT Explore different ways of moving, including by jumping and rolling WALT Move in different ways between balances | WALT Move in different ways with control over speed and balance WALT Move onto, along and off apparatus safely and in a variety of ways | WALT Move in different ways around a room using the space appropriately | | WALT Combine changes in speed, shape and level in a sequence WALT Travel and stop in a varied and controlled way | WALT Move around the room and on apparatus with clarity and control |
| WALT Perform simple balances | WALT Balance with control on apparatus | WALT Synchronise movements and balances with a partner | | WALT Transition from movement to balance to movement | WALT Sustain movements and balances over a longer period of time |
| WALT Change body shape in different ways | WALT Explore, copy and repeat movements accurately | WALT Make defined and clear movements WALT Explore how to use tensing, relaxing, stretching and curling in movements and balances | | WALT Link movements smoothly | |
| | | WALT Mirror balances and movements with a partner | | WALT Synchronise movements with a partner | WALT Improvise sequences individually and as a part of a group |

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| WALT Jump from a standing start | WALT Jump from a standing start in different directions | WALT Jump from a standing and moving start WALT Start to control take-off and landing when jumping | | WALT Perform a range of jumps, including from/over apparatus demonstrating control over take-off and landing | |
| WALT remember and repeat simple gymnastic sequences | WALT Create, remember and repeat sequences using apparatus | WALT change a sequence to include a new movement, balance or piece of apparatus | | WALT Refine a sequence, adding improvisation whilst maintaining co-ordination and control | WALT Increase complexity of sequences through changes in and combinations of direction, level and speed |
| DANCE SPR1 | DANCE SPR1 | DANCE SPR1 | DANCE SPR1 | DANCE SPR1 NO DANCE - SWIMMING | DANCE SPR1 |
| WALT Mimic objects and animals through movement | WALT Move around a room with an awareness of space | WALT Use movement to show ideas | WALT Use movement to communicate an idea WALT start to use expression and convey emotions through dance | | WALT Use movement expressively to convey a concept mood or feeling |
| WALT Move in response to a rhythm | WALT Maintain a rhythm in a dance WALT Co-ordinate moves to the rhythm/music | WALT Move in a way that reflects a piece of music | WALT Move in different ways to different types of music | | WALT improvise dance moves that are appropriate to the music |
| WALT Perform simple dance moves WALT use control and care in dancing | WALT recreate dance moves | WALT Improvise own dance moves and sequence | WALT Use different parts of the body to create different effects | | WALT refine dance moves and add complexity |

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| | | | | | WALT refine and use changes in speed and direction |
| WALT put movements together to create a dance | WALT Begin to sequence transitions between different dance moves | WALT Sequence dance moves and actions | WALT improvise movements and put into sequences WALT refine and increase complexity of sequences | | WALT plan a sequence as part of a group |
| WALT remember and repeat simple a simple dance | WALT remember and perform a short dance | WALT Work in pairs or small groups to create a dance | WALT perform a dance to others | | WALT perform a group dance to others |

Playing Games

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| MULTI-SKILLS AUT2 | MULTI-SKILLS AUT2 | MULTI-SKILLS AUT2 | AUT2 - SWIMMING | TAG RUGBY AUT2 | TAG RUGBY AUT2 |
| <p>WALT Move a ball using simple throwing techniques – underarm, 2-handed, 1-handed</p> <p>WALT Explore different ways of moving a ball – rolling, kicking</p> | <p>WALT Kick and throw a ball over longer distances</p> <p>WALT Start to kick or throw a ball to a partner</p> | <p>WALT Move a ball with increased accuracy and control</p> <p>WALT increase confidence when throwing, rolling, kicking and hitting a ball</p> | | <p>WALT Develop skills in throwing with accuracy and precision</p> <p>WALT Throw backwards</p> <p>WALT Vary power of throw in different situations</p> | <p>WALT Pass with accuracy, precision and appropriate power</p> <p>WALT Know to throw backwards</p> <p>WALT pass to the best option</p> |
| <p>WALT Start to catch a ball</p> | <p>WALT refine skills in catching – increasing distance, involving bounces</p> | <p>WALT start to experiment with different catches, e.g. 2-handed, 1 handed, on the move</p> <p>WALT start to catch balls of different sizes and weights</p> | | <p>WALT Develop skills in catching an irregular-shaped ball</p> <p>WALT Start to understand the importance of not letting a rugby ball bounce</p> | <p>WALT Catch a ball from height</p> <p>WALT transition from a catch to a throw quickly</p> |
| <p>WALT Stop a ball moving in other ways – trapping, with foot, with other body parts</p> | <p>WALT Understand the importance of stopping the ball in different ways in different games, e.g. no hands in football, no feet in netball</p> | <p>WALT bring a ball under control using body parts and bats/sticks</p> | | <p>WALT Maintain control over the ball when running or retrieving</p> | <p>WALT Protect the ball when running/offloading</p> |

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| WALT Play simple ball games that involve throwing, kicking or catching | WALT Start to link skills and actions within simple games | WALT link skills and actions in simple games with increased confidence | | WALT Start to "tackle" effectively WALT Start to use appropriate pace to the phase of the game | WALT Increase speed of recovery after making a tackle WALT position self defensively/offensively |
| | WALT Start to understand some concepts of games, including team-mate, opponent | WALT Understand the concept of both team and opponent WALT Understand the importance of fairness and rules in games WALT Follow rules in games | | WALT Start to understand the changes in role of a player in different phases of a game | WALT Understand that a winning team has not always been the best one WALT Understand the respect elements of rugby, esp. how referees are treated WALT Work within a team, with less focus on self |
| | WALT start to recognise and use simple tactics in games | WALT develop and use simple tactics in team games | | WALT Start to work with others to defend the line WALT Start to have an awareness of space and positioning on the field WALT Work to keep or gain possession | WALT Combine, vary and choose different tactics and strategies according to the game WALT communicate with team-mates in attacking and defending phases WALT choose strategies to disrupt opposition tactics |
| | MULTI-SKILLS SPR2 | NETBALL SPR2 | NETBALL SPR2 | SPR2 - SWIMMING | NETBALL SPR2 |

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| | <p>WALT move a ball using a bat, racquet or stick</p> <p>WALT move a ball to another player using a bat, racquet or stick</p> <p>WALT Strike a ball into a goal/target</p> | <p>WALT Throw a ball from a standing position with increasing accuracy</p> <p>WALT Start to use a chest pass</p> <p>WALT Start to use a bounce pass</p> <p>WALT Start to shoot</p> | <p>WALT Pass a netball with confidence</p> <p>WALT begin to choose the type of pass appropriate to the situation</p> <p>WALT start to make choices over power used and speed of pass</p> <p>WALT increase accuracy when shooting</p> | | <p>WALT Pass tactically, choosing the best, not necessarily easiest option</p> <p>WALT Choose which pass to use with confidence</p> <p>WALT Exert control over speed and power of pass with confidence</p> <p>WALT Shoot accurately and confidently</p> |
| | <p>WALT Begin to return a ball</p> | <p>WALT Catch different passes with increasing confidence</p> | <p>WALT Catch whilst moving</p> <p>WALT Start to position self to make receiving a pass easier</p> | | <p>WALT Consistently create space for self to receive a pass</p> <p>WALT Transition from catch to pass with increasing speed and accuracy</p> |
| | <p>WALT Control a struck ball</p> | <p>WALT start to use the pivot technique to create space</p> | <p>WALT Use the pivot technique with confidence</p> | | <p>WALT Use dummy throws when pivoting to dupe opponents</p> |
| | <p>WALT Combine and use skills to play simple, small-sided games</p> | <p>WALT Know that you cannot move after receiving the ball</p> <p>WALT Know that netball is a game that anyone can play</p> | <p>WALT Know which areas players can and cannot enter</p> | | <p>WALT Know the positions and roles in a netball team</p> |

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| | WALT start to think about where to position self in a game | WALT develop and use simple tactics in small-sided and full-team games | WALT Start to have an awareness of space and positioning on the field WALT Work to keep or gain possession | | WALT Combine, vary and choose different tactics and strategies according to the phase of the game WALT communicate with team-mates in attacking and defending phases WALT choose strategies to disrupt opposition tactics |
| SUM1 – BALL GAMES | SUM1 – INVASION GAMES | SUM1 - ROUNDERS | SUM1 - ROUNDERS | SUM1 - ROUNDERS | SUM1 - SWIMMING |
| WALT Throw, strike or kick a ball to a partner | WALT kick a ball to a partner with increasing accuracy | WALT start to bowl a ball to be hit WALT throw overarm to a team-mate | WALT bowl a ball with increasing power WALT throw overarm with increasing power and accuracy WALT start to make tactical choices when throwing | WALT bowl a ball with the aim of preventing the batter hitting it WALT Throw overarm with confidence, power and accuracy WALT choose the best option of person to pass to | |
| WALT start to receive and control a ball from a team-mate | WALT control the ball with the feet when receiving a pass | WALT start to use 2-handed cricket catch | WALT Use 2-handed cricket catch with confidence WALT Start to catch with one hand | WALT use 2-handed cricket catch from height WALT develop skills in catching with non-dominant hand | |
| WALT throw, strike or kick a ball into a goal or target | WALT kick the ball into a goal with increasing power and accuracy | WALT start to strike a ball with a paddle | WALT strike a ball with a rounders bat | WALT strike a rounders ball with a rounders bat | |

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| | | | | WALT strike the ball in a desired direction | |
| WALT start to use other body parts to stop the ball when appropriate | WALT begin to use other body parts to control/redirect the ball e.g. chest, head | WALT stop the ball with other body parts when necessary | WALT start to recover and field quickly after stopping the ball | WALT recover and field quickly and accurately after stopping the ball | |
| WALT abide by the rules of a simple game WALT explain what they have to do to win a game | WALT know the rules about tackling safely WALT know which body parts can and cannot be used | WALT know the rules of running between bases WALT know the ways to get a player out | WALT explain the rules of the game to others WALT demonstrate sporting behaviour | WALT demonstrate sporting behaviour | |
| WALT start to think about where they should stand or run to WALT start to think about how to position themselves to receive a ball | WALT think about positioning on the pitch | WALT start to think tactically, especially when running between bases | WALT think tactically when running between bases WALT start to communicate options between team-mates | WALT communicate with team-mates when batting and fielding WALT when fielding, adapt the field for different batters | |
| ATHLETICS – SUM2 | ATHLETICS – SUM2 | ATHLETICS – SUM2 | ATHLETICS – SUM2 | ATHLETICS – SUM2 | SWIMMING – SUM2 |
| WALT Start to sprint between two points | WALT Sprint between two points maintaining direction | WALT Sprint, remaining within lanes WALT Dip when crossing finishing line | WALT Start to sprint over longer distances WALT maintain lane discipline and dip when finishing at all times | WALT start to use crouch starts WALT start to sprint over low hurdles WALT think about body shape and positioning when sprinting | WALT know sprinting techniques from start to finish WALT hurdle with confidence |
| WALT know how to run at different speeds | WALT know how to run at different speeds | WALT Run for longer distances WALT know how to pace yourself | WALT Run middle-distance events | WALT Run middle-distance events | WALT Use tactics in a middle distance race WALT Race over 1500m |

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| | WALT start to run for longer distances | | | WALT start to think about tactics when running | |
| WALT throw a beanbag as far as you can | WALT throw a tennis ball as far as you can | WALT throw a rounders ball as far as you can | WALT Throw a cricket ball as far as you can | WALT Throw a shot put as far as you can WALT use the push method of throwing | WALT Throw a shot put with increased power WALT Use the spin and push method of throwing |
| WALT jump forward from a standing start | WALT use arms to propel a forward jump from a standing start | WALT Jump from a running start | WALT use the body to propel self in a long jump | WALT Know how to take off and land legally in long jump | WALT Take off and land legally at greater speeds and distances |
| WALT Jump up from a standing start | WALT use arms to propel an upwards jump from a standing start | WALT jump obstacles from a running start | WALT use the scissor method to jump | WALT refine and improve high jump technique | WALT refine and improve high jump technique |
| | | WALT run a sprint relay using quoits up and down a 100m track | WALT run a full-track relay with standing handovers | WALT run a full-track relay with moving handovers | WALT refine and improve relay technique |

Evaluating and Improving

| Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--------------------|---|--|---|--|--|
| WALT Enjoy winning | WALT Enjoy participation | WALT Understand that losing is an important part of sport | WALT Begin to encourage team-mates/opponents | WALT Begin to exhibit sporting behaviour | WALT consistently demonstrate sporting behaviour |
| | WALT Comment on others' actions | WALT Describe the work of others | WALT Analyse and comment on skills and techniques | WALT Choose criteria to judge performance | WALT Use a range of criteria to judge own and others' work |
| | WALT Suggest simple improvements to performance | WALT Suggest ways to improve my own and others' work WALT Compare and contrast my work with others' | WALT Understand how performances can be improved, through practice and reflection | WALT Modify and refine skills to improve any performance WALT Show a willingness to practise to develop and improve | WALT Modify and refine skills to improve any performance |
| | WALT Talk about how my body feels during activity | WALT Talk about how to exercise safely WALT Talk about how my body feels before, during and after an activity | WALT Explain about how the body reacts during different types of exercise WALT Explain and apply basic safety principles when preparing for exercise WALT Warm up and cool down appropriately | WALT Independently prepare for exercise and using cooling down techniques | WALT Independently prepare for exercise and using cooling down techniques WALT Lead group warm-ups/cool-downs |
| | WALT Know that physical exercise is good for me | WALT Explain which muscle groups are being used in an exercise | WALT Suggest activities to work different body parts | WALT Understand why heart rate and breathing increase during exercise | WALT Monitor their own and heart rate and breathing WALT Understand how the heart rate and |

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| | | | | | breathing slows after exercise |
| | | | | WALT Conserve energy over longer distances | WALT Know and use the relationship between power and stamina |
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