

# PE Progression Map

## Curriculum overview



PE forms part of Downsell Primary's Curriculum. The learning is split between Outdoor and Indoor learning and follows a skills based approach with sports being used as a demonstration tool for the skills.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Outside: Running and Jumping.</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	<b>Outside: Throwing and catching.</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Gymnastics	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Dance Space and Fireworks	Outside: Attacking and Defending  Inside: Coordination (Equipment, floor movement, Ball Skills)	Outside: Invasion Games  Inside: Coordination (Equipment, floor movement, Ball Skills) Counter-Balance
Year 2	<b>Outside: Running and Jumping.</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	<b>Outside: Throwing and catching.</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Gymnastics	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Dance	Outside: Attacking and Defending  Inside: Coordination (Equipment, floor movement, Ball Skills)	Outside: Invasion Games  Inside: Coordination (Equipment, floor movement, Ball Skills), Counter-Balance
Year 3	<b>Outside: Throwing and catching</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	<b>Outside: Invasion Games</b>  <b>Inside: Static Balance (1 leg seated, floor work and small base).</b>	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Gymnastics	Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)  Inside: Dance	Outside: Athletics  Inside: Coordination (Equipment, floor movement, Ball Skills)	Outside: Invasion Games  Inside: Coordination (Equipment, floor movement, Ball Skills), Counter-Balance

Year 4	<p>Outside: Tag Rugby</p> <p>Inside: Static Balance (1 leg seated, floor work and small base).</p>	<p>Outside: Invasion Games</p> <p>Inside: Static Balance (1 leg seated, floor work and small base).</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Gymnastics</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Dance</p>	<p>Outside: Athletics</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills)</p>	<p>Outside: Hockey</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills), Counter-Balance</p>
Year 5	<p>Outside: Invasion Games</p> <p>Inside: Static Balance (1 leg seated, floor work and small base).</p>	<p>Outside: Basketball</p> <p>Inside: Static Balance (1 leg seated, floor work and small base).</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Gymnastics</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Dance Electricity</p>	<p>Outside: Athletics</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills)</p>	<p>Outside: Striking and Fielding (Rounders)</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills), Counter-Balance</p>
Year 6	<p>Outside: Athletics.</p> <p>Inside: Static Balance (1 leg seated, floor work and small base).</p>	<p>Outside: Striking and Fielding (Cricket)</p> <p>Inside: Static Balance (1 leg seated, floor work and small base)</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Gymnastics</p>	<p>Outside: Dynamic Balance and Agility (Dynamic Balance, Agility, Dynamic Balance to Agility)</p> <p>Inside: Dance WW2</p>	<p>Outside: Athletics</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills)</p>	<p>Outside: Invasion Games/Outdoor Activities</p> <p>Inside: Coordination (Equipment, floor movement, Ball Skills), Counter-Balance</p>



## PE at Downsell Primary School

<b>Intent</b>	<p>At Downsell Primary School, we follow the National Curriculum Programme of Study for PE.</p> <p>We aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel and to become physically confident in a way which supports their health and fitness. In addition, we aim to inspire and promote participation in competitive sport and other physically-demanding activities with peers in and out of school.</p> <p>Children at Downsell have opportunities in competitive sport, P.E. lessons and other activities to build character in order help to embed the school values of RESPECT, RESPONSIBILITY and RESILIENCE.</p> <p>Our intent of the curriculum for physical education at Downsell aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul> <p>Our teaching builds upon pupils' prior knowledge and develops a range of skills using Balance, Agility and Coordination as the building blocks of the curriculum.</p>
<b>Implementation</b>	<p>We offer a varied PE curriculum, in which PE is a part of the school's curriculum bigger picture, with some connections made to the creative curriculum . This supports our pupils with being able to showcase their skills in a range of ways, as well as encouraging the viewpoint that subjects are not taught in isolation. We ensure that pupils have ample opportunity to engage in activities, planning, and practical sessions so that every child has the chance to show improvement and success in PE.</p> <p>End of unit goals are shared with the children so that they know where their learning is heading within each topic studied. This also supports them with making links across different PE topics..</p>

**Impact**

Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of higher order questioning, practicals, discussions and plenaries.

We use teacher assessment to have an understanding of what the pupil has learnt in relation to the skills within PE.

## PE Programmes of Study: Key Stage 1 and 2 National curriculum

### 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 coordination, 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

	Learning Intentions
Year 1	<p><b>Core Skills</b></p> <p>LI: To be able to use Static Balance seated and on small base.</p> <p>LI: To be able to use Static Balance on one Leg and on the Floor.</p> <p>LI: To be able to coordinate with footwork and equipment</p> <p>LI: To be able to control a ball and counter balance</p> <p>LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball</p> <p>LI: To be able to use Dynamic Balance and Agility to react to a Ball</p> <p><b>Gymnastics</b></p> <p>LI: Animal Antics (To be able to lift)</p> <p>LI: Bouncing Bunnies (To be able to travel safely)</p> <p>LI: At the Zoo (To be able to travel at different speeds and level)</p> <p>LI: Fantastic Frogs (To be able to make and hold different shapes)</p> <p>LI: Hurtling Hedgehogs (To be able to link to actions to make a sequence)</p> <p>LI: Speedy Squirrels (To be able to link two actions with a movement)</p>

**Dance**

LI: Fireworks (To be able to perform dances using simple movement patterns).

LI: Firework display (To be able to work with a partner and an object).

LI: Astronauts (To be able to move in different ways.)

LI: Aliens (To be able to make different shapes with my body.)

LI: Aliens love Underpants (To be able to make different shapes with others.)

**Running and Jumping**

LI: Changing Gears (To be able to move at different speeds).

LI: Changing Routes (To be able to Change Directions)

LI: Kangaroos (To be able to jump for height)

LI: Jumping Frogs (to be able to Jump for Distance)

LI: Island Jumping (To be able to Jump to Move)

LI: Shadow Jumping (To be able to replicate movement)

**Throwing and Catching**

LI: Rolling Rolling Rolling (To be able to track and receive a ball)

LI: Bounce Along (To be able to bounce a ball)

LI: It is Catching! (To be able to throw to myself)

LI: All Together Now! (To be able to throw to a partner)

LI: Overarm throwing (To be able to throw overarm)

LI: GAMES! (To be able to use throwing, catching and moving in the context of a game)

**Attacking and Defending**

LI: To be able to use space in a team game

LI: To be able to mark another player

LI: Dynamic Defenders (To be able to mark the space between players)

LI: Perfect Passing (To be able to be pass to another player)

LI: Dodging Defenders (To be able to get past a defender)

LI: Games! (To be able you use attacking and defending skills in a game)

**Invasion Games**

LI: Fairground Fun (To travel in different ways with control)

LI: Roller-a-Ball (To travel with a ball)

LI: Monorail (To travel with a ball in different directions)

LI: Pinball (To travel with a ball in different directions)

	LI: Coconut Shy (To pass the ball to another player) LI: All the Fun at the Fair (To be able to use travelling and movement skills in a game)
<b>Year 2</b>	<p><b>Core Skills</b></p> <p>LI: To be able to use Static Balance seated and on small base.</p> <p>LI: To be able to use Static Balance on one Leg and on the Floor.</p> <p>LI: To be able to coordinate with footwork and equipment</p> <p>LI: To be able to control a ball and counter balance</p> <p>LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball</p> <p>LI: To be able to use Dynamic Balance and Agility to react to a Ball</p> <p><b>Gymnastics</b></p> <p>LI: Farmer Fields (To be able to move with balance and coordination)</p> <p>LI: Bays of Hay (To be able to roll with coordination)</p> <p>LI: Skyscrapers (To be able to make long, thin shapes with my body)</p> <p>LI: Bridges (To be able to take my weight with hands and feet)</p> <p>LI: Building on Up (To be able to take my weight on my hands)</p> <p>LI: Best Building (To be able to perform and compete)</p> <p><b>Dance</b></p> <p>LI: To be able to change the speed, weight and size of my movements</p> <p>LI: To be able to dance in different formations</p> <p>LI: To be able to dance a group</p> <p>LI: To be able to move to a rhythm</p> <p>LI: To be able to synchronise movement in different formations</p> <p>LI: To be able to perform using rhythm and movement in combination.</p> <p><b>Running and Jumping</b></p> <p>LI: To be able to move at different speeds</p> <p>LI: To be able to Change Directions</p> <p>LI: To be able to jump for height</p> <p>LI: To be able to Jump for Distance</p> <p>LI: To be able to Jump to Move</p> <p>LI: To be able to replicate movement</p> <p><b>Throwing and Catching</b></p> <p>LI: To be able to track and receive a ball</p>



LI: To be able to bounce a ball  
LI: To be able to throw to myself  
LI: To be able to throw to a partner  
LI: To be able to throw overarm  
LI: To be able to use throwing, catching and moving in the context of a game

### **Attacking and Defending**

LI: To be able to use space in a team game  
LI: To be able to mark another player  
LI: To be able to mark the space between players  
LI: To be able to be pass to another player  
LI: To be able to get past a defender  
LI: Games! (To be able you use attacking and defending skills in a game)

### **Invasion Games**

LI: To be able to move with a ball  
LI: To use space when passing and receiving  
LI: To be able to throw and catch within a game  
LI: To be able to make or deny space in a game  
LI: To be able to attacking and defending skills in context  
LI: To be able to follow rules in a game



## PE Programmes of Study: Key Stage 1 and 2 National Curriculum

### Key Stage 2:

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

Pupils should be taught to:

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

	Learning Intentions
Year 3	<p><b>Core Skills</b></p> <p>LI: To be able to use Static Balance seated and on small base.</p> <p>LI: To be able to use Static Balance on one Leg and on the Floor.</p> <p>LI: To be able to coordinate with footwork and equipment</p> <p>LI: To be able to control a ball and counter balance</p> <p>LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball</p> <p>LI: To be able to use Dynamic Balance and Agility to react to a Ball</p> <p><b>Gymnastics</b></p> <p>LI: To be able to do Jumps and Leaps</p> <p>LI: To be able to do Rolls</p> <p>LI: To be able to do Vaulting</p>

LI: To be able to do Handstands and Cartwheels

LI: To be able to do Linking Movements

LI: To be able to do a Performance

#### **Dance**

LI: To be able to improvise and create movements with a partner

LI: To be able to create and perform imaginative movements to fit with different stimuli.

LI: To be able to develop new actions whilst working in a small group.

LI: To be able to show awareness of others when moving.

LI: To be able to work with a partner to create and perform a dance to show feelings and emotions.

LI: To be able to work in a group to link actions to create a dance montage.

#### **Throwing and Catching**

LI: To be able to roll and stop a ball

LI: To be able to bounce a ball with control and moving

LI: To be able to throw and catch with balance

LI: To be able to throw and catch with balance with a partner

LI: To be able to pass the ball using different bounce techniques

LI: To be able to follow rules and use learnt skills in context

#### **Invasion Games**

LI: To be able to apply the Basics of an invasion game

LI: To be able to move with a ball

LI: To be able to use a range of techniques to pass

LI: To be able to use skills to defend in context

LI: To be able to attack with intent

LI: To attack and defend using the learnt skills in context

#### **Athletics**

LI: To be able to use existing Running, Throwing and Jumping skills

LI: To be able to sprint effectively

LI: To be able to hurdle with fluency

LI: To be able to jump for distance

LI: To be able to throw using different techniques

LI: To apply learnt techniques in context (Mini Sports Day)

LI: To be able to use Static Balance seated and on small base.  
LI: To be able to use Static Balance on one Leg and on the Floor.  
LI: To be able to coordinate with footwork and equipment  
LI: To be able to control a ball and counter balance  
LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball  
LI: To be able to use Dynamic Balance and Agility to react to a Ball

### **Gymnastics**

LI: To be able to do Jumps and Leaps  
LI: To be able to do Rolls  
LI: To be able to do Vaulting  
LI: To be able to do Handstands and Cartwheels  
LI: To be able to do Linking Movements  
LI: To be able to do a Performance

### **Dance**

LI: To be able to create a motif representing the Rainforest.  
LI: To be able to add to my motif representing the Birds of the Rainforest.  
LI: To be able to use Canon and Unison  
LI: To be able to use Directions, Dimensions and Dynamics to change my Motif.  
LI: To be able to piece together a dance.  
LI: To be able to perform and assess my dance.

### **Tag Rugby**

LI: To be able to do throwing and catching in Rugby  
LI: To be able to execute a pass in rugby  
LI: To be able to tackle in tag rugby  
LI: To be able to tag in context  
LI: To be able to Attack and Defend  
LI: TAG RUGBY! To be able to use and follow rules while using acquired skills.

### **Invasion Games**

LI: To be able to use universal skills of invasion games.  
LI: To be able to Dribble  
LI: To be able to Pass to a partner  
LI: To be able to use Attacking Skills and Drills

	<p>LI: To be able to use Defending Skills</p> <p>LI: To be able to play a game using skills in context</p> <p><b>Athletics</b></p> <p>LI: To be able to practice existing running, throwing and jumping skills</p> <p>LI: To be able to improve my running technique including finishing fast</p> <p>LI: To be able to run in a relay</p> <p>LI: To be able to jump for distance using the Standing Triple Jump</p> <p>LI: To be able to use the Pull it throw technique</p> <p>LI: To be able to use learnt techniques (Mini Olympics)</p> <p><b>Hockey</b></p> <p>LI: To be able to do Passing and Receiving</p> <p>LI: To be able to move with the Ball</p> <p>LI: To be able to Dribble</p> <p>LI: To be able to Tackle</p> <p>LI: To be able to do Hitting and Shooting</p> <p>LI: GAMES! (To be able to use skills and technique in context)</p>
<b>Year 5</b>	<p><b>Core Skills</b></p> <p>LI: To be able to use Static Balance seated and on small base.</p> <p>LI: To be able to use Static Balance on one Leg and on the Floor.</p> <p>LI: To be able to coordinate with footwork and equipment</p> <p>LI: To be able to control a ball and counter balance</p> <p>LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball</p> <p>LI: To be able to use Dynamic Balance and Agility to react to a Ball</p> <p><b>Gymnastics</b></p> <p>LI: To be able to perform a stag and split leap</p> <p>LI: To be able to perform pike rolls</p> <p>LI: To be able to perform a squat vault</p> <p>LI: to be able to round off a movement</p> <p>LI: To be able to plan and link movements together creatively as a sequence</p> <p>LI: To be able to perform a gymnastic sequence</p> <p><b>Dance</b></p> <p>LI: To be able respond to stimuli, improvising freely using a range of controlled movements.</p>

- LI: To be able to perform a variety of dance techniques with accuracy and consistency
- LI: To be able to work with a group to create appropriate dance movements to fit with different musical stimuli
- LI: To be able to represent objects and actions through a dance phrase
- LI: To be able to select and use a range of movements patterns
- LI: To be able to perform dances using a range of movement

#### **Invasion Games**

- LI: To be able to use a range of skills to move a ball
- LI: To be able to use correct technique to pass a ball
- LI: To be able to keep possession of the ball
- LI: To be able to use different tactics to attack
- LI: To be able to win back possession of the ball
- LI : To be able to use learnt skills in the context of a game

#### **Basketball**

- LI: To be able to correctly do Basketball Dribbling
- LI: To be able to use a range of techniques to pass
- LI: To be able to pivot and move effectively about
- LI: To be able to use strategies to keep possession of the ball
- LI: To be able to mark a player effectively and escape from being marked
- LI: To be able to use skills in the context of a game

#### **Athletics**

- LI: To be able to practice and refine existing running and jumping skills
- LI: To be able to use effective sprinting technique including the start
- LI: to be able to sustain my running pace over longer distances
- LI: To be able to jump for height and distance
- LI: to be able to use the pull throw technique
- LI: To be able to use technique in context (Mini Olympics)

#### **Rounders**

- LI: To be able to use the correct technique for Batting and Bowling
- LI: To be able to choose the appropriate technique for throwing and catching
- LI: To be able implement the use of Backstops and Bases
- LI: To be able to apply the rules of the game in context
- LI: To be able read the game in context

	LI: To be able to 'outwit' opponents in a game
<b>Year 6</b>	<p><b>Core Skills</b></p> <p>LI: To be able to use Static Balance seated and on small base.</p> <p>LI: To be able to use Static Balance on one Leg and on the Floor.</p> <p>LI: To be able to coordinate with footwork and equipment</p> <p>LI: To be able to control a ball and counter balance</p> <p>LI: To be able to use Dynamic Balance to Agility and Agility to chase a Ball</p> <p>LI: To be able to use Dynamic Balance and Agility to react to a Ball</p> <p><b>Gymnastics</b></p> <p>LI: To be able to perform a cat leap full turn and stag leap</p> <p>LI: To be able to perform pike rolls</p> <p>LI: To be able to perform a straddle vault</p> <p>LI: To be able to hurdle step and round off a movement</p> <p>LI: To be able to do a series of similar movements in quick succession to form a sequence</p> <p>LI: To be able To work in a large group to choreograph and perform a gymnastics routine in time to music.</p> <p><b>Dance</b></p> <p>LI: To perform movement patterns in the context of the Charleston</p> <p>LI: To perform perform movement patterns in the context of the Lambeth Walk</p> <p>LI: To perform movements patterns in the context of the Lindy Hop</p> <p>LI: To plan an interpretive dance which tells the story of a wartime event.</p> <p>LI: To perform an interpretive dance which reflects an aspect of WWII.</p> <p>LI: To plan and perform in a WWII style dance party.</p> <p><b>Athletics</b></p> <p>LI: To be able to practice and refine existing running and jumping skills</p> <p>LI: To be able to use effective sprinting technique including the start and finish</p> <p>LI: to be able to sustain my running pace over longer distances</p> <p>LI: To be able to jump for height and distance</p> <p>LI: to be able to use the pull throw technique</p> <p>LI: To be able to use technique in context (Mini Olympics)</p> <p><b>Cricket</b></p> <p>LI: To be able to react to balls being thrown at different heights and angles</p> <p>LI: To be able to attack the ball using fielding techniques</p>



- LI: To be able to bowl overarm at a target
- LI: To be able to strike a bowled ball
- LI: To be able to strike a bowled ball into space
- LI: To be able to use tactics in the context of a game

#### **Athletics**

- LI: To be able to practice and refine existing running and jumping skills
- LI: To be able to use effective sprinting technique including the start and finish
- LI: to be able to sustain my running pace over longer distances
- LI: To be able to jump for height and distance
- LI: to be able to use the pull throw technique
- LI: To be able to use technique in context (Mini Olympics)

#### **Outdoor Activities**

- LI: To be able to work together in small groups developing problem solving skills
- LI: To be able to describe how the body reacts and how this affects performance
- LI: To be able to navigate around space with confidence
- LI: To read a map with increasing accuracy and confidence
- LI: to be able to create symbols that are effective for map reading
- LI: To be able to follow a map with increasing accuracy and confidence