

## 6.9 PE

### **Strategic intent**

Our PE Progression Maps, in Athletics, Dance, Games and Gymnastics help teachers ensure they have progressively covered the requirements of the PE National Curriculum. By using those children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people.

We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention to ensure that every child has access to at least 60 minutes of physical activity every day.

### **Implementation**

#### **Content and Sequence**

Sports Premium is used to upskill all teachers via provision of PE by Sports Coaches. This enables teachers to be equipped and trained with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in team teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps and Sporting Age data is collected to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE.

A more formal summative assessment spreadsheet is included to help monitor the impact against National Curriculum aims and is updated termly.

We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the relevant PE Progression Maps. They are by no means to be used exclusively, but can be used to support planning

## Impact

PE learning is loved by teachers and pupils across school. Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. We encourage a high level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets and is analysed annually. Our aim is to help develop a positive and healthy physical and mental outlook in the future for our pupils.

Children will become more confident in analysing their work and giving their opinion on their own and others' performance. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their PE work and their skills.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards PE.

### End of Year 6 summative level:

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>Expected</b>	<b>EXS</b>	<b>EXS</b>	<b>EXS</b>
PE	88%	95%	100%	95%

### Sporting Age 2018-2019

	<b>Test 1</b>	<b>Test 2</b>
Reception	<b>5.78</b>	<b>5.84</b>
Year 1	<b>5.75</b>	<b>5.98</b>
Year 2	<b>6.55</b>	<b>6.74</b>
Year 3	<b>7.94</b>	<b>7.98</b>
Year 4	<b>8.07</b>	<b>8.60</b>
Year 5	<b>8.52</b>	<b>8.73</b>
Year 6	<b>10.50</b>	<b>10.49</b>

### Hanging Heaton PE Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Athletics - EXS	<p>To be able to move with control and care. Run, walk, jog, hop, skip, leap, gallop or jump in different directions. Begin to run at different speeds. Jump from a standing position with accuracy / control. Throw a ball into a hoop. Be able to hop on one leg.</p>	<p>To be able to move with control and care. To use a simple overarm throw. To use an underarm sling. To throw a ball into a hoop. To run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection. To begin to run at different speeds. To jump as high and as far as possible using correct technique. To use different ways of jumping. To land safely with control.</p>	<p>To use a sideways quoit throw. To throw a ball at or over a target. To run at different speeds, selecting the appropriate speed for an activity. To use correct technique for jumping for height and distance, improving their own performance jump from a standing position with accuracy and control. To land safely with control and correct technique. To create and improve a sequence of jumps, acting on feedback.</p>	<p>To sprint over a short distance up to 60 metres. To run over a longer distance, conserving energy in order to sustain performance. To use a range of throwing techniques (such as under arm, over arm). To throw with accuracy to hit a target or cover a distance. To jump in a number of ways, using a run up where appropriate. To compete with others and aim to improve personal best performances. To step forward into an opposition overarm throw. To step forward as they pitch a quoit sideways.</p>	<p>Demonstrate combination of jumps. Run continuously, smoothly and at different speeds. Throw a range of implements in target area consistently. Combine sprinting with low hurdles over 60m. To be able to set a manageable pace and keep running over a long distance e.g. 1km. Show control on takeoff and landing when jumping. Throw accurately and analyse technique and body shape to improve performance.</p>	<p>Perform range of jumps with control and consistency. Sustain pace over longer distances (speed and stamina). Throw with greater control and accuracy. Run efficiently over a variety of distances changing and increasing speed when necessary. Compete with others and keep track of personal best. Show control in take offs and landings when jumping.</p>	<p>Throw accurately and refine performance by analysing technique and body shape. Combine sprinting with low hurdles over 60m Compete with others and keep track of personal best. Practise techniques and execute performances which improve over time. To run a minimum of 1km without stopping making sure you go an appropriate speed. Run efficiently over a variety of distances increasing the speed when necessary.</p>
	<p>Can go backwards and sideways as well as forwards. To be able to experiment with</p>	<p>Can change of direction/speed easily Control of basic actions Concept of aiming</p>	<p>Perform range of movements. To show awareness of others. Simple decision making.</p>	<p>To use a range of skills to keep possession and control of the ball.</p>	<p>To use a range of techniques - change of direction/speed</p>	<p>To demonstrate accuracy/confidence/control of skills. To show attack/defence.</p>	<p>Combine and control to adapt to situation with greater speed.</p>

<p>Games - EXS</p>	<p>different ways of moving. To show an understanding of the need for safety when tackling new challenges. To be able to avoid dangerous places and equipment. To move with confidence, imagination and in safety. To move with control and coordination. Demonstrate awareness of space, of themselves and of others. Demonstrate understanding of how to transport and store equipment safely. To be able to practise some appropriate safety measures without direct supervision. To be able to recognise the changes that happen to their bodies when they are active. To recognise the importance of keeping healthy, and those things which contribute to this. To be able to use a range of small and large equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. To negotiate space successfully when</p>	<p>To be able to use different skills in response to opponent. To recognise space To be able to move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Can demonstrate the control necessary to hold a shape or fixed position. Can negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors. To be able to work in a team. To be able to roll, jump, run and kick and begin to put them into a sequence. To be able to strike a ball using a batting aid (small or large cone, batting prompt) and catch a large ball.</p>	<p>Choose and use different tactics. React to different situations. Knowledge of scoring/rules. To use the terms 'Opponent' and 'Team mate'. To run with a coordinated style. To jump in a variety of different ways and land safely, hopping and leaping. To be able to catch a tennis ball. To be able to follow rules within a game and respect decisions that are made.</p>	<p>Make progression towards a goal on their own or with others. Use of space. To understand the different roles within a team. To demonstrate a change of pace. To link a sequence of jumps. To throw and catch with control / accuracy, to maintain possession of the ball. To show signs of 'sportsmanship'.</p>	<p>- consistency and control in games - greater speed and flow To know rules of a game/improve. To be able to adapt rules to their own game/teach others. To use a range of tactics to score/shoot. Throw and catch with control / accuracy over a longer distance and with increasing speed Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball e.g. with feet, a hockey stick or hands. Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p>	<p>Respond consistently to game situation. Understand positions and use of space and tactics when attacking and scoring goals. Demonstrate defensive duties. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc). Work alone or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand when playing racket games. Uphold the spirit of fair play and respect in all competitive situations. Act as a good role model towards others and in a team.</p>	<p>Pass or dribble to keep possession and make progress towards goal. Use attack/defence skills. Change formation/suit need of game. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc). Work alone or with team mates in order to gain points or possession. Demonstrate correct fielding positions (long barrier and short barrier, field with safe hands under pressure to reduce runs scored). Act as a good role model towards others and within a team.</p>
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Dance - EXS	<p>playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To show good control and coordination in large and small movements, they move confidently in a range of ways, safely negotiating space.</p> <p>To show a preference for a dominant hand.</p> <p>Can go backwards and sideways as well as forwards.</p> <p>To be able to experiment with different ways of moving.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Show understanding of the need for safety when tackling new challenges.</p> <p>Avoid dangerous places and equipment.</p> <p>Move with confidence, imagination and in safety.</p> <p>Move with control and coordination.</p> <p>Show awareness of space, of themselves and of others.</p>	<p>To develop tactics and communicate with others when appropriate.</p> <p>Respond to different stimuli.</p> <p>Copy, explore basic actions.</p> <p>Copy a simple pattern.</p> <p>Choose movement</p> <p>- phrases (beginning, middle &amp; end)</p> <p>Practise and repeat phrases - controlled way.</p>	<p>Talk about different stimuli - starting point.</p> <p>Explore response to stimulus, ideas, moods, feelings.</p> <p>Growing range of movements.</p> <p>Choose &amp; link actions - short dance phrases, express.</p> <p>Remember &amp; repeat short phrase - control, co-ordination, spatial awareness.</p> <p>Use rhythmic &amp; dynamic qualities to express.</p> <p>Sensitivity to accompaniment.</p>	<p>Show imaginative response through use of language and choice of movement.</p> <p>Incorporate - different quality dynamics</p> <p>explore and develop new actions - partner; small group.</p> <p>Link actions - partner, small group.</p> <p>Short dances with expression - awareness of others.</p>	<p>Think about character and narrative ideas; respond through movement.</p> <p>Experiment wide range of actions (space, speed, tension continuity - own, partner, group).</p> <p>To be able to think of different compositional ideas to create motifs - unison, cannon action, reaction, question and answer.</p> <p>Remember, practise, combine - longer, more complex phrases</p> <p>communicate what they want - fluency, control, sensitivity to accompaniment.</p>	<p>Explore, improvise, and choose - to create new motifs (chosen style).</p> <p>Perform specific skills, patterns for different dance styles – accuracy.</p> <p>Compose, develop and adapt motifs - make phrases to use in longer dances.</p>	<p>Respond to range of stimuli improvising freely - controlled movements and patterns.</p> <p>Explore ideas imaginatively - actions, dynamics, space, relationships.</p> <p>Select, use range of compositional ideas to create motifs that demonstrate idea.</p> <p>Perform with clarity and sensitivity to accompaniment - own, partner, and group.</p>
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<p>Gymnastics - EXS</p>	<p>Practise some appropriate safety measures without direct supervision. Move rhythmically. Recognise the importance of keeping healthy, and those things which contribute to this. Recognise the changes that happen to their bodies when they are active. Express and communicate their ideas, thoughts and feelings by using...movement. Recognise repeated sounds and sound patterns and match movements to music. Use their imagination in dance.</p> <p>Experiment with different ways of moving. Jump off an object and land appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space.</p>	<p>To move around within a space. To show the contrasts (such as Small, Tall, Wide &amp; Narrow (Long). To copy and perform individual movements. To work in pairs to copy and practise balances. To think about and perform different ways of travelling in a space. Use equipment safely.</p>	<p>To move with control and awareness of space. To show contrasts (Such as Small, Tall, Straight, Curved, Wide and Narrow). Link 2-4 actions to make a sequence. To balance on different points of the body. Travel by rolling forwards, backwards and sideways. Climb safely on to equipment. Stretch and curl to develop flexibility.</p>	<p>Plan, perform and repeat sequences with increasing complexity and control. Link movements into sequences. Show changes of direction, speed and level changing performance. Travel in a variety of ways including flight, by transferring weight to generate power in movements.</p>	<p>Plan, perform and repeat sequences. Move in a fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Swing and hang from equipment safely using hands.</p>	<p>To be able to make complex extended sequences. To be able to combine action, balance and shape. Perform combinations of actions / agilities. Clear differences between levels, speed and direction. To be consistent and fluent. Demonstrate good body tension and extension.</p>	<p>To be able to combine own work with that of others. To be able to link sequences to specific timings. Perform fluently difficult combinations. Cooperative working-partners / small groups.</p>
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			Jump in a variety of ways and land with increasing control and balance.				
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Progress Maps- Multi Skills ( Games )

<p>Age Related Expectations</p>	<p>Reception</p>	<ul style="list-style-type: none"> <li>• Children can go backwards and sideways as well as forwards.</li> <li>• Children are able to experiment with different ways of moving.</li> <li>• Children show an understanding of the need for safety when tackling new challenges.</li> <li>• Children are able to avoid dangerous places and equipment.</li> <li>• Children can move with confidence, imagination and in safety.</li> <li>• Children can move with control and coordination.</li> <li>• Children demonstrate awareness of space, of themselves and of others.</li> <li>• Children demonstrate understanding of how to transport and store equipment safely.</li> <li>• Children are able to practise some appropriate safety measures without direct supervision.</li> <li>• Children are able to recognise the changes that happen to their bodies when they are active.</li> <li>• Children recognise the importance of keeping healthy, and those things which contribute to this.</li> <li>• Children are able to use a range of small and large equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Children show good control and coordination in large and small movements, they move confidently in a range of ways, safely negotiating space.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
<p>Greater Depth</p>	<p>Reception</p>	<ul style="list-style-type: none"> <li>• Children can target throwing, rolling, kicking and catching games.</li> <li>• Children can use skills in different ways, such as hopping backwards and galloping sideways in game situations.</li> <li>• Children are able to respond to whole-body action rhymes such as 'Head, Shoulders, Knees and Toes' (warm up)</li> <li>• Children know the rules for being safe in different spaces.</li> </ul>
<p>Age Related Expectations</p>	<p>Year 1</p>	<ul style="list-style-type: none"> <li>• A change of direction/speed easily</li> <li>• Control of basic actions</li> <li>• Concept of aiming</li> <li>• Use different skills in response to opponent</li> <li>• To recognise space</li> <li>• Children can move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Children can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Children demonstrate the control necessary to hold a shape or fixed position.</li> <li>• Children can negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors.</li> <li>• To be able to work in a team.</li> <li>• To be able to roll, jump, run and kick and begin to put them into a sequence.</li> <li>• To be able to strike a ball using a batting aid (small or large cone, batting prompt) and catch a large ball.</li> <li>• To develop tactics and communicate with others when appropriate.</li> </ul>

Greater Depth	Year 1	<ul style="list-style-type: none"> <li>• Children can judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries.</li> <li>• Children demonstrate respect for other children's personal space when playing among them.</li> <li>• Children can persevere in repeating some actions or attempts when developing a new skill.</li> <li>• Children can collaborate in devising and sharing tasks, including those which involve accepting rules.</li> <li>• Children are able to observe the effects of activity on their bodies.</li> <li>• To be able to join individual movements e.g. jumps then run seamlessly.</li> <li>• To begin to lead others when appropriate.</li> </ul>
Age Related Expectations	Year 2	<ul style="list-style-type: none"> <li>• Perform range of movement</li> <li>• Awareness of others</li> <li>• Simple decision making</li> <li>• Choose and use different tactics</li> <li>• React to different situations</li> <li>• Knowledge of scoring/rules</li> <li>• To use the terms 'Opponent' and 'Team mate'</li> <li>• To run with a coordinated style</li> <li>• To jump in a variety of different ways and land safely, hopping and leaping</li> <li>• To be able to catch a tennis ball</li> <li>• To be able to follow rules within a game and respect decisions that are made</li> </ul>
Greater Depth	Year 2	<ul style="list-style-type: none"> <li>• Concept of heart rate</li> <li>• Anticipate effects on body after playing games</li> <li>• Watch and describe performances accurately</li> <li>• Understand what is good</li> <li>• Copying and improvement</li> <li>• To understand the different roles within a team</li> <li>• To throw and catch continuously in a rally</li> <li>• To link a sequence of jumps</li> <li>• To throw and catch with control / accuracy to keep a rally going</li> </ul>
Age Related Expectations	Year 3	<ul style="list-style-type: none"> <li>• Use range of skills to keep possession and control of the ball</li> <li>• Make progression towards a goal on their own or with others</li> <li>• Use of space</li> <li>• To understand the different roles within a team</li> <li>• To demonstrate a change of pace</li> <li>• To link a sequence of jumps</li> <li>• To throw and catch with control / accuracy, to maintain possession of the ball</li> <li>• To show signs of 'sportsmanship'</li> </ul>
Greater Depth	Year 3	<ul style="list-style-type: none"> <li>• Recognise and describe what happens to their breathing and heart rate during exercise</li> <li>• Which games require speed and stamina</li> <li>• Describe/keep possession</li> <li>• Identify best/most difficult practise and players</li> <li>• To begin to choose appropriate tactics to cause problems for the opposition</li> <li>• To have accurate possession of a ball and to be able to keep it for a period of time</li> </ul>

Age Related Expectations	Year 4	<ul style="list-style-type: none"> <li>• Use range of techniques</li> <li>- change of direction/speed</li> <li>- consistency and control in games</li> <li>- greater speed and flow</li> <li>• Rules of game/improve</li> <li>• Adapt rules to their own game/teach others</li> <li>• Range of tactics to score/shoot</li> <li>• Throw and catch with control / accuracy over a longer distance and with increasing speed</li> <li>• Strike a ball and field with control</li> <li>• Choose appropriate tactics to cause problems for the opposition</li> <li>• Follow the rules of the game and play fairly</li> <li>• Maintain possession of a ball e.g. with feet, a hockey stick or hands</li> <li>• Pass to team mates at appropriate times</li> <li>• Lead others and act as a respectful team member</li> </ul>
Greater Depth	Year 4	<ul style="list-style-type: none"> <li>• Devise warm up activities suitable to their game</li> <li>• Explain tactics and skills</li> <li>• Practise the skills in different ways</li> <li>• Describe/understand how to improve</li> <li>• Offer advice and support to team mates in the style of a 'captains' role</li> <li>• Know when to conserve energy in team situations by holding positions</li> </ul>
Age Related Expectations	Year 5	<ul style="list-style-type: none"> <li>• Accuracy/confidence/ control of skills</li> <li>• Attack/defence</li> <li>• Respond consistently to game situation</li> <li>• Understand positions and use of space and tactics when attacking and scoring goals</li> <li>• Defensive duties</li> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc)</li> <li>• Work alone or with team mates in order to gain points or possession</li> <li>• Strike a bowled or volleyed ball with accuracy</li> <li>• Use forehand when playing racket games</li> <li>• Uphold the spirit of fair play and respect in all competitive situations</li> <li>• Act as a good role model towards others and in a team</li> </ul>
Greater Depth	Year 5	<ul style="list-style-type: none"> <li>• Suggest warm up ideas and explain choice</li> <li>• Recognise exercises for strength, speed and stamina</li> <li>• Explain why performance is good</li> <li>• How to improve</li> <li>• Give examples</li> <li>• Be able to evaluate own and others skills to improve performances</li> </ul>
Age Related Expectations	Year 6	<ul style="list-style-type: none"> <li>• Combine and control to adapt to situation with greater speed</li> <li>• Pass or dribble to keep possession and make progress towards goal</li> <li>• Use attack/defence skills</li> <li>• Change formation/suit need of game</li> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc)</li> <li>• Work alone or with team mates in order to gain points or possession</li> <li>• Demonstrate correct fielding positions (long barrier and short barrier, field with safe hands under pressure to reduce runs scored)</li> <li>• Act as a good role model towards others and within a team</li> </ul>

Greater Depth	Year 6	<ul style="list-style-type: none"> <li>• Importance of fitness and types of fitness</li> <li>• Healthy lifestyle</li> <li>• Recognise/describe good team and individual performance</li> <li>• Own and others performance and suggest ways of improvement</li> </ul>
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<b>Progress Maps- Athletics</b>		
Age Related Expectations	Reception	<ul style="list-style-type: none"> <li>• To be able to move with control and care.</li> <li>• Run, walk, jog, hop, skip, leap, gallop or jump in different directions.</li> <li>• Begin to run at different speeds.</li> <li>• Jump from a standing position with accuracy / control</li> <li>• Throw a ball into a hoop.</li> <li>• Be able to hop on one leg.</li> </ul>
Greater Depth	Reception	<ul style="list-style-type: none"> <li>• To land safely after jumping</li> </ul>
Age Related Expectations	Year 1	<ul style="list-style-type: none"> <li>• To be able to move with control and care.</li> <li>• Use a simple over arm throw.</li> <li>• Use and underarm throw.</li> <li>• Throw a ball into a hoop.</li> <li>• Run, walk, jog, hop, skip, leap, gallop or jump in different directions.</li> <li>• Begin to run at different speeds.</li> <li>• Jump as high and as far as possible using correct technique</li> <li>• Use different ways of jumping.</li> <li>• Land safely with control.</li> </ul>
Greater Depth	Year 1	<ul style="list-style-type: none"> <li>• Run at different speeds, selecting the correct speed for the activity</li> <li>• Create and improve a sequence of jumps</li> <li>• Get used to keeping objects under control</li> </ul>
Age Related Expectations	Year 2	<ul style="list-style-type: none"> <li>• Throw a ball at or over a target.</li> <li>• Run at different speeds.</li> <li>• Use correct technique for jumping for height and distance, improving their own performance.</li> <li>• Jump from a standing position with accuracy and control.</li> <li>• Land safely with control and correct technique.</li> <li>• Create and improve a sequence of jumps.</li> </ul>
Greater Depth	Year 2	<ul style="list-style-type: none"> <li>• Use a range of throwing techniques e.g. underarm throw and over arm throw</li> <li>• Jump in a number of ways, using a run up when appropriate</li> </ul>

Jump	Year 3	<ul style="list-style-type: none"> <li>• Demo 5 basic jumps</li> <li>• Run continuously for about 1 minute</li> <li>• demo a range of throwing actions/ techniques (underarm , over arm)</li> <li>• Sprint over a short distance 60m</li> <li>• Run over long distance, conserving energy in order to sustain performance</li> <li>• Throw with accuracy to hit a target or cover a distance</li> <li>• Jump in a number of ways, using a run up when appropriate</li> <li>• Compete with others and aim to improve personal best</li> <li>• Change pace when necessary within competitive situations</li> </ul>
Greater Depth	Year 3	<ul style="list-style-type: none"> <li>• Know when to use different throws depending on distance required</li> <li>• Start to link jumps in recognised ways e.g. triple jump, standing long jump</li> <li>• Describe what happens to their bodies after different types of activities</li> </ul>
Age Related Expectations	Year 4	<ul style="list-style-type: none"> <li>• Demo combination of jumps</li> <li>• Run continuously, smoothly and at different speeds</li> <li>• Throw a range of implements in target area consistently</li> <li>• Combine sprinting with low hurdles over 60m.</li> <li>• To be able to set a manageable pace and keep running over a long distance e.g. 1km</li> <li>• Show control on takeoff and landing when jumping</li> <li>• Throw accurately and analyse technique and body shape to improve performance.</li> </ul>
Greater Depth	Year 4	<ul style="list-style-type: none"> <li>• To set a manageable pace and keep running for a minimum of 1km</li> <li>• Compete with others and keep track of personal best, setting targets for improvement</li> <li>• Combine sprinting with low hurdles over 60m</li> </ul>
Age Related Expectations	Year 5	<ul style="list-style-type: none"> <li>• Perform range of jumps with control and consistency</li> <li>• Sustain pace over longer distances (speed and stamina)</li> <li>• Throw with greater control and accuracy</li> <li>• Run efficiently over a variety of distances changing and increasing speed when necessary</li> <li>• Compete with others and keep track of personal best</li> <li>• Show control in take offs and landings when jumping</li> </ul>
Greater Depth	Year 5	<ul style="list-style-type: none"> <li>• Practise techniques and execute performances which improve over time.</li> <li>• To run a minimum of 1km without stopping making sure you pace yourself and stick to appropriate speed.</li> <li>• Combine sprinting with low hurdles over 60m.</li> </ul>
Age Related Expectations	Year 6	<ul style="list-style-type: none"> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Combine sprinting with low hurdles over 60m</li> <li>• Compete with others and keep track of personal best</li> <li>• Practise techniques and execute performances which improve over time</li> <li>• To run a minimum of 1km without stopping making sure you go an appropriate speed.</li> <li>• Run efficiently over a variety of distances increasing the speed when necessary</li> </ul>

Greater Depth	Year 6	<ul style="list-style-type: none"><li>• Show an awareness of teaching points to improve own and others performance</li><li>• Guide and support others when improving performance</li><li>• To demonstrate correct takeoff position and landing position when jumping</li></ul>
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**Progress Maps- Gymnastics**

Age Related Expectations	Reception	<ul style="list-style-type: none"> <li>• Experiment with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul>
Greater Depth	Reception	
Age Related Expectations	Year 1	<ul style="list-style-type: none"> <li>• To move around within a space.</li> <li>• To show the contrasts (such as Small, Tall, Wide &amp; Narrow (Long)).</li> <li>• To copy and perform individual movements.</li> <li>• To work in pairs to copy and practise balances.</li> <li>• To think about and perform different ways of travelling in a space.</li> <li>• Use equipment safely.</li> </ul>
Greater Depth	Year 1	<ul style="list-style-type: none"> <li>• Basic travelling, jumping, rolling and climbing.</li> <li>• Be still.</li> <li>• Link basic actions.</li> </ul>
Age Related Expectations	Year 2	<ul style="list-style-type: none"> <li>• To move with control and awareness of space.</li> <li>• To show contrasts (Such as Small, Tall, Straight, Curved, Wide and Narrow).</li> <li>• Link 2-4 actions to make a sequence.</li> <li>• To balance on different points of the body.</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Climb safely on to equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>
Greater Depth	Year 2	<ul style="list-style-type: none"> <li>• Repeat range of actions, control and coordination accurately.</li> <li>• Smooth, from still to travelling.</li> </ul>
Age Related Expectations	Year 3	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences with increasing complexity and control.</li> <li>• Link movements into sequences.</li> <li>• Show changes of direction, speed and level changing performance.</li> <li>• Travel in a variety of ways including flight, by transferring weight to generate power in movements.</li> </ul>

Greater Depth	Year 3	<ul style="list-style-type: none"> <li>• Explore equipment combinations.</li> <li>• Ways of using shape, balance &amp; travel.</li> </ul>
Age Related Expectations	Year 4	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Swing and hang from equipment safely using hands.</li> </ul>
Greater Depth	Year 4	<ul style="list-style-type: none"> <li>• Perform actions / agilities with consistency, fluency and clarity. (With a partner - Unison).</li> <li>• Combine actions / Maintain quality.</li> </ul>
Age Related Expectations	Year 5	<ul style="list-style-type: none"> <li>• I can make complex extended sequences.</li> <li>• I can combine action, balance and shape.</li> <li>• Perform combinations of actions / agilities.</li> <li>• Clear differences between levels, speed and direction.</li> <li>• Consistent and fluent.</li> <li>• Good body tension and extension.</li> </ul>
Greater Depth	Year 5	<ul style="list-style-type: none"> <li>• Repeat longer sequence accurately.</li> <li>• More difficult actions.</li> <li>• Clear Body Shape</li> <li>• Change of direction.</li> <li>• Adapt for partner / small group.</li> </ul>
Age Related Expectations	Year 6	<ul style="list-style-type: none"> <li>• I can combine my own work with that of others.</li> <li>• I can link sequences to specific timings.</li> <li>• Perform fluently difficult combinations.</li> <li>• Cooperative working- partners / small groups.</li> </ul>
Greater Depth	Year 6	<ul style="list-style-type: none"> <li>• Longer sequences.</li> <li>• Fluency / Clarity.</li> <li>• Vary direction to improve look.</li> <li>• Use Levels.</li> <li>• Use pathways.</li> <li>• Plan variations in actions / speed.</li> </ul>

**Progress Maps- Dance**

Age Related Expectations	Reception	<ul style="list-style-type: none"> <li>• Children can go backwards and sideways as well as forwards.</li> <li>• Children are able to experiment with different ways of moving.</li> <li>• Children can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Children show understanding of the need for safety when tackling new challenges.</li> <li>• Children avoid dangerous places and equipment.</li> <li>• Children are able to move with confidence, imagination and in safety.</li> <li>• Children are able to move with control and coordination.</li> <li>• Children show awareness of space, of themselves and of others.</li> <li>• Children are able to practise some appropriate safety measures without direct supervision.</li> <li>• Children begin to move rhythmically [Creative development].</li> <li>• Children recognise the importance of keeping healthy, and those things which contribute to this.</li> <li>• Children recognise the changes that happen to their bodies when they are active.</li> <li>• Children express and communicate their ideas, thoughts and feelings by using...movement [Creative development].</li> <li>• Children recognise repeated sounds and sound patterns and match movements to music [Creative development].</li> <li>• Children use their imagination in dance [Creative development].</li> </ul>
Greater Depth	Reception	<ul style="list-style-type: none"> <li>• Children can hop confidently and skip in time to music.</li> </ul>
Age Related Expectations	Year 1	<ul style="list-style-type: none"> <li>• Respond to diff stimuli</li> <li>• Copy, explore basic actions</li> <li>• Copy simple pattern</li> <li>• Choose movement               <ul style="list-style-type: none"> <li>- phrases (beginning, middle &amp; end)</li> </ul> </li> <li>• Practise and repeat phrases - controlled way</li> </ul>
Greater Depth	Year 1	<ul style="list-style-type: none"> <li>• Copy and remember simple dance moves and positions.</li> <li>• Move to music showing coordination and rhythm.</li> <li>• Children are able to create their own simple dance moves</li> <li>• Be able to choose a range of simple movements to communicate a mood or feeling.</li> </ul>
Age Related Expectations	Year 2	<ul style="list-style-type: none"> <li>• Talk about different stimuli - starting point</li> <li>• Explore response to stimulus, ideas, moods, feelings</li> <li>• Growing range of movements</li> <li>• Choose &amp; link actions - short dance phrases, express</li> <li>• Remember &amp; repeat short phrase - control, co-ordination, spatial awareness</li> <li>• Use rhythmic &amp; dynamic qualities to express</li> <li>• Sensitivity to accompaniment</li> </ul>

Greater Depth	Year 2	<ul style="list-style-type: none"> <li>• To move in different directions with control and coordination through their upper and lower limbs.</li> <li>• To copy and remember more developed dance moves.</li> <li>• Link four or more actions together to perform a sequence, showing control &amp; coordination.</li> <li>• To change speeds within a performance to suit the music.</li> </ul>
Age Related Expectations	Year 3	<ul style="list-style-type: none"> <li>• Show imaginative response through use of language and choice of movement</li> <li>• Incorporate - different quality dynamics</li> </ul> <p>explore and develop new actions - partner; small group</p> <ul style="list-style-type: none"> <li>• Link actions - partner, small group</li> <li>• Short dances with expression - awareness of others</li> </ul> <p>describe - good dance phrase</p>
Greater Depth	Year 3	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences including some independent ideas.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movement into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>
Age Related Expectations	Year 4	<ul style="list-style-type: none"> <li>• Think about character and narrative ideas; respond through movement</li> <li>• Experiment wide range of actions (space, speed, tension continuity - own, partner, group)</li> <li>• Different compositional ideas to create motifs - unison, cannon action, reaction, question and answer</li> <li>• Remember, practise, combine - longer, more complex phrases</li> </ul> <p>communicate what they want - fluency, control, sensitivity to accompaniment</p>
Greater Depth	Year 4	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences including some independent idea which begin to include creativity.</li> <li>• Maintain expression throughout a sequence of movements.</li> <li>• Create dances and movements that convey a definite idea with a theme in mind.</li> <li>• To understand the need to develop physical strength and suppleness to enhance performance.</li> </ul>
Age Related Expectations	Year 5	<ul style="list-style-type: none"> <li>• Explore, improvise, choose - to create new motifs (chosen style)</li> <li>• Perform specific skills, patterns for different dance styles - accuracy</li> <li>• Compose, develop and adapt motifs - make phrases to use in longer dances</li> </ul>
Greater Depth	Year 5	<ul style="list-style-type: none"> <li>• Warm up and cool down independently</li> <li>• Use exercises that stretch and tone - help them prepare</li> </ul>
Age Related Expectations	Year 6	<ul style="list-style-type: none"> <li>• Respond to range of stimuli improvising freely - controlled movements and patterns</li> <li>• Explore ideas imaginatively - actions, dynamics, space, relationships</li> <li>• Select, use range of compositional ideas to create motifs that demonstrate idea</li> <li>• Perform with clarity and sensitivity to accompaniment - own, partner, group</li> </ul>

Greater Depth	Year 6	<ul style="list-style-type: none"> <li>• Choose their own music and style.</li> <li>• To understand the need to develop physical strength and suppleness to enhance their performance.</li> <li>• Listen to, and respond accordingly, to advice from others as to how to improve their performance.</li> <li>• Take responsibility for their own skill progression by suggesting ways to make activities more challenging.</li> </ul>
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### Long term plan

Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	<b>Athletics</b>  KS1  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	<b>Dance</b>  KS1  Perform dances using simple movement patterns.	<b>Gymnastics</b>  KS1  Develop balance, agility and co-ordination	<b>Games-Multi skills</b>  KS1  Participate in team games, developing simple tactics for attacking and defending	<b>Games-Multi skills</b>  KS1  Participate in team games, developing simple tactics for attacking and defending	<b>Athletics Danish long ball in preparation for School Games</b>  KS1  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
<b>Class 2</b>	<b>Athletics</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-	<b>Dance</b>  Perform dances using simple movement patterns.	<b>Gymnastics</b>  Develop balance, agility and co-ordination	<b>Games-Multi skills</b>  Participate in team games, developing simple tactics for attacking and defending	<b>Games-Multi skills</b>  Participate in team games, developing simple tactics for attacking and defending	<b>Athletics Danish long ball preparation for school Games</b>  Master basic movements including running, jumping, throwing and catching, as

	ordination, and begin to apply these in a range of activities					well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<b>Class 3 Swimming</b>	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance	<b>Dance</b>  Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance	<b>Games-Tennis</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Games-Basketball</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance
<b>Class 4 Swimming</b>	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance	<b>Dance</b>  Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance	<b>Games-Badminton</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Games-Hockey</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance
<b>Class 5</b>	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance	<b>Dance</b>  Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance	<b>Games-Rugby</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Games-Cricket</b>  Take part in outdoor and adventurous activity challenges both individually and within a team	<b>Athletics</b>  Develop flexibility, strength, technique, control and balance

KS2: All areas children compare their performances with previous ones and demonstrate improvement to achieve their personal best.