

# All Saints' Church of England Federation of Academies- Progression Map

Subject- Physical Education  
 Intent- Our high-quality PE curriculum is designed to inspire all pupils to develop and excel in a wide range of physical activities. It promotes a healthy and active lifestyle through engaging in competitive sports and other physically demanding activities, which allows the children to aspire to work to their full potential, both physically and mentally. Opportunities to compete in sport and other physical activities also forms part of our Christian ethos by encouraging children to be Respectful, Independent, Confident, Happy, Enthusiastic and Resilient – **RICHER!**

## Substantive Concept/ Strand- Health and fitness

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> <li>- describe how the body feels when still and when exercising.</li> <li>- get changed with support.</li> <li>- being responsible for items of clothing.</li> </ul>	<ul style="list-style-type: none"> <li>-getting changed independently.</li> <li>- describe how the body feels before, during and after exercise</li> <li>- carry and place equipment safely.</li> <li>- know that we need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and describe how the body feels during and after different physical activities</li> <li>- explain what they need to stay healthy</li> <li>-explain why we wear PE kits.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and describe the effects of exercise on the body</li> <li>- know the importance of strength and flexibility for physical activity</li> <li>- explain why it is important to warm up and cool down</li> <li>- use equipment respectfully and safely</li> </ul>	<ul style="list-style-type: none"> <li>- describe how the body reacts at different times and how this affects performance</li> <li>- explain why exercise is good for your health</li> <li>- know some reasons for warming up and cooling down</li> <li>- responsible for bringing in and looking after own PE kit</li> <li>- respect the school equipment</li> </ul>	<ul style="list-style-type: none"> <li>- know and understand the reasons for warming up and cooling down</li> <li>- explain some safety principles when preparing for and during exercise</li> <li>- organise and use equipment both safely and to help the session</li> </ul>	<ul style="list-style-type: none"> <li>- understand the importance of warming up and cooling down</li> <li>- carry out warm-ups and cool-downs safely and effectively</li> <li>- understand why exercise is good for health, fitness and wellbeing</li> <li>- know ways they can become healthier</li> </ul>

## Substantive Concept/ Strand- Invasion

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Spring Term	Autumn 1: Skills focus - Changing direction	Autumn 1: Skills focus - using equipment	Autumn 1: Skills focus - Netball Spring 2: Skills focus - Football	Autumn 1: Skills focus - Netball	Autumn 1: Skills focus - Rugby	Autumn 1: Skills focus - Hockey

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		Spring 2: Skills focus - moving a ball	Summer 2: Skills focus - speed and direction		Spring 2: Skills focus - attacking and defending	Spring 2: Skills focus - evasion and tactics	
National Curriculum Objective	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others .</li> </ul>	<ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>			
Knowledge and Skills	<ul style="list-style-type: none"> <li>-know how to move safely in a space, changing direction with control.</li> <li>- carry and aim equipment safely.</li> <li>- know how to roll an object.</li> <li>- know how to throw a ball.</li> <li>-know how to catch a beanbag or medium sized ball.</li> <li>- kick a ball with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>-walk, jog, hop, skip, jump.</li> <li>-select good movers and explain why.</li> <li>-accept challenges.</li> <li>-be safe in a lesson.</li> <li>-throwing and catching.</li> <li>-throw and kick in games.</li> <li>-selecting how to strike a ball.</li> <li>-move and stop in play.</li> <li>-throw underarm.</li> <li>-explore ways to strike a ball.</li> <li>-move and stop safely while moving.</li> <li>-demonstrate throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>-recognise underarm and overarm.</li> <li>-throw and catch with a variety of different objects: beanbags, balls etc.</li> <li>-throw at a target accurately.</li> <li>-catch an object.</li> <li>-use striking, kicking, throwing or rolling in a game</li> <li>-move into space during game situations</li> </ul>	<ul style="list-style-type: none"> <li>- move (dribble) a ball safely and under control with hands or feet</li> <li>- stop a ball safely and under control with hands or feet</li> <li>- send and control a ball on the move with hands or feet</li> <li>- execute a variety of passes (bounce, chest and shoulder)</li> <li>- know difference between a pass and a shot</li> <li>- recognise and move into space</li> <li>- show understanding of marking</li> <li>- know difference between attack and defence</li> </ul>	<ul style="list-style-type: none"> <li>- apply throwing and catching techniques whilst moving</li> <li>- control a ball in a game situation</li> <li>- I can pass accurately using correct technique.</li> <li>- recognise attacking and defending</li> <li>- understand marking and react to an attack.</li> <li>- work as part of a team and know how to help others</li> <li>- talk about and use tactics to be put into a game</li> <li>- give and act on effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>- throw and catch; both in isolation and collaboration</li> <li>- use a range of equipment to pass, dribble and shoot</li> <li>- apply attacking and defending strategies</li> <li>- execute a variety of passes with confidence</li> <li>- take part in competitive games with a good understanding of tactics and composition</li> <li>- consistently show teamwork and fair play</li> <li>- choose appropriate PE</li> </ul>	<ul style="list-style-type: none"> <li>- show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>- implement attacking and defensive tactics in a game.</li> <li>- consistently use skills with coordination, control and fluency.</li> <li>- execute a variety of passes consistently.</li> <li>- take part in competitive games with a strong understanding of</li> </ul>

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		<ul style="list-style-type: none"> <li>-start to throw and catch in games.</li> <li>-start to throw and kick in games.</li> <li>-understand different ways of movement e.g. run, skip, hop, jog.</li> <li>-understand how to be safe in a PE lessons.</li> <li>-understand challenges.</li> <li>-understand how to throw underarm.</li> <li>-different ways you could strike a ball.</li> </ul>		<ul style="list-style-type: none"> <li>- select appropriate technique in a given situation.</li> <li>- start to recognise tactics</li> </ul>		vocabulary to evaluate games	<ul style="list-style-type: none"> <li>tactics and composition</li> <li>- show leadership qualities to support and encourage</li> <li>- choose appropriate vocabulary to evaluate performance</li> </ul>
Vocabulary	Space, Safely, Aim, Roll, Carry, Throw, Catch, Bounce, Dribble, Kick, Freeze, Stretch,, Jogging, Balance, Slowly, Backwards, Forwards, One handed, Two handed, Target, Successfully, Avoid, Technique, HulaHoops, Quoit, Passing, Ball, Landing, Jump,	underarm, strike, walk, hop, jog, skip, jump, throw, catch, move, change direction	underarm, overarm, strike, kick, roll, space, game situations, throw catch, target, accuracy, power, conrol	send, receive, control, dribble, move,shot, pass, chest pass, bounce pass, shoulder pass, attack, defence, tactics, marking	send, receive, control, dribble, move, shot, pass, chest pass, bounce pass, shoulder pass, attack, defence, tactics, marking, technique	send, receive, control, dribble, move, shot, pass, chest pass, bounce pass, shoulder pass, attack, defence, tactics, marking, technique, isolation, collaboration, composition, competition,	send, receive, control, dribble, move, shot, pass, chest pass, bounce pass, shoulder pass, kicking, attack, defence, tactics, marking, technique, isolation, collaboration, composition, competition, fluency, performance
<b>Substantive Concept/ Strand- Gymnastics</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Topic	Summer Term	Autumn 2: Skills focus - travelling and balance	Autumn 2: Skills focus - take off and landing	Autumn 2: Skills focus - jumps, turns and balances	Autumn 2: Skills focus - leaps and spins	Autumn 2: Skills focus - creating sequences	Autumn 2: Skills focus - creating complex sequences
National Curriculum Objective	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small indoor and outdoor apparatus - alone and in groups.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>			
Knowledge and Skills	<ul style="list-style-type: none"> <li>- know how to do a standing straight shape, star shape and tuck with control.</li> <li>- know how to balance..</li> <li>- hold these shapes for a count of 3.</li> <li>- travel safely around a space and along benches.</li> <li>- link simple movements to make a short sequence.</li> <li>- travel on my feet and hands and feet safely around a space and over benches.</li> <li>- perform a simple sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>- follow instructions.</li> <li>- bounce and jump.</li> <li>- move in different ways.</li> <li>- move fast and slow.</li> <li>- link movements together.</li> <li>- make different shapes with body.</li> <li>- know how to move in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>-to perform a variety of jumps, rolls and balances.</li> <li>-make a short sequence.</li> <li>-jump and land safely from a range of different heights.</li> <li>-jump from one foot to the other.</li> <li>-travel safely.</li> <li>-use a range of body parts when travelling.</li> <li>-recognises a</li> </ul>	<ul style="list-style-type: none"> <li>- Use a stimulus to translate ideas into a movement</li> <li>- Perform a sequence using different speeds, levels and directions with control and fluency</li> <li>- Describe, evaluate and alter a sequence accordingly</li> <li>- Perform ½ turns and full turns with control</li> </ul>	<ul style="list-style-type: none"> <li>- perform a variety of complex sequences with a partner (mirror, canon, support)</li> <li>- create a variety of shapes with my body</li> <li>- perform leaps as part of a sequence</li> <li>- use appropriate PE vocabulary in my gym and dance lessons</li> <li>- apply my knowledge of rolls, jumps,</li> </ul>	<ul style="list-style-type: none"> <li>- make complex, extended routines using my knowledge of gymnastics</li> <li>- adapt and perform a sequence with control and precision</li> <li>- combine travel, balance and shape in routines</li> <li>- perform balances using support</li> </ul>	<ul style="list-style-type: none"> <li>- adapt sequences to suit different types of apparatus</li> <li>- perform original sequences with enthusiasm, precision, fluidity and balance</li> <li>- turn and spin with control</li> <li>- perform a range of leaps</li> <li>- perform mirrored balances using</li> </ul>

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		- bodies can make a range of different shapes.	variety of jumps, rolls and balances. -how to travel safely.	- Roll with control in at least 2 different ways - Show variety of balances on the floor and apparatus - Consistently show tension in all balances	balances and ways of travelling to work in a controlled, safe manner - perform at least 4 rolls with control - hold own body weight in various balances using good body tension - able to choose an appropriate group or partner to work with - respond to and give appropriate feedback	(apparatus and partner) - demonstrate the difference between balance and counter balance - perform all rolls with control - show a safe landing position - show control when jumping, turning and spinning - perform cartwheel in a straight line - consistently show good body tension whilst balancing - choose appropriate PE vocabulary to evaluate gym and dance performance	apparatus or a partner - consistently show body tension whilst performing balances and movements - perform given positions accurately - perform a wide range of rolls accurately - create a complex sequence on my own or with a partner/group - demonstrate sound understanding of gymnastic performance. - evaluate my own and others performances
Vocabulary	Straight, Star, Tuck, Control, Perform, Repeat, Link, Balance, Gymnastics, Movement, Stretch, Count, Copy, Practice, Travelling, Start, Finish, Body, Safely, Still,	bounce, jump, fast, slow, link, warm up, cool down, move,	jumps, rolls, balances, sequence, travel, safe, variety, levels, direction, tension, links	speed, level, direction, control, fluency, sequence, turn, roll, balance, tension, consistency, apparatus	speed, level, direction, control, fluency, sequence, turn, roll, balance, tension, consistency, apparatus,, partner, mirror, canon, support, leap, body weight	speed, level, direction, control, fluency, sequence, turn, roll, balance, tension, consistency, apparatus, partner, mirror, canon, support, leap, landing, body weight,	speed, level, direction, control, fluency, sequence, turn, roll, balance, tension, consistency, apparatus, partner, mirror, canon, support, leap, landing, body weight, travel, shape,

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						travel, shape, performance	performance, precision, fluidity, position
Substantive Concept/ Strand- Dance							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Summer Term	Spring 1: Skills focus - performance	Spring 1: Skills focus - interpretive	Spring 1- interpretive	Spring 1- performance	Spring 1- performance	Spring 1- interpretive
National Curriculum Objective	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> </ul>				
Knowledge and Skills	<ul style="list-style-type: none"> <li>- know how to march in time to music by myself and with a partner.</li> <li>- make up a simple dance with 3 parts.</li> <li>- know the parts of dance and can remember what to do.</li> <li>- know how to move in different directions with speed and control.</li> </ul>	<ul style="list-style-type: none"> <li>- know what a sequence is.</li> <li>- perform dances using simple movements.</li> <li>- copy dance moves.</li> <li>- perform a basic sequence.</li> <li>- work well independently.</li> </ul>	<ul style="list-style-type: none"> <li>-more than one way to create a sequence.</li> <li>-perform basic dance sequences</li> <li>-describe and comment on performances.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a stimulus to translate ideas into a movement</li> <li>- React to a different tempo when performing</li> <li>- Understand how music affects performance</li> <li>- Perform a sequence to music using different speeds, levels and directions with control and fluency</li> <li>- Describe, evaluate and alter</li> </ul>	<ul style="list-style-type: none"> <li>- work with partners to create, repeat and improve a sequence in unison</li> <li>- create a variety of shapes with my body</li> <li>- use movements to communicate or express an idea</li> <li>- demonstrate rhythm and spatial awareness</li> <li>- perform with distinct and</li> </ul>	<ul style="list-style-type: none"> <li>- convey a message or expression through dance</li> <li>- demonstrate strong movements throughout a dance sequence</li> <li>- replicate a sequence quickly</li> <li>- move appropriately and with the required style in relation to the stimulus</li> <li>- perform with purpose and with high energy levels</li> </ul>	<ul style="list-style-type: none"> <li>- perform movements and routines with originality and expression</li> <li>- move imaginatively and appropriately to a range music</li> <li>- move accurately to the beat</li> <li>- replicate quickly what I have seen</li> <li>- plan and create an individual, paired or group routine with</li> </ul>

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				<p>a sequence accordingly</p> <ul style="list-style-type: none"> <li>- Perform ½ turns and full turns with control</li> </ul>	<p>expressive movements</p> <ul style="list-style-type: none"> <li>- perform a routine with control, energy and flair</li> <li>- perform as a character</li> <li>- choose an appropriate group or partner to work with</li> <li>- evaluate a performance and refine accordingly</li> </ul>	<p>show clarity, fluency and accuracy in routines</p> <ul style="list-style-type: none"> <li>- improvise with confidence, still demonstrating fluency across the sequence</li> <li>- modify parts of a sequence as a result of self and peer evaluation</li> </ul>	<p>elements of performance and flair</p> <ul style="list-style-type: none"> <li>- lead groups and perform with high levels of energy</li> <li>- adapt performances to incorporate equipment</li> <li>- perform consistently to different audiences</li> <li>- develop sequences in a specific style and link them to timings</li> <li>- analyse, modify and refine my own routine and critique that of others</li> </ul>
Vocabulary	Dance, Perform, Turn, Repeat, Individual, Partner, Control, Speed, Actions, Mirror, Lead, Follow, Gently, Tip-Toes,	sequence, perform, copy, link, independence, actions, speed, dance, timing,	create, sequence, perform, evaluate, levels, direction, speed, respond, change, different, movement, fluid.	speed, level, direction, control, fluency, sequence, movement, stimulus, performance, music, tempo, beat, composition, linking, repeat, partner, shadow, canon,	speed, level, direction, control, fluency, energy, flair, expression, sequence, movement, stimulus, performance, music, tempo, beat, composition, linking, repeat, partner, shadow, canon, rhythm, spatial awareness	speed, level, direction, control, fluency, energy, flair, expression, accuracy, clarity, improvise, sequence, routine, movement, stimulus, performance, music, tempo, beat, composition, linking, repeat, partner, shadow,	speed, level, direction, control, fluency, energy, flair, expression, accuracy, clarity, originality, improvise, sequence, routine, timing, movement, stimulus, performance, music, tempo, beat, composition,

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						canon, rhythm, spatial awareness	linking, repeat, partner, shadow, canon, rhythm, spatial awareness, audience,
<b>Substantive Concept/ Strand- Net and wall</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Spring Term	Summer 1: Skills focus - sending and receiving	Summer 1: Skills focus - racket skills	Summer 1: Skills focus - forehand and volley	Summer: Skills focus - forehand, backhand and volley	Summer 1: Skills focus - shot consolidation and servin	Spring 2: Skills focus - shot consolidation and game play
National Curriculum Objective	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others .</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>			
Knowledge and Skills	<ul style="list-style-type: none"> <li>-know how to move safely in a space, changing direction with control.</li> <li>- carry and aim equipment safely.</li> <li>- know how to roll an object.</li> <li>- know how to throw a ball.</li> <li>-know how to catch a beanbag or medium sized ball.</li> <li>- kick a ball with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>- throw underarm.</li> <li>- move and stop safely during play.</li> <li>- demonstrate - throwing and catching.</li> <li>- start to throw and kick in games.</li> <li>- strike a ball.</li> </ul>	<ul style="list-style-type: none"> <li>-throw and catch a variety of equipment, eg: beanbags, balls, javelin etc</li> <li>-throw at a target and catch mostly accurate</li> <li>-use striking, kicking, throwing or rolling in a game</li> <li>-move into space during game situations</li> <li>-understand winning and</li> </ul>	<ul style="list-style-type: none"> <li>- perform a forehand shot with accuracy and control</li> <li>- hit a volley with control</li> <li>- rally with a partner (10 shots)</li> <li>- hit a moving ball using the correct technique</li> <li>- hit a bouncing ball with control</li> <li>- show awareness of hitting into a space</li> <li>- stop a moving ball consistently</li> </ul>	<ul style="list-style-type: none"> <li>- apply throwing and catching techniques whilst moving</li> <li>- use backhand to hit moving ball</li> <li>- hit a moving ball using forehand with control</li> <li>- hit a volley with increased control</li> <li>- react quickly to play the best shot possible</li> <li>- control a ball in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>- hit a moving ball consistently using forehand</li> <li>- continue a rally</li> <li>- consistently show accuracy using a backhand</li> <li>- consistently hit a volley with precision and control</li> <li>- vary skills, actions and ideas and link these in ways that suit the game's activity.</li> <li>- take part in competitive</li> </ul>	<ul style="list-style-type: none"> <li>- keep a rally going over a prolonged period of time</li> <li>- consistently show accuracy using a combination of forehand and backhand shots</li> <li>- consistently show accuracy when using a volley</li> <li>- react well to changing situations</li> </ul>

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			losing in a game and not get upset. -understand why we wear PE kits. -recognise underarm and overarm.	- react to events in a game situation	- use a racket/bat and ball accurately - talk about and use tactics to be put into a game	games with a strong understanding of tactics and composition - choose appropriate PE vocabulary to evaluate games	- consistently select the correct shot in any given situation - use skills and knowledge to effectively win game
Vocabulary	Space, Safely, Aim, Roll, Carry, Throw, Catch, Bounce, Dribble, Kick, Freeze, Stretch,, Jogging, Balance, Slowly, Backwards, Forwards, One handed, Two handed, Target, Successfully, Avoid, Technique, HulaHoops, Quoit, Passing, Ball, Landing, Jump,	coordination, move, balance, stop, control, focus, throw, catch, kick, strike	coordination, control, position, concentration, left, right, striking, underarm, overarm, throw, catch, space, equipment	racket, bat, ball, pass, shot, forehand, volley, rally, bounce, space, reaction, control, technique, consistent, games	racket, bat, ball, pass, shot, forehand, backhand, volley, rally, bounce, space, reaction, control, technique, consistent, accuracy, games, tactics	racket, bat, ball, pass, shot, forehand, backhand, volley, rally, bounce, space, reaction, control, technique, consistent, accuracy, precision, games, tactics, competition, composition	racket, bat, ball, pass, shot, forehand, backhand, volley, rally, bounce, space, reaction, control, technique, consistent, accuracy, precision, games, tactics, competition, composition
<b>Substantive Concept/ Strand- Striking and fielding</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Spring Term	Summer Term	Spring 2: Skills focus - aiming and striking	Summer 2: Skills focus - throwing, catching and striking a ball	Summer 2: Skills focus - skills consolidation and fielding in game situations	Summer 2: Skills focus - cricket	Summer 2: Skills focus - rounders
National Curriculum Objective	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others .</li> </ul>	master basic movements including running, jumping, throwing and catching, as well as developing	master basic movements including running, jumping, throwing and catching, as well as developing	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>			

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		balance, agility and coordination, and begin to apply these in a range of activities	balance, agility and coordination, and begin to apply these in a range of activities				
Knowledge and Skills	<ul style="list-style-type: none"> <li>-know how to move safely in a space, changing direction with control.</li> <li>- carry and aim equipment safely.</li> <li>- know how to roll an object.</li> <li>- know how to throw a ball.</li> <li>-know how to catch a beanbag or medium sized ball.</li> <li>- kick a ball with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>-throw and catch large objects understanding how to do it safely.</li> <li>-show throwing towards a target/partner with increasing accuracy.</li> <li>-move to be able to catch a ball.</li> <li>-use the space needed.</li> </ul>	<ul style="list-style-type: none"> <li>-travel safely in different directions.</li> <li>-travel using different body parts.</li> <li>-throw and catch a variety of different objects: beanbags, balls, javelin etc.</li> <li>-throw at a target and catch accurately.</li> <li>-use striking, throwing, kicking or rolling a game.</li> <li>-move in space during game situations.</li> </ul>	<ul style="list-style-type: none"> <li>- throw a ball/beanbag accurately</li> <li>- hit a static ball using correct technique</li> <li>- hit a moving ball using correct technique</li> <li>- hit a bouncing ball consistently with control</li> <li>- show awareness of hitting into a space</li> <li>- catch consistently</li> <li>- stop a moving ball consistently</li> <li>- show basic fielding principles</li> <li>- react quickly to events in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>- apply throwing and catching techniques whilst moving</li> <li>- catch a small ball</li> <li>- control a ball in a game situation</li> <li>- use a bat and ball accurately</li> <li>- hit a ball in an intended direction with power</li> <li>- demonstrate effective fielding skills consistently</li> <li>- talk about and use tactics to be put into a game</li> </ul>	<ul style="list-style-type: none"> <li>- use different bowling skills effectively and accurately (underarm and overarm)</li> <li>- use different fielding skills (blocking/throwing/supporting)</li> <li>- consistently select and apply the correct throw</li> <li>- hit a ball consistently with power and controlled direction</li> <li>- take part in competitive games with a strong understanding of tactics and composition</li> <li>- choose appropriate PE vocabulary to evaluate game</li> <li>- show awareness of match situations and act accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- use the correct technique when throwing and stopping a ball</li> <li>- transfer from stop to throw quickly</li> <li>- use the correct technique when striking a ball</li> <li>- able to throw and catch in isolation and combination</li> <li>- use skills and knowledge to effectively win games</li> <li>- compare and comment on skills to support creation of new games</li> <li>- make suggestions as to what resources can be used to differentiate a game</li> </ul>

# All Saints' Church of England Federation of Academies- Progression Map

Vocabulary	Space, Safely, Aim, Roll, Carry, Throw, Catch, Bounce, Dribble, Kick, Freeze, Stretch,, Jogging, Balance, Slowly, Backwards, Forwards, One handed, Two handed, Target, Successfully, Avoid, Technique, HulaHoops, Quoit, Passing, Ball, Landing, Jump,	throw, catch, balls, space, accurate, aim, move, ready	travel, safely, different, throw, catch, javelin, strike, throw, catch, game situations, move, directions, fielding,	underarm, overarm, throw, catch, hit, strike, move, technique, consistency, control, fielding, game	underarm, overarm, throw, catch, hit, strike, move, technique, consistency, control, direction, power, fielding, game, tactics	underarm, overarm, throw, catch, hit, strike, bowling, move, technique, consistency, control, direction, power, fielding, blocking, throwing, supporting, game, tactics, competition, composition	underarm, overarm, throw, catch, hit, strike, bowling, move, technique, consistency, control, direction, power, fielding, blocking, throwing, supporting, isolation, combination, game, tactics, competition, composition
<b>Substantive Concept/ Strand- Athletics</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Summer	Summer 2: Skills focus – track and field	Summer 2: Skills focus – track and field	Summer 2: Skills focus – track and field	Summer 2: Skills focus – track and field	Summer 2: Skills focus – track and field	Summer 2: Skills focus – track and field
National Curriculum Objective	Revise and refine the fundamental movement skills they have already acquired: · rolling · crawling · walking · jumping · running · hopping · skipping · climbing	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
Knowledge and Skills	<ul style="list-style-type: none"> <li>-run in straight lines carefully.</li> <li>-carry objects while moving.</li> <li>-jump forwards.</li> <li>-hop on one leg,</li> <li>-change leg while hopping.</li> </ul>	<ul style="list-style-type: none"> <li>- run at different speeds.</li> <li>- move along basic pathways e.g. straight and curved.</li> <li>- use correct technique for jumping as high as possible.</li> </ul>	<ul style="list-style-type: none"> <li>-bend knees before jumping.</li> <li>-bring arm backwards before throwing forwards.</li> <li>-run at different paces.</li> </ul>	<ul style="list-style-type: none"> <li>- jump with balance and control</li> <li>- hop with balance and control</li> <li>- jump for height/distance and land safely</li> <li>- run effectively at different speeds</li> </ul>	<ul style="list-style-type: none"> <li>- pace oneself in order to take full part in fitness sessions or physical activity</li> <li>- jog and sprint for set distances</li> <li>- adapt my pace to different conditions</li> </ul>	<ul style="list-style-type: none"> <li>- exercise demonstrating stamina</li> <li>- run with high levels of speed, agility and competitiveness</li> <li>- sustain acceleration and</li> </ul>	<ul style="list-style-type: none"> <li>- exercise demonstrating stamina for longer periods of time</li> <li>- show agility at a variety of speeds and directions</li> </ul>

# All Saints' Church of England Federation of Academies- Progression Map

		<ul style="list-style-type: none"> <li>- explore different types of jumps.</li> <li>- land safely.</li> <li>- make a sequence of jumps.</li> </ul>	<ul style="list-style-type: none"> <li>-finish the course even if they have to change pace.</li> <li>-turn bodies to face new direction when running.</li> <li>- take it in turns.</li> <li>-follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- use good sprinting technique</li> <li>- show good acceleration from a static start</li> <li>- use a variety of techniques to throw</li> <li>- know basic principles of throwing for distance</li> <li>- recognise and describe what the body feels like after exercise</li> <li>- take part in a relay activity, remembering when to run and what to do</li> </ul>	<ul style="list-style-type: none"> <li>- perform jumping technique with precision (standing long jump, standing triple jump)</li> <li>- demonstrate accuracy in throwing and catching activities</li> <li>- use correct technique to achieve maximum power when throwing</li> <li>- show agility and balance during sessions</li> <li>- develop and apply baton passing techniques</li> </ul>	<ul style="list-style-type: none"> <li>speed over a distance.</li> <li>- pass a baton during a relay without changing pace</li> <li>- demonstrate accuracy and confidence in throwing and catching activities.</li> <li>- throw with power using a run up</li> <li>- jump and throw for distance</li> <li>- combine elements of jump to maximise distance (standing long jump, standing triple jump, vertical jump)</li> <li>- describe good athletic performance using correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- sustain an appropriate pace for a range of races (e.g. sprint, long distance, cross country)</li> <li>- consistently show power and effective technique when jumping, throwing and sprinting</li> <li>- perform a variety of jumps fluently (standing long jump, standing triple jump, vertical jump)</li> <li>- demonstrate a strong desire to improve</li> <li>- evaluate the performance of others and suggest improvements</li> </ul>
Vocabulary	hop, run, forwards, space, objects, leg, straight line. quick, slow, carefully	speeds, pathways, straight, curved, jumps, land, sequence, technique, run, heigh,	course, direction, instructions, pace, throw, forwards, bend, backwards,	jump, balance, control, hop, height, distance, direction, land, run, sprint, speed, acceleration, throw, relay	jump,standing long jump, standing triple jump, balance, control, hop, height, distance, direction, land, run, jog, sprint, pace, speed, acceleration,	jump,standing long jump, standing triple jump,vertical jump, balance, control, hop, height, distance, direction, land, run, jog, sprint, pace, speed,	jump,standing long jump, standing triple jump,vertical jump, balance, control, hop, height, distance, direction, land, run, jog, sprint, long distance,

# All Saints' Church of England Federation of Academies- Progression Map

					throw, relay, fitness, power, agility, baton, pass, technique	acceleration, throw, relay, fitness, stamina, power, agility, baton, pass, technique	cross country, pace, speed, acceleration, throw, relay, fitness, stamina, power, agility, baton, pass, technique
<b>Substantive Concept/ Strand- Multiskills and OAA</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic			Summer 1: Skills focus - Scooter training/teamwork	Autumn 2: Skills focus - compass points	Summer 1: Skills focus - basic map work	Summer 1: Skills focus - orienteering	Summer 1: Skills focus - orienteering
National Curriculum Objective			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	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			
Knowledge and Skills			-follow directions. -recognise simple signs. -listen to instructions. - follow 1, 2, 3 and 4 step instructions. -use compass directions and work in groups to	- follow and give instructions - communicate ideas and listen to others - plan and attempt to apply strategies to solve problems - understand the eight points on a compass	- develop strong listening skills - use simple maps - begin to plan what to do when set challenges or problems - discuss and work cooperatively with others in a group	- demonstrate strong listening skills - use and interpret simple maps - use a simple map to follow a route - think activities through and problem solve using my general knowledge	- know what to do in new situations - understand a map as a representation of simple features - identify key features on a simple map

# All Saints' Church of England Federation of Academies- Progression Map

			<p>understand the school grounds.</p> <ul style="list-style-type: none"> <li>- navigate north, south, east and west.</li> </ul>	<ul style="list-style-type: none"> <li>- follow directions using the eight points on a compass</li> <li>- start to develop basic map reading skills</li> </ul>	<ul style="list-style-type: none"> <li>- take on different jobs/roles in a group</li> <li>- demonstrate an understanding of how to stay safe in outdoor situations</li> </ul>	<ul style="list-style-type: none"> <li>- choose and apply strategies to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- use a simple map to follow a route</li> <li>- understand and use compass points and bearings</li> <li>- be a leader and work well in different roles</li> <li>- plan and use different solutions to solve a problem</li> </ul>
Vocabulary			<p>direction, instructions, steps, north, south, east, west, maps, simple signs,</p>	<p>direction, instructions, compass points,, north, south, east, west, north-east, north-west, south-east, south-west, maps, simple signs, problem solving</p>	<p>direction, instructions, compass points,, north, south, east, west, north-east, north-west, south-east, south-west, maps, simple signs, problem solving, challenge, discussion, co-operation, safety, outdoor</p>	<p>direction, instructions, compass points,, north, south, east, west, north-east, north-west, south-east, south-west, maps, simple signs, problem solving, challenge, discussion, co-operation, safety, outdoor, route</p>	<p>direction, instructions, compass points, bearings, north, south, east, west, north-east, north-west, south-east, south-west, maps, simple signs, problem solving, challenge, discussion, co-operation, solution, safety, outdoor, route</p>
<b>Substantive Concept/ Strand- Swimming</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic					Autumn 2- Swimming	Autumn 2- Swimming	
National Curriculum Objective					<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front</li> </ul>		

# All Saints' Church of England Federation of Academies- Progression Map

						<p>crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations.</li> </ul>	
Knowledge and Skills						<p>- pace oneself in order to take full part in physical activity</p> <p>- swim 10 – 20 metres without help</p> <p>- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>- perform safe self-rescue in different water-based situations</p> <p>- know and do what is required to improve</p> <p>- know that swimming makes breathing different</p>	<p>- pace oneself in order to take full part in physical activity</p> <p>- swim 10 – 20 metres without help</p> <p>- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>- perform safe self-rescue in different water-based situations</p> <p>- know and do what is required to improve</p> <p>- know that swimming makes breathing different</p>
Vocabulary						<p>front crawl, backstroke, breaststroke, safety, self-rescue, breathing, techniques, pace, physical</p>	<p>front crawl, backstroke, breaststroke, safety, self-rescue, breathing, techniques, pace, physical</p>