St. Mark's Primary School

PHYSICAL EDUCATION PROGRESSION MAP

St Mark's Primary school's vision is that all children and young people should receive high quality Physical Education (PE) lessons as well as have access to an outstanding range of extra-curricular sport and physical activity opportunities. Physical Education contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging children in purposeful physical activity. It develops physical competence and helps to promote physical development. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in physical activity. Our vision is 'Sport for all for all their lives.'

At St Mark's the following four areas underpin the children's learning journey through the Physical Education Curriculum:

Knowledge and Understanding of Fitness and Health

Children learn the value of 'healthy active' lifestyles and can explain why physical activity is good for their fitness, health and mental well-being. They recognise the elements that fitness incorporates: stamina, strength, speed suppleness and know how to improve these. Children learn about how the body reacts during different types of activity and how this affects the way they perform. Children understand the importance of warming up prior to exercise and cooling down afterwards. As children progress through the school they take ownership of how to undertake these processes independently. Pupils undertake a 'Personal Challenge' which allows them to monitor their own fitness progress and achievements.

Skills

Children learn the skills required to participate in a wide range of individual and team activities. Basic sending and receiving skills can develop into throwing with accuracy, hitting a ball into a selected space or catching under pressure in a competitive situation. Making basic shapes in Gymnastics can progress to performing complex sequences. Initial moving through the water can develop into performing recognised swimming strokes fluently. Linking two actions in Dance can become performing with fluency and control in front of an audience. Identifying symbols on a key can progress to competing in orienteering activities both as part of a team and independently.

Comparing and Evaluating

Children learn to watch, copy and describe what others are doing and recognise good performances identifying areas that need improving. They explain why they have selected a particular technique and the impact it has on their performance. Pupils recognise improvements made through self and peer assessment. Eventually pupils will suggest activities and practices to help improve their own and other's performances.

Knowledge

Children develop their knowledge of basic strategic and tactical principles of games, and learn how to adapt them to different situations in competitive games. They devise and adapt rules to create their own game. Children learn the names and roles of 'playing positions.'. In Athletics pupils will be able to explain how to use different throwing and jumping techniques. During Gymnastics they know the techniques involved with rolling and balancing. The children know and explain why exercise is good for health, fitness and wellbeing and how to become healthier themselves

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In each year, pupils will be taught:

Themes		Reception	1	2	3	4	5	6
Transferable skills	**Personal**	I can talk about what they have done.	I can describe what is good about what they have done and what can be better.	I can describe what is good about what they have seen and make suggestions for how it can be made better.	I can describe how their performance has improved over time.	I can offer an evaluation of both personal performances and activities. I can utilise feedback and resources to inform future performance.	I can explain why they have used particular skills or techniques, and the effect they have had on their performance.	I can explain why they have selected that particular technique or shot and the impact it has and the effect they have had on their performance.
	Team	I can talk about what others have done.	I can begin to say how others' performances can be improved. I can discuss if/how a partner's technique can be improved.	I can talk about the differences between their work and that of others. I can compare teams' performances and discuss why a team may be successful.	I can give recommendations for technique improvement. I can watch, describe and evaluate the effectiveness of a performance.	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	I can modify their use of skills or techniques to achieve a better result for them and others.	I can thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Swimming		**NOT LINKED TO A YEAR GROUP**						
		Beginner		Intermediate		**BY THE END OF KEY STAGE TWO**		
		I am confident with water on their face. I can blow into the water and move around the pool. I can blow a ball in different directions. I can move through the water at different speeds and using a number of methods.		I can push and glide in a streamline position on my front and on my back. I can perform a star float. I can push and glide through a hoop in a streamline position, to the pool floor. I can perform a star float on my front, rotate and perform a star float on my back.		**I can swim competently, confidently and proficiently over a distance of at least 25 metres** **I can perform safe self-rescue in different water-based situations** - Water Safety - **Explain dangers of water** - **float using different body positions** - **tread water** **I can perform safe self and partner rescue in simple water-based situations:** ● HELP position		

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	I understand why we have pool rules. I can blow into the water. I understand the meaning of different beach flags. I can travel using alternating leg kick on front and back. I can float and gain a standing position. I can demonstrate a push and glide. I can travel from one side of the pool to the other. I can perform aquatic breathing. I can perform a push and glide on the front and back. I can float and signal for help.	I can float on my back and front and regain standing. I can perform a streamline glide on my front and rotate onto my back. I can perform 3 different floating shapes. I can perform a streamline float on my back and rotate to my front. I can swim using my arms and legs and blow an egg flip. I can travel across the pool on my front and back. I can travel using a float and chosen leg kick. I can kick 10m on my front and on my back.	• What to do if others get in trouble in the water • Rescue partner by talking them to poolside • Reach and rescue partner **I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]** **I can explain and demonstrate a streamlined body position** • arrow shape for back crawl and front crawl • flat in the water • Front crawl with face in water - Front Crawl - kick from hips, arms clear water & bent at elbow out of water, legs relatively straight, flexible ankles - Back Crawl - kick from hips, hips to surface of water, relaxed legs, arms clear water & brush ear when entering water - Breaststroke - heels drawn towards bottom, draw circle with heels, Arms pull outwards and downwards, legs and arms start and end in 'glide' position, knees as wide as hips in leg kick
Vocabulary	push and pull with the arms, kick with the legs , lie on front and back , armbands, floats, support , breathe , under water, in water, on water, front crawl, back crawl , breaststroke, float, scull , surface diving kick , lie flat, streamlined , breathe , turning		

	Reception	1	2	3	4	5	6
Gymnastics	• I can move in a high way. • I can move in a low way. • I can jump and land safely. • I can experiment moving in different ways. • I can travel with over under and through equipment. • I can follow and copy my partner's ideas.	• I can explain how to move in a high way and make high shapes. • I understand the difference between low moves and low shapes. • I can explain what a champion gymnast looks like. • I can make high and low shapes on apparatus. • I can travel over under and through apparatus	• I can explain how to move and make shapes like a champion. • I can explain how to link my movements and balances. • I can demonstrate narrow and wide linking actions. • I can explain the term 'interesting' gymnastics. • I can choose my own methods of movement	• I can balance & move symmetrically. • I can explain the difference between symmetry & asymmetry. • I can perform symmetrical balances on apparatus with a partner. • I can perform the start and middle of a sequence using symmetrical balances.	• I can move and balance like a bridge. • I can move into and out of a bridge balance on apparatus. • I can move over and under my partner's bridge balance. • I can work cooperatively with a partner to create a sequence using excellent paired and individual bridges.	• I can explain what counterbalance means and demonstrate a paired counter balance. • I can move into and out of a counter balance on apparatus. • I can give constructive feedback to another pair about the 3 key aspects of the balances. • I can create a paired counter tension balance.	• I can explain what matching means and demonstrate a paired counter balance. • I can perform a matching sequence which includes one movement in canon and one in unison using apparatus. • I can explain and demonstrate mirroring.

		like a champion gymnast. • I can identify the features of my partner's work and explain what this is a champion movement/shape. • I can explain how to move in a wide way and make wide shapes. • I understand the difference between narrow moves and narrow shapes. • I can explain what a champion gymnast looks like. • I can make narrow, wide and curled shapes on apparatus. • I can travel over under and through apparatus. • I can identify the features of my partner's work and explain why this is a champion movement/shape.	and explain why this is a champion movement. • I can identify the features of my partners work and explain if their performance flows.	• I can perform a complete sequence which includes a symmetrical and asymmetrical balance. • I can assess a gymnastics sequence identifying areas of strengths and weaknesses.	• I can perform a sequence which uses different apparatus, different levels and different contact points so it is interesting. • I can re-observe a gymnastics sequence and explain if it has improved.	• I can perform a sequence which uses a counter balance and a counter tension balance. • I can accurately identify strengths and weaknesses in my own and others' performances.	• I can perform a mirroring sequence which includes a change of speed and uses apparatus. • I can perform a sequence which uses two matching and two mirroring movements. • I can accurately identify strengths and weaknesses in my own and others' performances. • I can suggest improvements.
Vocabulary	Champion, jumps, hops, skips, side steps, backwards, forwards, shape and star, over, along, through and under	Champion, low, high, wide, narrow, forwards, backwards, roll, Jumping Jacks, interesting, big body parts (tummy, back, bottom & side), small body parts (hands, feet, knees & elbows) linking, flow	Champion, high, low, narrow, wide, balance, forwards, backwards, roll, cartwheel, link, flow, sequence, Zig-zag & curved	Shapes: straight, tuck, star, pike, straddle, bent, together, bend at the hip, straight, apart, sequence, linking, routine, level, speeds, muscles, tight, tension, link, repeat, demonstrate levels, high, medium, low, right angle tension, extension, sequence, routine, repeat, transition, flow, log roll, pike fold.	Shapes: straight, tuck, star, pike, straddle, Symmetry, mirroring , asymmetry, symmetrical shape, routine , forwards, reverse, cassette reverse, backwards, aesthetics/ aesthetically pleasing linking move, canon straight, tuck, star, pike, straddle, levels, high, medium, low, right angle tension, extension,	Shapes: straight, tuck, star, pike, straddle, levels, high, medium, low, base of support, tension, extension, assisted, complex, contrasting link, sequence, matching, routine, repeat, transition, flow, evaluate Directions: forwards, backwards, sideways, pathways, patterns, curved, zig-zag, spiral.	Shapes: straight, tuck, star, pike, straddle Levels: high, medium, low, base of support, matching, mirroring, tension, extension, assisted, complex, assisted, contrasting link, sequence, routine, matching, routine, repeat, transition, flow, demonstrate, observe,

				held, patches, points, symmetrical, asymmetrical, counter balance, counter tension, dynamic balance, levels, formation, compositional ideas, muscles, tight, tension, linking, repeat, demonstrate, observe, evaluate.	inverted, contrasting, link, sequence, routine, repeat, transition, flow, demonstrate, observe, evaluate, roll, rock, log roll/pencil roll, egg roll, teddy bear roll, forward roll, straddle fold, pike fold, curl, smooth, round, momentum, forward, backward, sideways, muscles, tight, tension.	speeds, fast, medium, slow, match, mirror, Jumping: Stag, straight, half turn, full turn, leap, split, chassis step, scissor leap, take off, flight, soften, combination, muscles, tight, still balance, dynamic balance, climb, headstands, handstands, lead leg, distribute weight, balance, still,	evaluate relive, battement, chasse Directions, forwards, backwards, sideways, pathways, patterns, curved, zig-zag, spiral Speeds, fast, medium, slow, roll, rock, egg roll, forward roll, curl, smooth, round, momentum, entrances, exits forward, backward, sideways, assistance muscles, tight, tension
Dance	• I can move my body using big actions. • I can run, skip and jump. • I can move like a 'Champion.' • I can match my movements to the words of the songs. • I can show opposite movements. • I can demonstrate creeping, catching & curling.	• I can explain how to jump, turn & balance like a champion. • I can link movements together in time to the music. • I can perform a motif. • I can perform a motif with a partner. • I can describe my partners movements and explain if they are 'Champion' movements. • I can explain how my dance matches the ideas of the 'flower and the bee.'	• I can perform movements that flow. • I can demonstrate a change of speed when performing my actions. • I can plan and perform a motif with a partner. • I can demonstrate a change of action, level & speed. • I can extend my performance by creating my own dance (flower) action. • I can perform my extended sequence like a Champion.	• I can respond to different stimuli, moving in character. • I can add movements together to create a motif. • I know that I must make dance movements big and clear. • I can use a wide variety of movements singly and in extended sequences with a partner. • I can include more complex actions in a dance that flows • I can adapt or refine elements of my performance.	• I know that matching, or unison, is when you perform exactly the same movements at the same time. • I know that canon is when a group perform the same movement. one after the other. • I can explore creating contrasting movements and expressions. • I can include different levels and apparatus within my dance. • I know that I must interconnect my movements with my partner's. • I can perform a sequence ensuring I stay in time with the music.	• I can incorporate speed and dynamics in to a dance motif. • I can use different levels and incorporate my entire body to perform movements. • I can explain what 'flow' is and why it is important in a dance. • I know that counter balances are when weight is pushed against a partner, and that counter tension is when weight is pulled away from a partner. • I can explain what a Breakdance 'Toprock' is. • (A set movement pattern performed from standing and an introduction to an individual dancers' personal style).	• I can move with the rhythm of the music • I know that a dance is made up of groups of movements which can be repeated in different orders • I can explain some of the features of dances from different cultural traditions • I know that variation is adding another action to an existing movement • I know that rehearsing a dance sequence means I will be more confident in a performance • I can review, describe and evaluate dance performances.

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						• I can create a freeze frame to resemble a piece of street art.	
Vocabulary	Large, exaggerated, opposites, high/low, thin/wide, straight/wiggly, stamp/tip-toe and heavy/light	Clear actions, expression, tall. wide, long, heavy, slow, stomp, strong, fast, quick, low, light, unison, cannon	Explorers, expedition, vessel, surroundings	Motif, stimuli, movement phrases, dance phrase, repetition, levels, unison, canon, imaginative, jump, turn, create, cooperation, speed, emotion, dynamics, travel, montage	Action, sequence, communicate, idea, represent, idea, movement phrase, precision, control, perform, link, connect, unison, cannon, expression, emotion, feeling	Unison, repetition, canon, dance phrase, dance motif, dynamics, solo, movements, levels, body parts, evaluation, narrative, improve, link, combine	Improvisation, assess, techniques, repetition, isolation, levels, high, medium, low, tempo, quick, slow, dynamics, jagged, jerky, smooth, heavy, light, jump, leap. stimuli, dance motif, precision, control, fluency dance/movement phrase, evaluation, cooperation, create, combine
Athletics Locomotion: Jumping Locomotion: Dodging	<u>Jumping:</u> • I can jump and land safely. • I can show what to do with my head, arms and feet when jumping safely. • I can jump into a space avoiding other pupils. • I can explain how to jump further. • I can explain how to jump higher. • I can hop into a space avoiding other pupils.	<u>Jumping:</u> • I can show different ways of jumping. • I can explain what to do with my head, arms and feet when jumping safely. • I can explain what happens to my heart when I am jumping. • I understand why I might need to jump as far as possible. • I can explain how to jump higher. • I can keep my head up, bend my knees and use my arms while hopping. <u>Dodging:</u> • I can dodge and keep away from my partner. • I can follow the rules and stop when I am tagged.	<u>Jumping:</u> • I can jump, hop & leap. • I can explain why swinging my arms helps me to jump, hop or leap. • I can join 2 jumps together. • I can explain to my partner how they can jump further. • I can hop, step and jump. • I can follow the rules and keep my own score. <u>Dodging:</u> • I can dodge backwards, sideways, with heavy feet, high to low, low to high and explain which way is the most effective. • I can explain the consequences of not	• I can show how to keep my head up and pump my arms when sprinting. • I can explain how and why I need to accelerate at the start of a race. • I can demonstrate an effective relay changeover. • I can explain which order my relay team should run in. • I can apply the correct throwing technique when throwing for distance (sideways on, arm up, elbow bent above the shoulder). • I can show how to perform a standing long jump.	• I can describe what my partner needs to do to run faster. • I can lengthen my strides in the middle section of a sprint race and understand why I need to do this. • I understand the term 'pace.' • I can demonstrate running at an even pace. • I understand that transferring my body weight will help me throw a javelin further. • I can combine a hop, skip & jump.	• I can demonstrate how to finish a sprint race. • I can evaluate the three different phases of my partner's sprint race. • I understand how my sprinting can be improved. • I can start to move before receiving the baton. • I can use the correct technique to push the shot put. • I can extend my lead leg and bend my trail leg when hurdling.	• I can use the correct head, arm and foot technique when sprinting in a competition. • I can describe effective running tactics for a distance race. (Even pace & sprint finish) • I can apply effective shot and javelin throwing techniques within a competition. • I can use the correct standing long jump and triple jump technique within a competition. • I can evaluate my team members' performances in running, throwing and jumping events; making suggestions for improvements.

		• I can demonstrate how to attack in the game. • I can demonstrate how to defend in the game. • I can use an effective dodging technique in a game situation. • I can follow the given team tactics.	dodging within the game. • I can attack in the game and explain when and why I do this. • I know how to defend in the game and explain where, when and why I do this. • I understand why the winning team has been successful. • I can explain which tactics to use within the game.				• I can work collaboratively to select an athletics team.
Vocabulary	Walk, hop, jump, heel, balls, soles, toes, pointed, body parts, space, forwards, backwards, side to side, straight ahead, direction, follow, zig-zag, circle, marching, swinging, pathway, speed, fast, slow, low, high, freeze, take off & land, direction, speed, level, forwards, backwards, sideways and landing	Walk, heel, balls, soles, toes, pointed, body parts, space, forwards, backwards, side to side, straight ahead, direction, follow, zig-zag, circle, marching, swinging, pathway, speed, fast, slow, technique, consequences & defend, Star, tuck, frog jump, leap	Space, forwards, backwards, side to side, straight ahead, direction, follow, pathway, speed, fast, slow, technique, consequences, defend, dodge & tactics, Tag, release, contact, avoid	Athletics, event, field event, track event, running, jumping, throwing, fundamental skills, Olympics Throwing - throw, throwing, overarm, underarm, technique, accuracy, distance, control. pull throw, dominant, non-dominant hand, target, grip, follow-through. Jumping, jump, long jump, standing long jump, technique, take off, flight, landing, safe landing, measure, coach, athlete, metres. Running - Running, sprint, relay, hurdles, reaction, technique, arm action, leg action, pace, stamina, jog pace (slow, medium, fast)	Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw. Jumping - triple jump, jump, technique. Strode. Step, leap, hop, jump, combination, sequence, distance, run-up approach, take off, flight, landing, horizontal, distribute, impact, absorb, safe landing Relay – relay, track event, 100m, 400m, baton, exchange, changeover, leg, outgoing, incoming, technique, pass, receive Running – 100m, 200m, 400m, starting blocks, sprint relay, hurdles,	Athletics, fundamental, movement skills, running, throwing, jumping, catching, kicking, striking, discipline, track, field, sprint, endurance, middle distance, hurdles, javelin, shot-put, discus, long jump, high jump, triple jump, speed, coordination, overhead throw, throwing for distance, safe landing, take-off Running - discipline, event, track, running, sprint, 100m, 200m, 400m, sprint relay, hurdles, reaction, reaction time, stimulus, crouch start, standing start, starting blocks, speed, technique, discipline, endurance, stamina, pace, sustain, continuous, long	Athletics, fundamental movement skills, running, throwing, jumping, reaction time, underarm throw Athletics, sprint, sprinting, acceleration, relay, baton, baton exchange, changeover zone, down sweep Middle distance, long distance, endurance, stamina, mental strength, pace, pacing, sprint, top speed, race tactics Leaping, bounding, jumping, long jump, standing long jump, triple jump, standing triple jump, high jump, standing vertical jump, no jump, take off, flight, landing, pole vault Throw, heave throw, overhead heave throw,

						reaction, technique pumping, horizontal, acceleration Throwing - throw, throwing, pull throw, one-handed pull throw, javelin, accuracy, distance, technique, transfer, follow-through, power, strength, speed, momentum, mobility, two-handed pull throw Pentathlon, combined event.	distance, running, mental strength, 800 metres, 1500 metres, 5000 metres, 10,000 metres, marathon Jumping- high jump, pole vault, jumping for height, standing vertical jump, take-off, flight, landing, reaching height, jumping height, absorb, impact Throwing - fling throw, discus, accuracy, throwing for distance, grip, foot fault, push, throw, shot-put, one-handed pull throw, javelin, one-handed pull throw, accuracy	throwing technique, fundamental movement skills
Invasion Games	Ball Skills: Feet	• I can use my feet in different ways to move with a ball. • I can move with the ball, keeping it close. • I know that we keep a ball close to our feet. • I know that we move in to space, with the ball. • I can explain which foot feels best to kick with. • I know that we need to focus on a target when kicking a ball.	• I can use my feet in different ways to move with a ball • I can kick the ball using the inside and outside of my feet • I know that we keep a ball close to our feet using soft touches • I know that we need to look for space when moving with the ball • I can begin to understand how to kick a ball towards a target • I know that we need to be accurate when kicking a ball	• I can move the ball keeping it close to my body • I can use the inside of my foot to pass the ball to a target • I know that we don't use our hands to stop the ball • I know that we must look at our partner/target when passing the ball • I know that we must keep our heads up when dribbling • I can explain where to pass a ball • I know that we point to where we want				

				someone to pass the ball.				
	Ball Skills: Hands	• I can move a ball in different ways using my hands. • I can roll a ball in different ways. • I can bounce a ball in different ways. • I can move a ball with control. • I can roll and push a ball in different ways. • I can roll, push and bounce a ball, showing some control.	• I can bounce the ball whilst moving, with control. • I can send the ball in different ways, using my hands (roll, push, bounce). • I can send the ball softer or harder depending on the distance. • I can explain how to be ready to stop the ball. • I can stop the ball in different ways, using my hands. • I can send and receive the ball with control.	• I can dribble (bounce) the ball within space, keeping the ball close to my body. • I know that there are different types of throws (over arm, under arm). • I can move the ball around the space keeping away from defenders. • I can dribble (bounce) the ball with two hands with control. • I can explain how I know that my partner is ready to receive the ball. • I can dribble (bounce) and pass, keeping the ball away from defenders.				
	Football				• I know that dribbling is when the ball is moved close to the body, with control • I can continuously dribble keeping possession and control of the ball • I know that we pass over a short distance using the inside of our foot and we receive the ball by cushioning it with the inside of their foot	• I can explain how to keep possession of the ball and what control looks like. • I understand how turning in a game of football keeps possession. • I can demonstrate how passing and moving in a game keeps possession. • I can explain the difference between attack and defence. I can demonstrate a transition	• I can combine dribbling and passing to maintain possession • I can defend when not in possession of the ball, by winning the ball back • I can stop an attacker passing me by marking, tackling and pressuring • I recognise the best position on the pitch for me to shoot from. • I can explain some of the rules (laws) of football • I can make decisions about when it is best to	• I can demonstrate fluidity when changing from attack to defence. • I know how to officiate a mini game. • I understand the term man-to man marking and when this applied. • I can explain the tactics my team will use in defence. • I can take on the role of a team manager and communicate positively with my team members.

					• I can pass a ball to my team mates, keeping control • I can pass away from a defender and move in to space • I can collaborate and work together in a team	between attack and defence. • I understand when, where and why we shoot with our laces • I can explain how my team can create the best shooting opportunities.	pass, dribble, move and shoot	• I can collaborate with my team members and apply the rules and positions within the game.
	Hockey				• I can dribble the ball using the correct hand and body position. • I can pass the ball accurately. • I can use dribbling and passing to keep possession of the ball with my team. • I can explain what my team needs to do to change from attack to defence. • I can describe and demonstrate how to shoot. • I can collaborate and work together in a team	• I can change speed and direction when dribbling the ball. • I can pass the ball accurately over longer distances. • I can explain how to shoot, where to shoot from and why. • I can demonstrate how passing and moving in a game keeps possession and creates shooting opportunities. • I can explain how to use marking, blocking and tackling to defend in hockey. • I can explain why some teams are more successful than others.	• I can dribble and pass with accuracy over long and short distances. • I understand the term 'man to man' marking and can use this within a game.. • I can pass, move and shoot accurately and consistently. • I recognise the rules used in a mini game. • I can explain the term 'counter attack' and understand how this is used within the game. • I can officiate a game, enforcing the rules.	• I can accurately pass the ball around a defender using a variety of passes. • I demonstrate a secure knowledge of the rules. • I can describe different tactics that can be applied when defending. • I can participate in a team discussion about attacking tactics and understand my role within the game. • I can participate in a team discussion about defending tactics and understand my role within the game. • I can explain why teams are successful and describe what teams need to do to improve.
	Netball				• I can demonstrate the correct chest pass technique, stepping into the pass. • I can pass the ball around a defender just using the chest pass.	• I can explain why keeping possession in a game of netball is important. • I can explain how passing and moving creates scoring opportunities.	• I can use chest pass to pass the ball in to space around a defender • I can explain the simple rules used for officiating a game • I understand that my role changes and I become a defender as	• I can explain why a pass has been intercepted. • I can apply effective use of footwork, effective rebounds, effective passing and moving skills to a game.

					• I can explain the difference between attack and defence. • I can shoot the ball accurately. • I can explain the importance of the rebound within a game of netball. • I can work collaboratively with my team.	• I can demonstrate BEEF (Balance, eyes, elbow) follow through. • I know the best places to shoot from. • I can describe how to use correct footwork in netball. • I can work collaboratively with my team applying the rules.	soon as I lose possession of the ball • I know that my partner must be ready for a rebound so that they can re-shoot • I know that there are a wide variety of passes, e.g. overhead, chest, bounce, shoulder • I understand the different positions and my role within a game.	• I can demonstrate how to mark the player with the ball. • I can use attacking and defending tactics, and suggest ways to improve them • I can select the most suitable pass to send the ball to a team mate with increasing accuracy • I understand that teamwork is essential in order to keep possession within a game.
	Tag Rugby				• I can pass the ball using a swinging action. • I can explain how to 'tag' properly. • I understand where to stand to receive a pass. • I can move forward with the ball and pass it backwards. • I understand what 'offside' means. • I can demonstrate what to do in a game when tagged.	• I understand how to use passing and moving to create a space and score a try. • I can explain the rules used in tag rugby. • I can demonstrate how to stand on my toes and angle my body when tagging. • I can move forwards when in defence to close down the attackers space. • I am able to demonstrate 'support' play within a game. • I understand the rules of tag rugby.	• I can explain why my team should pass the ball out wide. • I can execute a miss pass. • I am able to explain when and why to use a loop pass. • I can explain why it is important to communicate and work as a team when defending. • I can explain tactics to improve my team's defence. • I can show you how I referee a game fairly.	• I can receive a pass when running at speed. • I can apply the rules confidently when refereeing. • I am able to explain my role within the team's attacking tactics. • I am able to explain my role within the team's defending tactics. • I can suggest ways my team can improve their defending. • I understand how winning and losing bonus points are rewarded in a tag rugby game.
Vocabulary		Control, space, roll, push, throw, bounce, forward, backwards, towards, consequences and	Sending, passing, dribbling, space, defenders, accurate, accuracy, aim, target, release, attackers,	Dribble, chest pass, defence, attack, scoring zone and contact	attack/attacking, attack, dodge/dodging, defend/defending/ defence,	adapt, accuracy, attack/attacking, block tackle, dodge/dodging, defend/defending/defenc e, develop,	adapt, accuracy, attack/attacking, attack, basics, consolidate, dodge/dodging, defend/defending/defenc	adapt, accuracy, attack/attacking, attack, consolidate, dodge/dodging, Cruyff turn,

PHYSICAL EDUCATION PROGRESSION MAP

		defenders, inside, outside, strongly, softly	defenders, inline and possession, inside, outside, steer		dribble/dribbling, footwork, intercept/intercepting/interception, invasion game/invasion/invade , man-to-man marking, mark/marking, possession, receive, shoot, scoring, tactics & technique	dribble/dribbling, fake dodge (feigning) footwork, intercept/intercepting/interception, invasion game/invasion/invade, man-to-man marking, mark/marking, maintain, modify, pass/passing, positions, possession, receive, refine, scoring, shoot, side stepping, space, speed, strategy, tactics & technique	e, develop, dribble/dribbling, evade, explain, fake dodge (feigning) footwork, intercept/intercepting/invasion/invade, keep possession, man-to-man marking, mark/marking, maintain, modify, pass/passing, positions, possession, principle, receive, refine, referee, scoring, shoot, side stepping, space, speed, strategy, tactics, tactical & technique	defend/defending/defence, develop, dribble/dribbling, evade, explain, fake dodge (feigning) footwork, intercept/intercepting/invasion/invade, keep possession, man-to-man marking, mark/marking, maintain, modify, pass/passing, positions, possession, principle, receive, refine, referee, scoring, shoot, side stepping, space, speed, strategy, tactics
Net and Wall	Rackets, Bats and Balls Tennis	• I can push the balloon upwards with two hands. • I can push the balloon upwards with my dominant hand. • I can push the balloon with increased control. • I am able to explain what happens if I hit the balloon softly and what happens if I hit the balloon hard. • I can demonstrate how to hold an object on my racket. • I can explain and follow the rules for a game.	• I can hit the balloon with control. • I can hit the balloon with control while working with a partner. • I can explain the meaning of the word accuracy. • I can look at the target while hitting the balloon. • I can balance an object on my racket while moving in different directions. • I can accurately keep the score in a game.	• I can push the ball in different directions with control while remaining in a given space. • I can explain what will go wrong if the ball isn't kept under control. • I am able to push a ball around a space while avoiding obstacles. • I can push a ball towards a target with force. • I can explain the meaning of 'power.' • I can hit the ball with varying power.	• I can demonstrate the 'ready' position and explain where I should stand on the court after a shot is played. • I can explain where to throw/hit the ball and why. • I can collaborate in a 'ladder tournament, explaining and following the rules. • I can demonstrate the correct grip on the racket. • I can hit the ball over the net after one bounce using a forehand shot. • I can explain and use the scoring system in a mini tournament.	• I can explain which direction I need to point the racket head in, when I hit the ball. • I can demonstrate hitting the ball with control using the forehand shot. • I can demonstrate a backhand shot. • I can explain the difference between a cooperative and a competitive rally. • I can hit the ball over the net into a space. • I can explain and use the scoring system in a mini tournament.	• I can explain what I should be thinking about after a shot has been played. • I can demonstrate a forehand and backhand volley. • I can hit a volley into a space. • I understand where, when and how to serve. • I can demonstrate where to stand when playing doubles. • I can explain and use the scoring system in a mini doubles tournament.	• I can explain the term 'deuce' and how a tie break works. • I can identify strengths and weaknesses in my own and others' performances. • I can collaborate in a tournament, taking on the role of the umpire. • I can explain the tactics that my partner and I are using within a game. • I can hit the ball with increased pace. • I can explain and use the scoring system in a doubles tournament.
Vocabulary		space, control, power, aim, score, hit, push	possession, control, attacker, defender, hit, dribble, power	attacking, defending, opponent, accuracy, batting, fielder	Space, return, recover, baseline, forehand,	Outwit, rally, out	Tactics, outwit, space, accuracy, forehand, backhand, volley, serve	Forehand, backhand, volley, doubles, serve

St. Mark's Primary School

PHYSICAL EDUCATION PROGRESSION MAP

Striking and fielding	Ball Skills: Hands 2 Cricket Rounders	• I can throw a beanbag/ball towards a target. • I can explain how to aim when throwing a beanbag/ball at a target. • I can throw a beanbag/ball overarm. • I can roll a ball at different speeds. • I can move my body in line with the ball to stop it with my hands. • I can explain when and why we need to catch a ball.	• I can throw a beanbag/ball towards a target with control. • I can explain how I know when my partner is ready to receive the ball. • I can demonstrate throwing overarm with control. • I can roll the ball at a target with control. • I can stand on the balls of my feet so I am ready to stop the ball. • I can explain the consequences of an inaccurate throw and dropping the ball.	• I can demonstrate successful underarm throwing (step forwards with one foot, releasing the ball with the opposite hand from low to high). • I can explain what is meant by the term 'aiming.' (The ability to use our bodies to direct an object towards a target). • I understand the rules and keep the score. • I can demonstrate how to stop the ball rolling past me with my hands. • I can explain why we need to be accurate when we send the ball and how we achieve this. • I understand why a player is successful in a game using sending and stopping skills.	• I understand the difference between batting & fielding. • I can throw a ball overarm using the correct technique. (Side on, opposite arm to opposite foot, arm high, elbow as high as shoulder, extend the throwing arm) • I can accurately throw a ball underarm using the correct technique. (Opposite hand to foot, use the non-throwing arm to aim) • I can explain when and why I need to get my hands ready to catch the ball. • I can hit the ball away from the fielders. • I can explain the tactics I will use to win the game when batting and how to win the game when fielding.	• I can demonstrate how to hold the bat. • I can vary the speed when bowling the ball underarm. • I can use a 'long barrier' technique to stop the ball. • I can describe how to return the ball quickly when fielding. • I can explain where I am aiming to hit the ball and why I have selected that target. • I can describe the different methods of fielding and explain when to use them.	• I can explain why I need to communicate with my partner when batting. • I can consistently bowl the ball straight using the underarm technique. • I can work collaboratively with my team to produce the most effective fielding positions. • I can keep score within a game. • I can work collaboratively with my team deciding which batting tactics to use in a game. • I can umpire a game fairly.	• I can hit the ball on both sides of my body. • I can explain my role in the field when the ball is not struck to me. • I can describe what makes a successful bowler. • I can evaluate the success of my teams batting tactics. • I can work collaboratively with my team deciding on a batting order. • I can umpire a game fairly and keep the score.
Vocabulary		Aim, accuracy, accurate, target, bullseye, underarm and hat-trick	Aim, accuracy, receiver, technique and Long barrier	Clockwise, anti-clockwise, forehand, return, batting and fielding	Batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score, striking, fielding, hand-eye coordination, cooperation, accuracy, over arm throw, underarm throw, fielder, teamwork, release points, transferring of body weight, 90', stumps, bowl, target, pendulum motion,	Underarm pick up, strike, intent	Outwit opponent, deliveries, match, tactics, strategy, plan, sportsmanship, devise, long barrier stop, spin, space between fielders, explain	Experiment, scoring system, protect wicket, play ball defensively, strategies, correct shot

				rules, forehand, backhand, volley, ready position			
Games for Understanding Team Building	• I can take it in turns when playing a game. • I can keep the score when playing a game. • I can follow the rules when playing a game. • I can change direction and speed in a game. • I understand what happens in a game if the fish (attackers) score lots of points. • I can explain my role in the game.	• I know how to change directions and dodge. • I can explain how we score and why it is important to keep the score. • I can explain the rules for a game and the consequences of breaking the rules. • I can use changes of speed and direction to avoid a defender. • I understand how my team can work together to stop an attacking team scoring a point. • I can explain the difference between attacking and defending in a game. <u>Team Building:</u> • I can explain how it feels to be left out. • I can help other people in my team. • I can listen to my partner's commands. • I understand that I need to cooperate with my other team members. • I can share my ideas and listen to the ideas of the other team members. • I understand my team's strategy.	• I can explain what attacking means. • I can create and apply simple attacking strategies. • I can explain how the defence can impact the score of a game. • I can create and apply simple defensive strategies. • I can create and apply simple attacking strategies. • I can collaborate with my team to plan attacking and defending strategies for different games and opponents. <u>Team Building:</u> • I know what inclusion means. • I know some of the consequences of not working in a team. • I can give clear commands and understand the consequences of not communicating with my partner. • I know attributes that make a successful team. • I understand what a strategy is and why my team needs one.				

			• I recognise that all team member's need to understand the team's strategy if the team is to be successful.				
Vocabulary		Attacking Strategy, tactics, tactical, Team work, communicate, co-operate, consequences, strategy, responsibility and problem solving, coordination, hand-eye coordination, concentration and accuracy	Clockwise, anti-clockwise, forehand, return, batting and fielding, Team work, communicate, co-operate, consequences, strategy, responsibility, problem solving and inclusion, agility, speed bounces, shuttle runs, hurdles, slalom, zig-zag, healthy, fitness and flexibility				
Outdoor and Adventurous Activities Orienteering				• I can explain what makes an effective team. • I can explain what makes an effective team leader. • I know different ways that we can communicate as a team. • I can use a key to navigate to the correct place. • I know that orienteering requires navigational skills using a map to navigate to and from various points. • I can explain the importance of orientating a map.	• I can communicate and collaborate effectively as part of a team. • I can explain the characteristics of an effective team member. • I know that communication is essential in order to develop team tactics. • I can orientate a map and locate points on a map in a set order. • I can follow a given route. • I can work within a team to locate and find points on a course.	• I can orientate a map and plan how to get to a point before moving. • I know how to check if a route makes sense. • I can work within a team to locate and find points on a timed course. • I can encourage others and lead the group in an effective way. • I know that effective communication is not just about speaking but also about listening. • I can suggest ways to support other members of the team to complete a challenge.	• I can take responsibility for others and lead the group in an effective way. • I can think tactically and suggest good ideas for completing the challenges. • I know that adapting is the ability to change or modify something depending on the situation. • I can observe teams working together and suggest ways that they could be more successful. • I know that it is important to control my emotions even when finding an activity challenging.

							• I know why motivating other team members is important.
Vocabulary				Orientate, communication, key, symbol, trial, evaluate	Challenge, trials, course, modify, improve, identify, map, short trial, features, skills, techniques, completion	Increased challenge, effect, technique, compass, identify, simple plan, confidence, detail, effective, technique, route, key, map	Design, navigation equipment, informed decision, organise, listen, increasing challenge, compass, manage, map styles, range, pressure