



School: Harlington Lower School

Curriculum Progression for: Physical Education

Intent	Through our teaching and provision of Physical Education within the school we aim to enable children to learn about themselves, their capabilities, their strengths and their limitations. Through our Physical Education curriculum and activity provision we aim to promote physical and mental health with the overall aim that every child should leave our school physically confident in a way that supports their health and fitness. Each child will get to experience a wide range of different sports opportunities and activities by the end of their time in school giving each child an opportunity to discover their talents. We strongly recognise and promote physical education and activity as a means to good health but equally we recognise its benefits for mental health, learning, and the development of social skills. We facilitate and promote healthy competition within school and physical activity is celebrated and promoted within our school community so that children have opportunities to compete in sport to build character and embed values such as fairness, respect and perseverance.
EYFS	Children should come to Year 1 with the following skills and knowledge: Moving and Handling- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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Year 1	Multi Skills	Gym	Dance	Attack, Defend, Shoot	Hit, Catch, Run (Striking and Fielding)	Run, Jump, Throw	OAA	Send and Return (Net and Wall)
Taught	Autumn 1 Autumn 2	Autumn 1 Spring 1	Autumn 2	Spring 1	Spring 2 Summer 2	Summer 1	Spring 2 Premier	Summer 2 both terms
Vocabulary	Jump Hop Stop on command Sprint Run Skip Gallop	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.	Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist.	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.	Batter, bowl, catch, collect, feed, eld, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.		Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.
Skills	Designed to develop the fundamental movement skills of balance, coordination and agility.	Use simple gymnastics actions and shapes -Link actions -Apply basic strength to a range of gymnastics actions. -To be able to transfer skills onto apparatus.	-Explore space, direction, levels and speeds -Experiment creating actions and performing movements with different body part -I can perform actions using different body parts.	-To practice basic movements including running, jumping, throwing and catching -To begin to engage in competitive activities -To begin to improve agility, balance and co-ordination	Able to hit objects with hand or bat. -Track and retrieve a rolling ball. -Throw and catch a variety of balls and objects -To use and understand key vocabulary - To move quickly with agility	-Pupils will begin to link running and jumping. -To learn and refine a range of running which includes varying pathways and speeds. -Develop throwing techniques to		-Able to send an object with increased confidence using hand or bat. -Move towards a moving ball to return. -Sending and returning a variety of balls.

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Year 2	Multi Skills	Gymnastics	Dance	Attack Defend Shoot	Hit, Catch, Run (Striking and Fielding)	Run, Jump and Throw	OAA	Send and Return (Net and Wall)
Taught		Autumn 1 Spring 1	Autumn 2	Spring 1	Spring 2 Summer 2	Summer 2	Spring 2 Premier	Summer 1 (both terms)
Vocabulary	Jump Hop Stop on command Sprint Run Skip Gallop	Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin.	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, jumping.	Aim, attack, compete, controlling, cooperate, defend, direction, uency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.	Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power.		Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet
Skills	Designed to develop the fundamental movement skills of balance, coordination and agility.	-Perform with control and consistency basic actions -Describe and explain how performers can transition and link gymnastic elements -Challenge themselves to develop strength and flexibility	-Describe and explain how performers can transition and link shapes and balances -Perform basic actions with control and consistency at different speeds and on different levels -Challenge themselves to move	To send a ball using feet and can receive a ball using feet. -Refine ways to control bodies and a range of equipment. -Recall and link combinations of skills, e.g. dribbling and passing -Send the ball with feet by kicking	-To developing hitting skills with a variety of bats -Practice feeding/bowling skills -Hit and run to score points in game -Work as a team to field a ball back to a base -To make choices about	Develop power, agility, coordination and balance over a variety of activities -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops -Can negotiate obstacles showing		-To track the path of a ball over a net and move towards it -Begin to hit and return a ball using a variety of hand and racquet with some consistency -Play modified net/wall games throwing, catching and sending over a net -Anticipate the flight of the ball fed from partner -To identify their dominant and non-dominant side for sending a ball -To use correct grip to hold a tennis racquet

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		-Create and perform a simple sequence -Combine balance, rolling, jumping, rocking and spinning -Perform using a recognised start and finish shape -To jump with power and control -Show gymnastic elements can link smoothly and continuously. - Demonstrate in shapes their full range of flexibility - Choose, adapt and perform shapes at different level	- imaginatively responding to music -Work as part of a group to create and perform short movement sequences to music -Explore the whole body actions to create linked shapes and balances -To create a short dance -Perform dance phrases that express ideas and feelings -Create a sequence of movements for performance with starting and finishing positions -Explore, unison, levels and canon within the choreography -To create dances as a solo or in a duet. -To respond to the music with	-Receive and stop the ball with feet -Pass the ball to another player showing accuracy -Kick the ball to score point -Working as a team to keep possession in a defined area -Play as part of a team to attack and defend -Link bouncing and passing -Make choices on where to stand when defending as part of a team	- where I hit the ball to score maximum points. -To play different positions including batter, fielder and bowler -To sprint to correct areas to score point -To recognise where to kick to score the most runs -To use underarm throwing skills to feed/bowl a ball to a player -To bowl to different positions accurately -Experiment with different bats to see which are easier or harder to hit with. -Field to catch and throw to teammates to stop opponents scoring runs	- increased control of body and limbs -Explore different ways to generate power to start different actions such as running, jumping, hopping, striding -Participate in obstacle relay -Explore which throws are better for accuracy, which are better for distance and which are better for height		-Play a modified game introducing boundaries -To work on serving -Perform with increased agility -Send, receive and stop a ball using a racquet along the ground - Attempt to combine skills to perform a rally
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			musicality and good timing.		-Apply simple tactics to gameplay			
Visit/Special Occasions								

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Year 3		Dance	Gym	Invasion Games	Striking and Fielding	Run, Jump and Throw	OAA	Swimming External Provider	Net and Wall
Taught		Spring 2	Spring 1	Autumn 1 Autumn 2 Spring 2	Summer 2	Summer 2	Autumn 2	Spring 1	Autumn 1 Summer 1
Sports				Netball Handball Football	Rounders	Athletics			Badminton Tennis
Vocabulary		Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different.	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space. Space, pass, accurately, mark, dodge, footwork, change of direction, tactics, shooting, zones	Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, elder, innings, no ball, batting box, backstop, rounders, half rounders	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust		Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, racquet.
Skills		Practise different sections of a dance aiming to put together a performance	Modify actions independently using different pathways, directions and shapes -Consolidate and improve quality of movements and	Netball -To be able to perform basic netball skills such as passing and catching using recognised throws -To use space efficiently to	Hit a stationary ball into space Retrieve and throw the ball as a fielder Explain how _elders work together to restrict batters	-Control movements and body actions in response to specific instructions -Demonstrate agility and speed -Jump for height and	-To work with others to solve problems -To describe their work and use different strategies to solve problems -To lead others and be led		-Play in a game against an opponent -Hit a shuttlecock over a bench/net -Hit showing control of power

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		-Perform using facial expressions -Perform with a prop -Explore creating characters and narratives -Choose and link actions to create a dance phrase -Use performance skills to communicate -Perform and communicate ideas as part of a group -Develop movements using improvisation -Incorporate facial expression into a dance phrase	gymnastics actions -Relate strength and flexibility to the actions and movements they are performing -To use basic compositional ideas to improve sequence work— unison -Create a sequence of 2 contrasting elements -Demonstrate extension in shapes -Produce flow in sequence -Consolidate and improve quality of basic rolls -Explain how strength and flexibility applies to roll - Consolidate and improve quality of basic jumps -Jump high and far o low apparatus	build attacking play -To implement the basic rules of netball -Pass and receive the ball in a variety of ways -Work collaboratively to keep possession by passing accurately -Explain how accurate passes help when attacking -Recognise the need to get 'free' from opposition players -Demonstrate dodging techniques to get 'free.' -Discuss & explain why you need to be free from a player when receiving the ball -To play in attacking & defending zones1	runs - To bowl an underarm ball at a target at an appropriate height - To bowl with some consistency in a game situation - To work collaboratively to send the ball back to the bowler - Strike a bowled ball - To apply simple tactics to choose where to hit the ball - Count and remember runs scored - Stop a moving ball with consistency - Collect and return a moving ball - Work as a team to stop and pass the ball in	distance with control and balance -Throw with speed and power and apply appropriate force -Challenge yourself to jump in a variety of ways -Beat previous distances when jumping -Copy and describe what others have done -Run at different speeds -Start-stop and change pace with control -Demonstrate agility in running -Combine running and jumping -Jump over apparatus with control and balance	-To differentiate between when a task is competitive and when it is collaborative - Show working as part of a team - Communicate to solve problems -To use strength and flexibility to complete a task -To identify basic symbols on a map -To complete tasks using symbols and maps -To work with others to complete simple map reading task - Confidently read and follow a basic map - Create a route on a map for others to us - Respond to problems in a group situation	-Recognise the types of shots needed to target different areas of the court -Hit to targets on a court -Use long, high hits for distant targets and short low hits for closer targets -Move to return the shuttlecock - Attempt different shots to return the Shuttlecock -Rally with a partner over a bench/net -Move around the court to return the shuttle -Describe the skills needed to keep a rally going - Play using basic service rules -Use a forehand serve -Explain when you use service is in a game
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		-Describe ways to improve self and others performance -Perform to an audience	-To perform in unison with a partner	-To demonstrate collaborative attacking play -To keep possession of the ball to build an attack	the field Throw over longer distances using overarm throw Throw to appropriate bases based on the scenario of each conditioned game Use accurate throws to return a ball to the bases/bowler Strike a bowled ball to score runs for your team suggest ways to improve own & others game	-Explore and judge speed to jump safely -Throw for accuracy -Throw for distance -Experiment with a variety of throw -Practice a variety of skipping techniques -Participate in skipping challenges against self and others -Discover ways to skip with a partner -Participate in running, throwing and jumping activities -Work as a team to try and score points in running, throwing and jumping activities -Identify ways to improve own, and others work	-Identify what worked well and what they need to improve when working as a group -Play competitively and fairly -Identify what they need to do to complete a challenge -Participate safely considering others		-Play in games against opponents -Use forehand shots to score points - Move towards the shuttlecock to return over the net
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Year 4		Dance	Gym	Invasion Games	Striking and Fielding	Run, Jump and Throw	OAA		Net and Wall
Taught		Spring 2	Spring 1	Autumn 1 Autumn 2 Spring 1	Summer 1 Summer 2	Summer 2	Autumn 2		Spring 2 Summer 1
Sports				Hockey Handball Netball	Cricket Rounders	Athletics			Tennis Badminton
Vocabulary		Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions	Netball Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass Hockey Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.		Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready
Skills		-Work to include freeze frames in routines -Practise and perform a variety of different	-To become increasingly competent and confident to perform skills more consistently -Able to perform in time	Netball Catch the ball and bring to the chest to protect Play in competitive game scoring goals in	To develop the range of Cricket skills they can apply in a competitive context -Choose and use a range of simple tactics in	Using running, jumping and throwing stations, children investigate in small groups different ways	Work well in a team or group within defined and understood roles -Plan and refine strategies to solve problems		-Be in correct position to move and receive/return balls -Be alert to your opposing player

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		formations in dance -Develop a dance to perform as a group with a set starting position -Develop dance 'freeze frames' based on a visual stimulus -Demonstrate how to link positions in a variety of ways -Practice and perform a slide and rolls - Learn and replicate a set phrase - Develop a short dance using unison and formations -Describe different formation -To perform in cannon in routines and cannon lines - Improve and extend mission set phrase - Sequence movements in a logical order	with a partner and group -Use compositional ideas in sequences such as changes in height, speed and direction -Compose and perform a sequence of 6 elements -Teach your sequence to a partner -To understand the STEP model. - Perform existing sequence to be judge -Act as judges to evaluate a group sequence -Compare and contrast group performance	a scoring area - Attempt to shoot using correct technique -Shoot within the area -Work as part of a team to get the ball to the shooter within the area - Defining the role of Goal Attack and centre -Goal Attack building the play with Centre in attack -Play within the appropriate areas -Play in a game using one-to-one marking -Recognise the need to stay with a player when marking -Play a full game -Play within a court using correct rules when the ball goes o the court	isolation and a game context -Consolidate existing skills and apply with consistency - Throw and catch the ball with increasing accuracy -Hit the ball into zones to score points -Work as an individual to keep score - Anticipate when to run to score singles - Work with a partner to score runs -Run at speed to avoid being run out - Intercepting a moving ball over varying distances - Intercept balls to stop runs in game situations -Work with team to return balls in the field -Bowl overarm from a stationary	of performing these activities -Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. - Challenge yourself to jump in a variety of ways for distance and height -Show different ways of running -Compare different throws with different equipment - Assess what fast running feels like - Practice and perform running at speed - Compete over shorts distances against self and other -Use running to increase the	-Identify the relevance of and use maps, compass and symbols -Perform AFL task as part of a group -Suggest ways to solve the problem -Support others to participate in the task -Recognise compass points -Operate as part of a team to solve a problem -Listen and be directed by other -Explain what a compass is -Describe how a compass can be used -Use compass points to complete the task successfully -Perform under time pressures -Refine answers from clues -Use a map to follow a course	-Identify types of throws to different targets -Explore techniques used in a forehand shot -Play in small games against opposition using forehand shots to score points -Introduce backhand shots -Attempt to self-feed for backhand shots -Identify the differences between forehand and backhand shots -Demonstrate ready position to return serve -Move towards and return a moving ball - Return balls to di erent places on the court -Use tennis skills to play in doubles games
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		-Practice and perform a routine which includes an 'entering' start position -Evaluate my work		-Play with correct footwork rules -Recognise when you have committed a footwork foul -Play on a full court using full high fives positions -Rotate to play in a variety of positions -Discuss which positions you favoured Hockey -To be able to consistently perform basic hockey skills such as dribbling and push pass -To implement the basic rules of hockey -To develop tactics and apply them in competitive situations -To increase speed and endurance during gameplay	- position at a target -Attempt to bowl overarm in a game -Bowl from both ends of the wicket (over or underarm -Use the pull shot in isolation -Attempt a pull shot in a game situation -Decide where to field against someone who can hit a pull shot -Use overarm bowling in a game situation with some consistency -Effectively stop a bouncing ground ball - - Identify and describe successful play	- distance of jumps -Judge speed to take off a specified point -Demonstrate control upon take off -Introduce sling technique for discus throws -Practice wind up technique -Practice with different equipment -Perform running on a curve -Perform a baton exchange -Analyse as a team how to improve the baton exchange -Challenge self to improve scores using appropriate techniques -Evaluate to aim to improve performance second time	-Recognise common map symbols -Remember and recall map symbols		-Work together to score points -Work together to stop opposition scoring points -Play in a game keeping score -Describe how to score in a variety of -Different sceneries in tennis -Play competitively and cooperatively with others and against others
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				-Pass and receive the ball with accuracy -Work collaboratively to attack a goal -Explain how accurate passes help when attacking -Control ball when moving around players un-challenged. -Move in to space at speed to receive and send ball. -Use control on the ball to keep possession within a game -Keep possession of the ball in small groups un-challenged -Use the reverse stick to stop a ball on the far side of the body. -Keep possession of the ball and progress consistently -Be able to use the slap pass					
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