

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical NC KS1 <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing & catching, balance, agility & coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking & defending. Perform dance using simple movement patterns. KS2 <ul style="list-style-type: none"> Use throwing, jumping, running & catching in isolation and combination. Develop flexibility, strength, technique, control & balance. Perform dances using a range of movement patterns. 	Holds moments of stillness on different patches and points with control.	Holds balances using points and patches by reducing the number or size of contact points. Perform the 5 basic gymnastic shapes	Explores use of space through different levels, directions and pathways in gym and dance with timing/rhythm	Can develop a sequence using a range of gymnastic or body shapes (such as 5 basic gymnastic shapes) with balance and traveling movements.	Can create and perform a sequence/routine individual or a pair using components like symmetry/asymmetry, counterbalance, change of levels, direction and speed.	Can create and perform a sequence/routine in a group using components in year 5 and adding matching and mirroring and fitness to the performance
	Travels with coordination, control in different directions and varied spaces	Performs simple movement patterns in aesthetic movement with agility, control and rhythm.	Can perform a pass with hands or feet. Adapting to specific sport.	Can successfully dribble feet or hands. Pass with hands or feet (chest/bounce or with feet) increasing accuracy adapting the skill in specific sport	Successfully applies skills to effectively fulfil a specific position/roles in a game situation	Can apply relevant skills and components to a individual challenge or a situation within a small sided or game.
	Can throw, catch and kick independently. Various sized balls.	Can throw, catch and kick independently at a target with increasing accuracy and control.	Demonstrates good object manipulation, coordination and control with hands and feet.	Demonstrates how to create and deny space in a varied game situation.	Executes effective attacking and defending skills/ tactics in a small-sided game situation.	Implements effective use of attacking/defending skills/tactics within a game situation right time/right place.
	Has the focus and effort required for a Physically active lesson and can sustain this with encouragement from either peers or staff.	Remains focused and engaged throughout lesson demonstrating the necessary stamina with little encouragement.	When using sustained effort and focus in lessons shows determination when learning new skills. Also applying skills learnt to new situations	Has a level of understanding of physical effort and focus needed for game situation in a variety of sports.	Executes effective attacking and defending skills/ tactics in a small-sided game situation.	Understands when, where and how to use physical effort in game situations. Can start to explain and analyses this.



Connor Downs Academy PE Progression Map Curriculum Map

<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently & proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. 	<p>Enter the water safely.</p> <p>Move forwards for a distance of 5m.</p> <p>Move backwards for a distance of 5m.</p> <p>Scoop the water to wash face and hair and be at ease with water showered from overhead.</p> <p>Blow bubbles a minimum of three times with nose and mouth submerged</p> <p>Demonstrate an understanding of pool rules.</p> <p>Exit the water safely</p>	<p>Enter the water safely (using steps, swivel entry or a jump)</p> <p>Move into a stretched floating position using aids, equipment or support.</p> <p>Regain an upright position from floating on the front/back.</p> <p>Travel on the front and back for a distance of five metres.</p> <p>Understand beach flags.</p> <p>Have an understanding of the water safety code.</p> <p>Exit the water safely.</p>	<p>Enter the water safely (using steps, swivel entry or a jump)</p> <p>Jump in from the side and submerge (minimum depth 0.9 metres).</p> <p>Fully submerge to pick up an object.</p> <p>Push from wall and glide on the front and back.</p> <p>Perform a rotation from the front/back to the back/front and regain an upright position.</p> <p>Travel 10 metres on the front and 10 metres on the back.</p>	<p>Enter the water safely (using steps, swivel entry or a jump).</p> <p>Perform a tuck float for five seconds.</p> <p>Kick 25 metres on the front/back (one item of equipment may be used).</p> <p>Travel 25 metres on the front and 25 metres on the back.</p> <p>Demonstrate the action for getting help.</p> <p>Exit the water safely without the use of steps.</p>	<p>Enter the water safely from a jump.</p> <p>Perform a horizontal stationary scull on the back.</p> <p>Tread water for 30 seconds.</p> <p>Swim as far as possible in a set time (own choice of stroke).</p> <p>Demonstrate the action for getting help.</p> <p>Exit the water safely without the use of steps.</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Use two different strokes swimming on both front and back.</p> <p>Control breathing.</p> <p>Swim confidently and fluently both on the surface and under the water.</p> <p>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</p> <p>Perform safe self-rescues in different water based situations.</p>
<p>Social and Emotional</p> <ul style="list-style-type: none"> Play competitive games modified where appropriate. Take part in outdoor & adventurous activity challenges both individually and within a team. Compare their performances with 	<p>Follows simple instructions accurately</p> <p><i>Respect</i></p>	<p>Follows instructions and engages independently</p> <p><i>Respect</i></p>	<p>Improves a skill or performance effectively with others through listening and demonstrating their own ideas.</p> <p><i>Respect, Equality, Friendship and Determination</i></p>	<p>Confidently communicates the information/instruction given verbal or Visually to others.</p> <p><i>Courage, Respect, Equality, Friendship and Determination</i></p>	<p>Follows instruction as an individual or team to set up the lesson and can take the warm-up and cool down in a lesson.</p> <p><i>Inspiration, Courage, Respect, Equality, Friendship and Determination</i></p>	<p>Can deliver part of a lesson either from task card given or from creating they own active link to lesson objective.</p> <p><i>Excellence. Courage, Respect, Equality, Friendship and Determination</i></p>



Connor Downs Academy PE Progression Map Curriculum Map

previous ones and demonstrate improvement to achieve their personal best.	Shows confidence to perform in front of a small audience of peers. <i>Courage</i>	Takes in all activities with a range of partners and small groups. <i>Friendship and equality</i>	Cooperates well in larger groups helping their group to function effectively <i>Respect, Friendship and equality</i>	Leads by example in lessons and competitions by working with enthusiasm and encouraging members of their team/group. (excellence) <i>Determination, Respect, Friendship and equality</i>	Undertakes a role within a group to help other performance whether it a leader, official, helper, organiser <i>Excellence, Determination, Courage, Respect, Friendship and equality</i>	Works effectively in a team to plan and organise a safe multi skills session for the class or a different year group. <i>Inspiration, Excellence, Determination, Courage, Respect, Friendship and equality</i>
	Respect themselves by trying their best and showing determination if success is not immediate <i>Respect and Determination</i>	Participates showing positive behaviour whatever the outcome of the session or competition. <i>Respect, Determination and Inspiration</i>	Shows determination in PE when learning new skills, applying skills to new situations. <i>Courage, Respect, Determination and Inspiration</i>	Manages their behaviours and emotions well across all environments in lessons and when representing the school, respectful of others at all times. <i>Excellence, Courage, Respect, Determination and Inspiration</i>	Understand fair play/sportsmanship and the sporting environment. <i>Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration</i>	Competes enthusiastically and fairly within the rules respecting the officials, opposition and environment around them. <i>Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration.</i>
Knowledge and understanding	Always prepared to work safely in PE by being prepared with the correct footwear and kit for all related activities to P.E and sport	Works safely with other members of the team, before and during lessons. When setting up/ clearing up or using/carrying equipment.	Works safely in a group/team environment, showing consideration and respect for peers and them abilities. Before during and after lessons.	Looks at the performance of a peer or peers give verbal feedback at least one strength and one aspect that could be even better. Helping them to improve their performance	Accurately compares their own performance with previous ones' give themselves both verbal and visual feedback and sets ambitious targets to improve. Also be able to take peer to peer feedback to enhance performance	Can describe the performance of their team/group in relevant games and their contribution to it. Finding positives and things that could be better to develop the performance individually and as a team/group Giving verbal, visual and written feedback
	Can talk through the changes to their body temperature, breathing rate and heart rate when they become active.	Knows what happens to the body (e.g blood flow, oxygen to muscles) when active and can demonstrate how	Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and	Can locate, name certain muscles like hamstring calf, quadriceps, biceps and body parts we use in being active like lungs, heart, brain. knows the functions of their body and the	Has understanding and can describe which activities they would use strength, stamina, speed, skill, and suppleness.	Can create a video, piece of writing/poster or talk about their knowledge and understanding of work learnt in this area over their school journey

Connor Downs Academy PE Progression Map Curriculum Map

		to raise and lower the heart rate. Can describe a healthy diet.	recovering from being active for a sustained period.	importance of its strength in sustained activity		and offer advice to younger pupils.
	Can describe food that is healthy and that is unhealthy for their body.	Can describe a healthy diet.	Can describe a well plate and give examples of balanced meals. Knows the impact of diet on the body.	Knows foods which give energy – slow burning and quick fix.	Can describe appropriate foods to eat before exercise, sport or activity.	Knows how to fuel their body for various sporting events and activities.