



Gotham Primary P.E. Progression Planning

Through PE FS2 children will be involved in activities that develop their locomotive skills and object control. They will work on developing the skills to:

- move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiate space.
- jump off an object and land appropriately.
- develop gross and fine motor skills.
- develop fundamental object control skills e.g. catching, throwing, kicking and travelling with an object.
- build up team work and begin to develop an understanding of how games work e.g. invasion sports, striking and fielding sports, netball.

This will then be the foundations for PE learning through KS1 and KS2.

Throughout KS1 we will be developing the following skills:

- to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances and gym sequences using simple movement patterns

Throughout KS2 we will be developing the following skills:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiate space. Jump off an object and land appropriately. Develop gross and fine motor skills. 	<ul style="list-style-type: none"> Recognise and use space appropriately. Begin to identify the difference between own and others performance. Begin to use simple gymnastics vocabulary. Follow simple sequences. Explore the basic gymnastics actions of travel, jump and balance with some control and co-ordination. 	<ul style="list-style-type: none"> Use space appropriately. Identify key skills within a sequence. Use simple gymnastics vocabulary. Demonstrate the basic gymnastics actions of travel, jump and balance with some control and co-ordination. <p>Include movements that change direction, level and speed in a sequence.</p>	<ul style="list-style-type: none"> Use space effectively. Identify and evaluate key skills within a sequence. Begin to use creativity and imagination when planning sequences. Use gymnastics vocabulary. Demonstrate the basic gymnastics actions of travel, jump and balance with control and co-ordination. Demonstrate movements that change direction, level and speed in a sequence. Create and demonstrate a larger sequence working individually and with others, showing good control and co-ordination 	<ul style="list-style-type: none"> Use space effectively. Describe similarities and differences between own and others work, making suggestions for improvement. Use creativity and imagination when planning sequences. Use gymnastic vocabulary. Demonstrate the basic gymnastics actions of travel, jump and balance with control and co-ordination. Demonstrate movements that change direction, level and speed in a sequence. Create and demonstrate a larger sequence working individually and with others, showing good control and co-ordination. Work collaboratively and enjoy competing with each other. 	<ul style="list-style-type: none"> Analyse skills and suggest ways to improve quality of performance using appropriate gymnastic terminology. Use creativity and imagination when planning sequences. Demonstrate key gymnastics actions of travel, jump, weight-on, hands, and balance with control and co-ordination. Demonstrate movements that change direction, level and speed in a sequence. Demonstrate a consistent performance showing fluency, accuracy and consistency, individually and collaboratively. 	<ul style="list-style-type: none"> Analyse skills and suggest ways to improve quality of performance using appropriate gymnastic terminology. Use creativity and imagination when planning sequences. Demonstrate key gymnastics actions of travel, jump, weight-on, hands, and balance with control and co-ordination. Demonstrate movements that change direction, level and speed in a sequence. Demonstrate a consistent performance showing fluency, accuracy and consistency, individually and collaboratively.

Vocabulary

	<p>Sequence, travel, balance, jump (straight or shape), weight-on-hands, tuck, star, pike, straddle, dish, arch, roll (log/pencil), pathways, stretch, equipment/apparatus (ball, hoop, beam, table, mat), performance.</p>	<p>Sequence, travel, balance, jump (straight or shape), weight-on-hands, tuck, star, pike, straddle, dish, arch, roll (log/pencil), pathways, stretch, flexibility, equipment/apparatus (ball, hoop, beam, table, mat), performance.</p>	<p>Sequence, travel, balance, point balance, jump (straight, shape, hop & leap), weight-on-hands, tuck, star, pike, straddle, dish, arch, log roll, pathways, control, accuracy, front, back and side support, stretch/flexibility, equipment/apparatus (ball, hoop, beam, table, mat), performance.</p>	<p>Straddle, pike, tuck, star, sequence, travel, balance, point balance, jump (straight, shape, star/tuck/stretch, ¼ turn, ½ turn), weight-on-hands, rolls (log/pencil, egg, shoulder, teddy bear), pathways, control, accuracy, front, back and side support, stretch/flexibility, symmetrical, asymmetrical, equipment/apparatus (ball, hoop beam, table, mat), performance.</p>	<p>Straddle, pike, tuck, star, sequence, travel, balance, point balance, jump, weight-on-hands, rolls, pathways, control, accuracy, front, back and side support, fluency, accuracy, consistency.</p>	<p>Straddle, pike, tuck, star, sequence, travel, balance, point balance, jump, weight-on-hands, rolls, pathways, control, accuracy, front, back and side support, fluency, accuracy, consistency.</p>
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Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiate space. • Jump off an object and land appropriately. • Develop gross and fine motor skills. 	<ul style="list-style-type: none"> • Link actions with sounds and music. • Comment and begin to respond on their own work and others work. • Develop basic actions (travel, jump, balance, gesture and stillness). • Begin to form basic dance actions with control and co-ordination. 	<ul style="list-style-type: none"> • Demonstrate basic actions (travel, jump, balance, gesture and stillness). • Form basic dance actions with control and co-ordination. • Describe how to improve and modify a performance. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Begin to compare and adapt movements to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style (mood of the music). • Compose a dance that reflects the chosen dance style (mood of the music). • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Compose individual, partner and group dances that reflect the chosen dance style (mood of the music). • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Use transitions to link movements together. • Improvise with confidence, still demonstrating fluency across the sequence. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Use dramatic expression in dance movements and sequences. • Perform with confidence, using a range of movement patterns. • Demonstrate strong and controlled movements through a dance sequence. • Show a change of pace and timing in their movements. • Improvise with confidence, still demonstrating fluency across the sequence. • Dance with fluency and control linking all movements and ensuring that transitions flow. • Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.

Vocabulary

	<p>Control, count, travel and stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue), action, pose, gesture, performance, direction (forwards, backwards, sideways), space (near, far, in and out, on the spot, own), sequence (beginning, middle, end), moods and feelings, balance coordination.</p>	<p>Control, count, travel and stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue), action, pose, gesture, performance, direction (forwards, backwards, sideways), space (near, far, in and out, on the spot, own), sequence (beginning, middle, end), moods and feelings, balance coordination, nature of movement (gentle, strong, fast, slow).</p>	<p>Control, count, travel and stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue), action, pose, gesture, performance, direction (forwards, backwards, sideways), space (near, far, in and out, on the spot, own), sequence (beginning, middle, end), moods and feelings, balance coordination, nature of movement (gentle, strong, fast, slow), compose, rhythm, self-evaluation.</p>	<p>Control, count, travel and stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue), action, pose, gesture, performance, direction (forwards, backwards, sideways), space (near, far, in and out, on the spot, own), sequence (beginning, middle, end), moods and feelings, balance coordination, nature of movement (gentle, strong, fast, slow), transitions, improvise, compose, pace, timing, .</p>	<p>Control, count, travel and stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue), action, pose, gesture, performance, direction (forwards, backwards, sideways), space (near, far, in and out, on the spot, own), sequence (beginning, middle, end), moods and feelings, balance coordination, nature of movement (gentle, strong, fast, slow), expression, pace, timing, improvise, fluency, transitions.</p>
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Invasion sports e.g. football, basketball, hockey, rugby.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Develop fundamental object control skills e.g. catching, throwing, kicking and travelling with an object. • Build up team work and begin to develop an understanding of how games work e.g. invasion sports, striking and fielding sports, netball. • To talk about how their bodies feel when exercising. 	<ul style="list-style-type: none"> • Show an awareness of space and others. • Enjoying competing against self and others, individually or in team games. • Begin to understand and use simple tactics for attacking and defending. • Develop fundamental movement skills e.g. running, jumping, throwing, catching • Begin to perform simple techniques used when sending and receiving, in a variety of activities. • To talk about how their bodies feel when exercising. 	<ul style="list-style-type: none"> • Show an awareness of space and others. • Enjoy competing against self and others, individually or in team games. • Understand and use simple tactics for attacking and defending. • Advise and help others to improve in their performance. • Perform simple techniques used when sending and receiving, in a variety of activities. • Select and perform a range of techniques in isolation and combination in modified games. • To discuss reasons for warming up and cooling down, recognising simple changes in the body. 	<ul style="list-style-type: none"> • To develop different kicks • To develop dribbling skills • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform fundamental movement skills with control and co-ordination. • Advise and help others to improve in their performance. • To understand why exercise is good for your health. 	<ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition. • To know when to change tactics in competitive situations to improve. • To explain changes in the body when warming up and cooling down. 	<ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills. • Show a good understanding of rules in a variety of competitive games. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To influence in a variety of games, using the correct skills and techniques consistently. • To lead simple warm ups and cool downs in small groups. 	<ul style="list-style-type: none"> • To work as a team. • To pass and carry a ball using balance and coordination. • To use skills learned to play a variety of games. • To apply rules and skills learned to a game. • To play in a mini competition. • To compare performances with previous ones and demonstrate how to improve to achieve personal best. • To explain short and long term effects of exercise on the body. • To have a strong influence in the game, using a range of tactics in attack and defence.

Vocabulary

	Scoring, attacking, defending, tackling, shooting, passing, dribbling.	Scoring, attacking, defending, tackling, shooting, passing, dribbling.	Depending on sport – attacking, defending (opponents), shooting, hit, throw (accurately), travel (and remain in control of the ball), pass/send, catch/receive, tactics, possession, evaluate, space/time.	Depending on sport – attack (mark), defend (opponents), shoot, hit, throw (accurately – in a variety of ways), travel (changing speed, direction and remaining in control of the ball), pass/send, catch/receive, tactics (suggest what they need to practise enjoy or develop the game), possession (adapt techniques to keep it), evaluate, space, time.	Depending on sport – attacking, defending, shooting, passing, throwing, travel, dribbling, scoring, penalty, formation, different kicks, rules, midfielders, positions, obstruction, knock on.	Depending on sport - attacking, defending, shooting, passing, throwing, travel, dribbling, scoring, penalty, formation, different kicks, rules, midfielders, positions, obstruction, knock on, pitch, team, goal line, touch line.
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Striking and fielding e.g. cricket, rounder's, baseball. Netwall e.g. tennis, volleyball, badminton.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop fundamental object control skills e.g. catching, throwing, kicking and travelling with an object. Build up team work and begin to develop an understanding of how games work e.g. invasion sports, striking and fielding sports, netwall. 	<ul style="list-style-type: none"> Show an awareness of space and others. Enjoying competing against self and others, individually or in a team. Begin to understand simple use of tactics for attacking and defending. Develop fundamental skills (running, jumping, catching etc.). Perform simple techniques used when sending and receiving in a variety of activities. Begin to perform fundamental movement skills. 	<ul style="list-style-type: none"> Show an awareness of space and others. Enjoying competing against self and others, individually or in a team. Understand simple use of tactics to help improve their performance. Perform fundamental movement skills with control and co-ordination. Begin to select and perform a range of techniques in isolation. To learn how to hold a bat appropriately. To position the body to strike a ball. To develop catching skills. To learn skills for playing striking and fielding games. To use fielding skills to play a game. 	<ul style="list-style-type: none"> To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. To consolidate and develop a range of skills in striking and fielding. To practise the correct batting technique and use it in a game situation. To practise the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned. To strike the ball for distance. 	<ul style="list-style-type: none"> To become familiar with different bats/balls and associate them with different games. To build on accuracy when hitting the ball (thinking about strategy). To play a variety of shots in a game situation and to explore when different shots should be played. To play in a variety of competitive games, using the correct skills and techniques. Know when to change tactics in competitive situations to improve. 	<ul style="list-style-type: none"> To identify and apply techniques for hitting a ball. To develop the techniques learnt. To show a good understanding of rules in a variety of competitive games. To build on accuracy when hitting the ball (thinking about strategy). To play in a variety of competitive games, using the correct skills and techniques. Have an influence in a variety of games, using the correct skills and techniques consistently. 	<ul style="list-style-type: none"> To use good hand/eye co-ordination to hit the ball with accuracy and control. To understand how to use different shots to outwit an opponent in a game. To develop knowledge, understanding and principles within a game, including tactics and strategies used. Have a strong influence in the game, using a range of tactics in attack and defence. To play in a variety of competitive games, using the correct skills and techniques. To show a good understanding of rules and scoring in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best.

Vocabulary

	Sending, receiving, racket, bat, stumps, court, net, boundary, bowler, fielder, batter, bases.	Sending, receiving, racket, bat, stumps, court, net, boundary, bowler, fielder, batter, bases.	Batting, fielding, defending, attacking, teams, bowl, throw, back stop, run, space, bases, bowler, boundary, net, rally, serve, court.	Batting, fielding, defending, attacking, teams, bowl/throw, back stop, catch, run, space, bases, bowler, boundary, net, rally, serve, court, shoot, hit, serve, over the net, tactics, rally, drop shot, volley.	Batting, fielding, defending, attacking, teams, bowl/throw, back stop, catch, run, space, bases, bowler, boundary, net, rally, serve, court, shoot, hit, serve, over the net, tactics, rally, drop shot, volley.	Batting, fielding, defending, attacking, teams, bowl/throw, back stop, catch, run, space, bases, bowler, boundary, net, rally, serve, court, shoot, hit, serve, over the net, tactics, rally, drop shot, volley, stumps, wickets, scores, runs.
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Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To run in a variety of ways in a safe space. To jump in a range of ways, landing safely. To roll equipment in different ways. To develop throwing underarm. To throw an object at a target. 	<ul style="list-style-type: none"> To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running. To show running, jumping and throwing actions with basic control and co-ordination. 	<ul style="list-style-type: none"> To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility. To demonstrate simple techniques and skills when running, jumping and throwing, varying them to suit the different activities. To know the different techniques used in running, jumping and throwing activities. 	<ul style="list-style-type: none"> To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a mini-competition, recording scores. To demonstrate good balance, co-ordination and control in various athletics activities. To understand how to exercise safely and why it is important. To discuss differences between their own and others' performance, suggesting improvements. 	<ul style="list-style-type: none"> To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in a competition. To identify and apply simple tactics that could be used to improve performance. To explain why physical activity is good for your health. 	<ul style="list-style-type: none"> To use the correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power. To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. To demonstrate good techniques in a competitive situation. To show good control, speed, strength and stamina in a variety of athletic events. Watch and describe specific aspects of running, jumping and throwing techniques. 	<ul style="list-style-type: none"> To use the correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power. To use different footwork patterns. To understand which technique is most effective when jumping for distance. To engage and enjoy competitive activities, against self and others. To compare performance with previous ones and demonstrate improvement to achieve their personal best. To understand and explain the short and long term effects of exercise. Can select and apply the correct athletic skills and tactics in competitive situations.

Vocabulary

Run, jump, throw, speed, height, distance, accuracy, equipment (hurdles, cones, bean bags, javelins).	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins).	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins).	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins, relay batons), relay, technique.	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins, relay batons), relay, technique.	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins, relay batons), relay, technique.	Run, jump, throw, speed, height, distance, accuracy, fitness, equipment (hurdles, skipping ropes, cones, bean bags, javelins, relay batons), relay, technique.
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Gotham Primary PE Overview

PE overview based on the Gotham Primary School PE Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
Sports coach – Introduction to PE/Multiskills Sports coach – Balance and co-ordination	Sports coach – Introduction to PE/Multiskills Sports coach – Balance and co-ordination	Sports Coach – Hockey Team building games	Sports Coach – Basketball Dodgeball	Sports Coach – Basketball Dodgeball	Sports Coach – Basketball Dodgeball	Sports Coach – Basketball Dodgeball
Autumn 2						
Sports Coach – Gymnastics Gross motor skills	Sports Coach – Gymnastics Travel and movement	Sports Coach – Basketball Ball skills	Sports Coach – Gymnastics Team games - futsal	Sports Coach – Gymnastics Fitness	Sports Coach – Gymnastics Fitness	Sports Coach – Gymnastics Fitness
Spring 1						
Sports Coach – Movement to music/Dance Ball skills – throwing and catching/sending and receiving	Sports Coach – Movement to music/Dance Ball skills – throwing and catching/sending and receiving	Sports Coach – Dance Fitness	Sports Coach – Dance Fitness	Sports Coach – Dance Drumba	Sports Coach – Dance Drumba	Sports Coach – Dance Drumba
Spring 2						
Sports Coach – Ball striking and co-ordination – Hockey based Drumba	Sports Coach – Ball striking and co-ordination – Hockey based Drumba	Sports Coach – Gymnastics Drumba	Sports Coach - Hockey Drumba	Sports Coach - Hockey Swimming	Sports Coach – Hockey Outdoor team challenges (e.g. orienteering, team building)	Sports Coach – Hockey Outdoor team challenges (e.g. orienteering, team building)
Summer 1						
Sports Coach – Racket and Ball Skills – tennis based Didi-Rugby	Sports Coach – Athletics Didi-Rugby	Sports Coach – Athletics Cricket	Sports Coach – Tennis Cricket	Sports Coach – Tennis Swimming	Sports Coach – Tennis Netball	Sports Coach – Tennis Invasion games – netball and creating their own invasion game
Summer 2						
Sports Coach – Athletics – sports day practise Team games – e.g. cricket and rounders	Sports Coach – Cricket Team games – e.g. cricket and rounders	Sports Coach – Cricket Rounders	Sports Coach – Athletics Rounders	Sports Coach – Athletics Rounders	Sports Coach – Athletics Rounders	Sports Coach – Athletics Rounders