



## St Cuthberts PE Curriculum Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>EYFS</b></p> 	<p><b>Fundamental movement (ABC)</b></p> <p>Talk about how their bodies feel when exercising. Show an awareness of space and others. Develop fundamental movement skills e.g. running, jumping, throwing, catching -Develop balance, agility &amp; coordination.</p>	<p><b>Ball Skills</b></p> <p>Talk about how their bodies feel when exercising. Show an awareness of space and others. Develop fundamental movement skills e.g. running, jumping, throwing, catching. Participate in team games e.g. throwing &amp; catching.</p>	<p><b>Invasion Games (Tag Games)</b></p> <p>Talk about how their bodies feel when exercising. Show an awareness of space and others. Develop fundamental movement skills e.g. running, jumping, throwing, catching. Participate in team games e.g. throwing, catching and tagging.</p>	<p><b>Creative Movement (gymnastics)</b></p> <p>Safely perform teacher led warm-ups. Recognise &amp; use space appropriately. Explore the basic gymnastics actions of travel, jump and balance with some control &amp; co-ordination. Perform gym sequences using simple movement patterns.</p>	<p><b>Athletics (Running, Jumping and throwing)</b></p> <p>Recognise when their heart rate and temperature have changed. Identify the different skills/fundamental movements needed in athletic activities. Show running, jumping and throwing actions with basic control &amp; co-ordination. Develop agility, coordination, running, jumping, throwing &amp; catching.</p>	<p><b>Striking and fielding (Cricket)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to throw the ball over arm. To be able to throw the ball under arm. To be able to catch the ball from all different angles and moving around.</p>

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<p style="text-align: center;"><b>Year 1</b></p> 	<p><b><u>Autumn 1:</u></b> <b>Fundamental movement(ABC)</b></p> <p>Discuss reasons for warming up &amp; cooling down, recognising simple changes in the body. Understand why exercise is good for your health. Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. Develop balance and co-ordination when changing direction. To use agility to help move in different directions using different movement skills.</p>	<p><b><u>Autumn 2:</u></b> <b>Invasion games (ball skills)</b></p> <p>Discuss reasons for warming up &amp; cooling down, recognising simple changes in the body. Understand why exercise is good for your health. Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to pass the ball in the direction they want it to go in. To be able to familiarise themselves passing the ball. To be able to use a variety of passes, chest, bounce, and shoulder.</p>	<p><b><u>Spring 1:</u></b> <b>Invasion games (football)</b></p> <p>Discuss reasons for warming up &amp; cooling down, recognising simple changes in the body. Understand why exercise is good for your health. Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to pass the ball in the direction they want it to go in. To be able to familiarise themselves passing the ball.</p>	<p><b><u>Spring 2:</u></b> <b>Creative Movement (gymnastics)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to carry and place apparatus safely. Identify the difference between own and others' performance. Begin to use simple gymnastics vocabulary. Select and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor. Include movements that change direction, level and speed in a sequence. To use flexibility to make shapes. To improve balance, control and flexibility.</p>	<p><b><u>Summer 1:</u></b> <b>Athletics (Running, Jumping and throwing)</b></p> <p>Describe what changes happen to the body during different types of athletic activities. Understand how to exercise safely Know the different techniques used in running, jumping and throwing activities. Discuss differences between their own and others' performance, suggesting improvements. Demonstrate simple techniques and skills when running, jumping and throwing, varying them to suit the different activities. Engage in competitive activities, against self and against others. To be able to run in a straight line at speed. Can you run hips to lips (movement of arms and legs)</p>	<p><b><u>Summer 2:</u></b> <b>Striking and fielding (Cricket)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to throw the ball over arm. To be able to throw the ball under arm. To be able to catch the ball from all different angles and moving around.</p>
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<p><b>Year 2</b></p> 	<p><b>Autumn 1:</b> <b>Net/wall Games (tennis)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to hit the ball using your forehand with the ball bouncing no more than once. Using balance and control to return the ball.</p>	<p><b>Autumn 2:</b> <b>SAQ</b></p> <p>Discuss reasons for warming up &amp; cooling down, recognising simple changes in the body. Understand why exercise is good for your health. Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To try and move on the balls of your feet. To try and move Hips to Lips movement.</p>	<p><b>Spring 1:</b> <b>Invasion Games (Tag games)</b></p> <p>Discuss reasons for warming up &amp; cooling down, recognising simple changes in the body. Understand why exercise is good for your health. Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. Maintain balance and control when turning at speed. Use spatial awareness when under pressure. To move backwards, sideways and forwards at speed.</p>	<p><b>Spring 2:</b> <b>Creative Movement (gymnastics)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to carry and place apparatus safely. Identify the difference between own and others' performance. Begin to use simple gymnastics vocabulary. Select and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor. Include movements that change direction, level and speed in a sequence. To use flexibility to make shapes. To improve balance, control and flexibility.</p>	<p><b>Summer 1:</b> <b>Invasion games (Hockey)</b></p> <p>Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups. Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance. Perform fundamental movement skills in isolation and in combination with good control &amp; co-ordination. Select and perform a range of techniques confidently in modified games. To be able to pass accurately to someone or a target. Be able to pass using both side of the stick and be looking at the target for the pass.</p>	<p><b>Summer 2:</b> <b>Striking and fielding (Rounders)</b></p> <p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to catch the ball with a W ready with your hands. To throw at a target whilst static and on the move.</p>
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	<b><u>Autumn 1:</u></b> <b>Striking and fielding (Cricket)</b>	<b><u>Autumn 2:</u></b> <b>Net/wall Games (badminton)</b>	<b><u>Spring 1:</u></b> <b>Invasion games (football)</b>	<b><u>Spring 2:</u></b> <b>Creative Movement (gymnastics)</b>	<b><u>Summer 1:</u></b> <b>Athletics (Running, Jumping and throwing)</b>	<b><u>Summer 2:</u></b> <b>OAA</b>
<p><b>Y</b> <b>3/4</b></p> 	<p>Perform a range of warm-up activities safely and understand the need for a cool-down. Explain why physical activity is good for your health. Know when to change tactics in a competitive situation to improve Advise and help others to improve in their performance. Perform fundamental movement skills in isolation and in combination with good control &amp; co-ordination. Select and perform a range of techniques confidently in modified games. To be able to incorporate throwing skills into bowling skills to hit the stumps. To be able to hit the stumps when bowling To improve technique and control in order to bowl accurately.</p>	<p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping. Using balance and control to return the shuttlecock</p>	<p>Explain changes in the body when warming up and cooling down. Lead simple warm-ups and cool downs in small groups. Know when to change tactics in a competitive situation to improve. Advise and help others to improve in their performance. Perform fundamental movement skills in isolation and in combination with good control &amp; co-ordination. Select and perform a range of techniques confidently in modified games. To be able to use both feet moving the ball quickly and effectively Control the ball moving in different directions, using all parts of the foot. To dribble confidently using both feet under pressure.</p>	<p>Work co-operatively with a partner. Recognise and describe the short term effects of exercise on the body during gymnastic activities. Use creativity and imagination when planning sequences. Describe similarities and differences between own and others' work, making suggestions for improvement. Create and demonstrate a longer sequence working individually and with others, showing good control and co-ordination. Work collaboratively and enjoy competing with each other. To be able to use apparatus slowly at lower heights. To be able to use strength, control and balance whilst climbing.</p>	<p>Perform a range of warm-up activities safely and understand the need for a cool-down. Explain why physical activity is good for your health. Identify and apply simple tactics that could be used to improve performance. Watch and describe specific aspects of running, jumping and throwing techniques. Demonstrate good technique and accuracy when perform. To be able to time your jump when to jump over the hurdles. Use running and jumping in an isolation and combination. To work on teamwork and co-ordination when passing the baton. To be able to communicate when passing the baton or having a trigger when to move forwards gradually before the exchange.</p>	<p>Lead simple OAA related warm ups and cool downs. Understand why OAA is good for your well-being. Select and use simple tactics and strategies to overcome problems and challenges Co-operate effectively to work as a team. Show strength, speed and stamina in OAA activities Effectively apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting). Recognise own space. Explore school surroundings. Follow simple routes &amp; trails.</p>

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	<b>Autumn 1:</b> <b>Striking and fielding (Cricket)</b>	<b>Autumn 2:</b> <b>Net/wall Games (badminton)</b>	<b>Spring 1:</b> <b>Invasion Games (Football)</b>	<b>Spring 2:</b> <b>Creative Movement (gymnastics)</b>	<b>Summer 1:</b> <b>Athletics (Running, Jumping and throwing)</b>	<b>Summer 2:</b> <b>Outdoor Adventure Activities</b>
<p><b>5</b></p> 	<p>Understand &amp; explain the short &amp; long term effects of exercise. Organise into small groups safely; take turns; and take on different roles. Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations. To use strength and technique to hit the ball with power. Using balance, co-ordination and control of the body to be in the correct position.</p>	<p>Recognise the changes in the body when taking part in physical activity. Know how to use the equipment responsibly and safely. Understand simple techniques used when sending and receiving, in a variety of activities. Perform fundamental movement skills with control &amp; co-ordination. Enjoy competing against self and others, individually or in team games. To be able to hit the shuttlecock using an overhead clear with the shuttlecock not dropping. Using balance and control to return the shuttlecock.</p>	<p>Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence. Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence. Compare previous performance and self-assess. Use balance, agility and control to improve technique. To dribble confidently using both feet under pressure.</p>	<p>Lead own warm-up and cool down, explaining the long term effects of exercise on the body. Demonstrate all round safe practice. Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others. Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others. To link floor sequence to an apparatus sequence showing change of height. To travel across apparatus slowly and safely at a higher height.</p>	<p>Understand &amp; explain the short &amp; long term effects of exercise. Organise into small groups safely; take turns; and take on different roles. Compare performances with previous ones and demonstrate improvement to achieve their personal best. Understand how to apply athletic skills &amp; tactics to the competitive situation. Show good control, speed, strength and stamina in a variety of athletic events. Know when to use different tactics in competitive situations. To be able to perform a standing jump, long jump and a triple jump effectively. To use strength and flexibility to improve distance of jump.</p>	<p>Demonstrate all round safe practice when taking part in OAA activities. Confidently lead warm ups and cool downs. Analyse performance on how to improve as an individual and as part of a team. Use creative thinking and problem solving skills appropriately to complete a challenge. Use a range of skills competently and confidently to cope with differing OAA demands. Develop leadership roles within OAA. Be able to follow &amp; understand safety procedures. Learn from others to adapt own performance.</p>

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<p style="text-align: center;"><b>Year 6</b></p> 	<p><b><u>Autumn 1:</u></b> <b>Net/wall Games (tennis)</b></p> <p>Understand &amp; explain the short &amp; long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.</p> <p>Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.</p> <p>To be able to rally the ball showing different types of strokes.</p> <p>To be able to understand the scoring system throughout the match.</p> <p>To self-assess on previous performance compared to now.</p>	<p><b><u>Autumn 2:</u></b> <b>SAQ</b></p> <p>Lead own warm-up and cool down, explaining the long term effects of exercise on the body. Demonstrate all round safe practice. Analyse skills and suggest ways to improve quality of performance. Modify performance based on observation and feedback from others. Demonstrate a consistent performance showing fluency, accuracy and consistency. Perform complex sequences, individually and with others.</p> <p>To show and create their own circuit using all 3 pieces of equipment.</p> <p>Show efficient movement through the ladders such as sprinting.</p> <p>Use balance and co-ordination to improve technique and performance with explosive power.</p> <p>To be able to move through ladders, hurdles and spot in a sequence you have created.</p> <p>To try and perform different movements through the equipment.</p> <p>To show and create their own circuit using all 3 pieces of equipment.</p>	<p><b><u>Spring 1:</u></b> <b>invasion games (Hockey)</b></p> <p>Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence. Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.</p> <p>To be able to use all the skills they have learnt and play 6 v 6 matches.</p> <p>Can they work as a team and encourage each other using good team work.</p> <p>What rules have they learnt? Why is communication so important in a team game?</p> <p>Using attacking and defending principles whilst self-assessing previous and current performance.</p>	<p><b><u>Spring 2:</u></b> <b>Creative Movement (dance)</b></p> <p>Demonstrate all round safe practice when leading warm-ups and cool downs. Explain the long-term benefits of exercise on the body. Analyse dance performances showing excellent knowledge and understanding. Modify performance based on observation and feedback from others. Apply different compositional ideas to create dance phrases, e.g. incorporate unison, canon, formations, relationships. Demonstrate a consistent performance showing precision, control and fluency.</p> <p>To copy and keep up with a dance and song.</p> <p>Make sure the timing of the moves is in sync with the beat.</p>	<p><b><u>Summer 1:</u></b> <b>Invasion Games (Tag rugby)</b></p> <p>Explain short and long term effects of exercise on the body. Organise specific warm-ups and cool downs with confidence. Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in attack and defence.</p> <p>Looking at previous performance and using self-assessment to improve.</p> <p>To be able to learn different ways of scoring a try.</p>	<p><b><u>Summer 2:</u></b> <b>Striking and fielding(Rounder's)</b></p> <p>Understand &amp; explain the short &amp; long term effects of exercise. Organise into small groups safely; take turns; and take on different roles.</p> <p>Show a good understanding of rules in a variety of competitive games. Compare performances with previous ones and demonstrate how to improve to achieve personal best. Play in a variety of competitive games, using the correct skills and techniques consistently. Have a strong influence in the game, using a range of tactics in a variety of situations.</p> <p>Use the correct principles of attacking and defending in rounders.</p> <p>Using strength and technique to improve power on shots.</p> <p>To be able to work as a team to field, in different fielding positions.</p>
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