



Imagine, Believe, Achieve

<p><i>We want our pupils to be:</i></p> <p><i>Inquirers & Thinkers Knowledgeable Communicators Caring Open-minded Risk-takers Resilient</i></p>						
<p><i>P.E Progression of Skills</i></p>						

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Dance						
<p>To explore moving into a free space on your own, with a partner and a small group <i>(R/Da)</i></p> <p>Explore and identify basic travelling movements whilst moving confidently in the space. <i>(R/Da)</i></p> <p>To explore jumping in a space <i>(R/Da)</i></p> <p>Create a dance phrase using basic travel and jumping actions. <i>(R/Da)</i></p> <p>Explore and understand balance, using visual images <i>(R/Da)</i></p>	<p>Explore changes of speed and level using shapes and actions. <i>(1/Da)</i></p> <p>Create the beginning of a dance sequence. <i>(1/Da)</i></p> <p>Create a dance sequence with a clear beginning, middle and end. <i>(1/Da)</i></p> <p>Identify qualities of movement and apply them to portray a (toy) character. <i>(1/Da)</i></p> <p>Create a dance sequence focusing on movement qualities. <i>(1/Da)</i></p> <p>Perform a dance sequence in a group, using changes of speed. <i>(1/Da)</i></p>	<p>Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics. <i>(2/Da)</i></p> <p>Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation. <i>(2/Da)</i></p> <p>To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance. <i>(2/Da)</i></p> <p>Create a dance sequence by changing the order of movements. Work</p>	<p>Move to a beat or rhythm, using basic actions. <i>(3/Da)</i></p> <p>To be able to move to a rhythmic pattern. Perform the key movements of the DDMIX African dance. <i>(3/Da)</i></p> <p>Link the key movements to form the DDMIX African dance sequence. <i>(3/Da)</i></p> <p>To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance. <i>(3/Da)</i></p> <p>Work in groups to combine African inspired dance phrases <i>(3/Da)</i></p>	<p>To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. <i>(4/Da)</i></p> <p>Explore simple canon using disco movements. <i>(4/Da)</i></p> <p>Apply cumulative canon and unison to a disco dance. <i>(4/Da)</i></p> <p>Create a disco dance sequence inspired by visual stimuli <i>(4/Da)</i></p> <p>Experiment with different levels, direction and group formations in a disco dance sequence <i>(4/Da)</i></p>	<p>Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. <i>(5/Da)</i></p> <p>Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. <i>(5/Da)</i></p> <p>Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. <i>(5/Da)</i></p> <p>Learn the key movements of the DDMIX Hand jive,</p>	<p>Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics. <i>(6/Da)</i></p> <p>Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance <i>(6/Da)</i></p> <p>To understand how a dance is formed. Create a motif using pictures as stimuli. <i>(6/Da)</i></p> <p>Create a Bollywood dance phrase to tell a story <i>(6/Da)</i></p> <p>To link a motif and a phrase to form a dance,</p>

To use travel, jumps and balance to create a simple dance sequence. <i>(R/Da)</i>		<p>constructively in a group. <i>(2/Da)</i></p> <p>Apply a clear beginning and end to a dance sequence, whilst applying group formation. <i>(2/Da)</i></p> <p>Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence <i>(2/Da)</i></p>	<p>Perform, watch and evaluate a dance sequence, providing constructive feedback. <i>(3/Da)</i></p>	<p>Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. <i>(4/Da)</i></p>	<p>demonstrating clear dynamics. <i>(5/Da)</i></p> <p>Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. <i>(5/Da)</i></p> <p>Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. <i>(5/Da)</i></p>	<p>adding a clear beginning and end. <i>(6/Da)</i></p> <p>Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback <i>(6/Da)</i></p>
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<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Speed and Fitness						
<p>To move safely and sensibly in a space with consideration of others <i>(R/IPE.1)</i></p> <p>To develop moving safely and stopping with control. <i>(R/IPE.1)</i></p> <p>To develop running and stopping. <i>(R/Fun.1)</i></p> <p>To work safely and develop running and stopping. <i>(R/Ga)</i></p>	<p>To move at different speeds over varying distances. <i>(1/Ath)</i></p> <p>To develop balance. <i>(1/Ath)</i></p> <p>To develop changing direction quickly <i>(1/Ath)</i></p>	<p>To learn how to run for a long time. <i>(2/Fit)</i></p> <p>To develop stamina and change of direction. <i>(2/Fit)</i></p> <p>To explore exercises to develop strength. <i>(2/Fit)</i></p> <p>To develop agility, balance and co-ordination. <i>(2/Fit)</i></p> <p>To develop the sprinting action. <i>(2/Ath)</i></p> <p>To select and apply knowledge and technique in an athletics carousel <i>(2/Ath)</i></p>	<p>To develop the sprinting technique and improve on your personal best. <i>(3/Ath)</i></p> <p>To develop changeover technique in relay events. <i>(3/Ath)</i></p> <p>To develop officiating and performing skills. <i>(3/Ath)</i></p>	<p>To develop stamina and an understanding of speed and pace in relation to distance. <i>(4/Ath)</i></p> <p>To develop power and speed in the sprinting technique. <i>(4/Ath)</i></p> <p>To develop officiating and performing skills. <i>(4/Ath)</i></p>	<p>To understand pace and apply different speeds over varying distances. <i>(5/Ath)</i></p> <p>To develop fluency and co-ordination when running for speed. <i>(5/Ath)</i></p> <p>To develop technique in relay changeovers. <i>(5/Ath)</i></p>	<p>To develop my own and others sprinting technique. <i>(6/Ath)</i></p> <p>To identify a suitable pace for the event. <i>(6/Ath)</i></p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <i>(6/Ath)</i></p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Jumping and Travel						
<p>To use different travelling actions whilst following a path. <i>(R/IPE.1)</i></p> <p>To develop changing direction. <i>(R/Fun.1)</i></p> <p>To explore different ways to travel. <i>(R/Fun.1)</i></p> <p>To develop jumping and landing. <i>(R/Fun.1)</i></p> <p>To develop hopping and landing with control. <i>(R/Fun.1)</i></p>	<p>To explore hopping, jumping and leaping for distance. <i>(1/Ath)</i></p> <p>To explore travelling movements. <i>(1/Gy)</i></p>	<p>To develop jumping in a long rope using timing. <i>(2/Fit)</i></p> <p>To develop co-ordination in individual skipping. <i>(2/Fit)</i></p> <p>To develop jumping for distance. <i>(2/Ath)</i></p> <p>To develop technique when jumping for height. <i>(2/Ath)</i></p>	<p>To develop jumping technique in a range of approaches and take off positions. <i>(3/Ath)</i></p> <p>To develop stepping into shape jumps with control. <i>(3/Gy)</i></p> <p>To develop the straight, barrel, and forward roll. <i>(3/Gy)</i></p>	<p>To develop technique when jumping for distance. <i>(4/Ath)</i></p> <p>To develop power and technique when throwing for distance. <i>(4/Ath)</i></p> <p>To develop a pull throw for distance and accuracy. <i>(4/Ath)</i></p> <p>To develop the straight, barrel, forward and straddle roll. <i>(4/Gy)</i></p> <p>To link actions that flow using the rolls I have learnt. <i>(4/Gy)</i></p>	<p>To build momentum and power in the triple jump. <i>(5/Ath)</i></p> <p>To develop the straight, forward, straddle and backward roll. <i>(5/Gy)</i></p> <p>To explore different travelling actions using both canon and synchronisation. <i>(5/Gy)</i></p>	<p>To develop the straddle, forward and backward roll. <i>(6/Gy)</i></p> <p>To develop jumps and explore the effect of height. <i>(6/Gy)</i></p> <p>To use flight from hands to travel over apparatus. <i>(6/Gy)</i></p> <p>To develop power, control and technique for the triple jump. <i>(6/Ath)</i></p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Sending and Receiving						
<p>To develop throwing and learn how to keep score. <i>(R/Ga)</i></p> <p>To develop accuracy when throwing to a target. <i>(R/BSk)</i></p> <p>To develop rolling a ball to a target. <i>(R/BSk)</i></p> <p>To develop stopping a rolling ball. <i>(R/BSk)</i></p> <p>To develop bouncing and catching a ball. <i>(R/BSk)</i></p> <p>To develop dribbling a ball with your feet. <i>(R/BSk)</i></p> <p>To develop kicking a ball. <i>(R/BSk)</i></p>	<p>To develop throwing for distance. <i>(1/Ath)</i></p> <p>To develop throwing for accuracy. <i>(1/Ath)</i></p> <p>To develop underarm throwing towards a target. <i>(1/TGa)</i></p> <p>To develop throwing for accuracy. <i>(1/TGa)</i></p> <p>To develop underarm and overarm throwing at a target. <i>(1/TGa)</i></p> <p>To develop throwing for accuracy and distance using underarm and overarm. <i>(1/TGa)</i></p> <p>To develop throwing for accuracy and distance. <i>(1/TGa)</i></p> <p>To explore throwing with accuracy towards a target. <i>(1/BSk)</i></p> <p>To explore catching with two hands. <i>(1/BSk)</i></p> <p>To explore dribbling a ball with your feet. <i>(1/BSk)</i></p> <p>To explore tracking a ball that is coming towards me. <i>(1/BSk)</i></p> <p>To develop dribbling a ball with your hands. <i>(1/BSk)</i></p> <p>To explore accuracy when rolling a ball. <i>(1/BSk)</i></p>	<p>To develop throwing for distance. <i>(2/Ath)</i></p> <p>To develop throwing for accuracy. <i>(2/Ath)</i></p> <p>To track a rolling ball and collect it. <i>(2/S&F)</i></p>	<p>To develop throwing for distance and accuracy. <i>(3/Ath)</i></p> <p>To develop throwing for distance in a pull throw. <i>(3/Ath)</i></p>	<p>To develop racket and ball control. <i>(4/Ten)</i></p> <p>To keep a continuous rally going showing increased technique. <i>(4/Ten)</i></p> <p>To develop passing and moving and play within the rules of the game. <i>(4/Bas)</i></p>	<p>To develop throwing with force for longer distances. <i>(5/Ath)</i></p> <p>To develop throwing with greater control and technique. <i>(5/Ath)</i></p>	<p>To develop power, control and technique when throwing for distance. <i>(6/Ath)</i></p> <p>To develop throwing with force and accuracy for longer distances. <i>(6/Ath)</i></p> <p>To develop throwing and catching under pressure and apply these to a striking and fielding game. <i>(6/Cri)</i></p> <p>To develop bowling under pressure whilst abiding by the rules of the game. <i>(6/Cri)</i></p> <p>To strike a bowled ball with increasing consistency. <i>(6/Cri)</i></p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Tactics and Competition						
<p>To use equipment safely and responsibly. <i>(R/IPE.1)</i></p> <p>To work with others co-operatively and play as a group. <i>(R/IPE.1)</i></p> <p>To follow, copy and lead a partner. <i>(R/IPE.1)</i></p> <p>To be able to play games showing an understanding of the different roles within it. <i>(R/Ga)</i></p> <p>To follow instructions and move safely when playing tagging games. <i>(R/Ga)</i></p> <p>To work co-operatively and learn to take turns. <i>(R/Ga)</i></p> <p>To work with others to play team games. <i>(R/Ga)</i></p>	<p>To select the correct throw for the target. <i>(1/TGa)</i></p>	<p>To develop underarm throwing and catching to field a ball. <i>(2/S&F)</i></p> <p>To develop overarm throwing to limit a batter's score. <i>(2/S&F)</i></p> <p>To develop hitting for distance to score more points. <i>(2/S&F)</i></p> <p>To be able to get a batter out. <i>(2/S&F)</i></p> <p>To understand the rules of the game and use these to play fairly. <i>(2/S&F)</i></p>	<p>To understand the role of an attacker when in possession. <i>(3/HB)</i></p> <p>To develop movement skills to lose a defender. <i>(3/HB)</i></p> <p>To develop decision making in attack. <i>(3/HB)</i></p> <p>To understand the role of a defender. <i>(3/HB)</i></p> <p>To apply tactics to small sided games. <i>(3/HB)</i></p> <p>To apply skills, rules and tactics to play games. <i>(3/HB)</i></p> <p>To understand the role of an attacker when in possession. <i>(3/FB)</i></p> <p>To develop movement skills to lose a defender and move into space. <i>(3/FB)</i></p> <p>To understand that scoring goals is an attacking skill and learn how to do this. <i>(3/FB)</i></p> <p>To understand the role of a defender. <i>(3/FB)</i></p> <p>To apply tactics to small sided games. <i>(3/FB)</i></p> <p>To apply skills and knowledge to play games using football rules. <i>(3/FB)</i></p>	<p>To develop returning the ball using a forehand and understand when to use it. <i>(4/Ten)</i></p> <p>To develop the backhand and understand when to use it. <i>(4/Ten)</i></p> <p>To use and apply rules and simple tactics. <i>(4/Ten)</i></p> <p>To understand and use rules to manage a game. <i>(4/Ten)</i></p> <p>To develop attacking skills to move towards a goal. <i>(4/Bas)</i></p> <p>To develop movement skills to lose a defender and move into space. <i>(4/Bas)</i></p> <p>To develop defending skills to delay an attacker and gain possession. <i>(4/Bas)</i></p> <p>To use space effectively to create shooting opportunities. <i>(4/Bas)</i></p> <p>To apply skills and knowledge to play games using basketball rules. <i>(4/Bas)</i></p>	<p>To explore attacking skills in different situations. <i>(5/Net)</i></p> <p>To develop movement skills to lose a defender in different situations <i>(5/Net)</i></p> <p>To communicate with my team, move into space and take the ball towards goal. <i>(5/Net)</i></p> <p>To defend an opponent and know when to try and intercept. <i>(5/Net)</i></p> <p>To develop attacking skills to score under pressure. <i>(5/Net)</i></p> <p>To use and apply skills, principles and tactics to a game situation. <i>(5/Net)</i></p> <p>To use attacking skills to beat a defender. <i>(5/Ho)</i></p> <p>To apply attacking skills under pressure. <i>(5/Ho)</i></p> <p>To communicate with my team, move into space and take the ball towards goal. <i>(5/Ho)</i></p> <p>To learn defensive techniques to gain possession. <i>(5/Ho)</i></p> <p>To use defending tactics to gain possession. <i>(5/Ho)</i></p> <p>To apply rules, skills and principles to play in a tournament. <i>(5/Ho)</i></p>	<p>To build communication and trust whilst showing an awareness of safety. <i>(6/OAA)</i></p> <p>To collaborate as a team to solve problems. <i>(6/OAA)</i></p> <p>To develop tactical planning and problem solving. <i>(6/OAA)</i></p> <p>To work as a team and use critical thinking to determine the best approach. <i>(6/OAA)</i></p> <p>To develop navigational skills and map reading <i>(6/OAA)</i>.</p> <p>To use a key to identify objects and locations. <i>(6/OAA)</i></p> <p>To develop fielding techniques and select the appropriate action for the situation. <i>(6/Cri)</i></p> <p>To understand and apply tactics in a game. <i>(6/Cri)</i></p> <p>To apply skills and knowledge to compete in a tournament. <i>(6/Cri)</i></p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Gymnastics						
<p>To copy and create shapes with your body. <i>(R/Gy)</i></p> <p>To be able to create shapes whilst on apparatus. <i>(R/Gy)</i></p> <p>To develop balancing and taking weight on different body parts. <i>(R/Gy)</i></p> <p>To develop jumping and landing safely. <i>(R/Gy)</i></p> <p>To develop rocking and rolling. <i>(R/Gy)</i></p> <p>To copy and create short sequences by linking actions together. <i>(R/Gy)</i></p> <p>To develop balancing whilst stationary and on the move. <i>(R/Fun.1)</i></p>	<p>To develop quality when performing and linking shapes. <i>(1/Gy)</i></p> <p>To develop stability and control when performing balances. <i>(1/Gy)</i></p> <p>To develop technique and control when performing shape jumps. <i>(1/Gy)</i></p> <p>To develop technique in the barrel, straight and forward roll. <i>(1/Gy)</i></p> <p>To link gymnastic actions to create a sequence. <i>(1/Gy)</i></p>	<p>To perform gymnastic shapes and link them together. <i>(2/Gy)</i></p> <p>To use shapes to create balances. <i>(2/Gy)</i></p> <p>To link travelling actions and balances using apparatus. <i>(2/Gy)</i></p> <p>To demonstrate different shapes, take off and landing when performing jumps. <i>(2/Gy)</i></p> <p>To develop rolling and sequence building. <i>(2/Gy)</i></p> <p>To create a sequence using apparatus. <i>(2/Gy)</i></p>	<p>To create interesting point and patch balances. <i>(3/Gy)</i></p> <p>To transition smoothly into and out of balances. <i>(3/Gy)</i></p> <p>To create a sequence with matching and contrasting actions and shapes. <i>(3/Gy)</i></p> <p>To create a partner sequence using equipment. <i>(3/Gy)</i></p>	<p>To develop individual and partner balances. <i>(4/Gy)</i></p> <p>To develop control in performing and landing rotation jumps. <i>(4/Gy)</i></p> <p>To develop strength in inverted movements. <i>(4/Gy)</i></p> <p>To create a 'great' partner sequence to include the skills I have learnt and apparatus. <i>(4/Gy)</i></p>	<p>To perform symmetrical and asymmetrical balances. <i>(5/Gy)</i></p> <p>To perform progressions of inverted movements. <i>(5/Gy)</i></p> <p>To explore matching and mirroring in sequence work.. <i>(5/Gy)</i></p> <p>To create a partner sequence using apparatus. <i>(5/Gy)</i></p>	<p>To develop counter balance and counter tension. <i>(6/Gy)</i></p> <p>To develop inverted movements with control. <i>(6/Gy)</i></p> <p>To create a group sequence using formations and apparatus <i>(6/Gy)</i></p>

<i>Reception</i>	<i>y1</i>	<i>y2</i>	<i>y3</i>	<i>y4</i>	<i>y5</i>	<i>y6</i>
Swimming						
<p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>						