

Progression of PE

Subject content	<p>KS2: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, rounders 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. • swim competently, confidently and proficiently over a distance of at least 25 metres. • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • perform safe self-rescue in different water-based situations. 			
<p>At Hartford Junior School we use the Get Set 4 PE scheme of work. It is designed with careful consideration of the objectives of the National Curriculum and ensures pupils are physically active for sustained periods of time, that they have opportunities to develop fundamental skills and excel in a broad range of activities, including physical, social, emotional, and thinking skills. At Hartford Junior School, we have designed our curriculum map from their wide variety of activities to ensure our pupils will develop a range of skills across a variety of areas.</p>				
Skills	Year 3	Year 4	Year 5	Year 6
Ball Skills	<p>To send a ball with accuracy and increasing consistency to a target.</p> <p>To catch a range of objects with increasing accuracy.</p> <p>To track a ball sent directly.</p> <p>To dribble a ball with hands and feet with control.</p>	<p>To accurately use a range of techniques to send a ball to a target.</p> <p>To catch different sized objects with increasing consistency with one and two hands.</p> <p>To consistently track a ball sent directly and indirectly.</p> <p>To dribble a ball with increasing control and co-ordination.</p>	<p>To demonstrate clear technique when sending a ball under pressure.</p> <p>To demonstrate good technique under pressure.</p> <p>To demonstrate a range of techniques when tracking and collecting a ball.</p> <p>To dribble with some control under pressure.</p>	<p>To show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>To demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>To demonstrate a wider range of techniques when tracking a ball under pressure</p> <p>To dribble consistently using a range of techniques with increasing control under pressure.</p>
Fundamentals	<p>To change direction. Show an increase and decrease in speed.</p> <p>To demonstrate balance when performing other fundamental skills.</p> <p>To link jumping and hopping actions.</p> <p>To jump and turn a skipping rope.</p>	<p>To change direction quickly under pressure.</p> <p>To demonstrate when and how to accelerate and decelerate.</p> <p>To demonstrate good balance and control when performing other fundamental skills.</p> <p>To link hopping and jumping actions with other fundamental skills.</p> <p>To consistently skip in a rope.</p>	<p>To demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>To consistently demonstrate good balance when performing other fundamental skills.</p> <p>To demonstrate good technique and co-ordination when linking jumps.</p>	<p>To change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>To show fluency and control when travelling, landing, stopping and changing direction.</p> <p>To demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>To consistently show a range of skills when skipping in a rope.</p>

<p>Striking and Fielding Cricket</p>	<p>To begin to strike a bowled ball after a bounce with different equipment. explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>To use overarm and underarm throwing in game situations.</p> <p>To catch with some consistency in game situations.</p>	<p>To develop batting technique with a range of equipment.</p> <p>To develop bowling with some consistency, abiding by the rules of the game.</p> <p>To use overarm and underarm throwing with increased consistency in game situations.</p> <p>To begin to catch with one and two hands with some consistency in game situations.</p>	<p>To explore defensive and driving hitting techniques and directional batting.</p> <p>To develop over and underarm bowling technique.</p> <p>To develop long and short barrier and two handed pick up.</p> <p>To demonstrate good technique when using a variety of throws under pressure.</p> <p>To explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>To strike a bowled ball with increasing accuracy and consistency.</p> <p>To use a wider range of fielding skills with increasing control under pressure.</p> <p>To consistently demonstrate good technique in throwing skills under pressure.</p> <p>To consistently demonstrate good technique in catching skills under pressure.</p>
<p>Dance</p>	<p>To create actions in response to a stimulus individually and in groups.</p> <p>To use dynamics effectively to express an idea.</p> <p>To use direction to transition between formations.</p> <p>To develop an understanding of formations.</p> <p>To perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>To respond imaginatively to a range of stimuli related to character and narrative.</p> <p>To change dynamics confidently within a performance to express changes in character.</p> <p>To confidently use changes in level, direction and pathway.</p> <p>To use action and reaction to represent an idea.</p> <p>To perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>To choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>To confidently use dynamics to express different dance styles.</p> <p>To perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>To show controlled movements which express emotion and feeling.</p> <p>To explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>To use a variety of compositional principles when creating my own dances.</p> <p>To demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
<p>Fitness</p>	<p>To show balance when changing direction.</p> <p>To explore more complex activities which challenge balance.</p> <p>To co-ordinate my body with increased consistency in a variety of activities.</p> <p>To explore sprinting technique.</p> <p>To explore building strength in different muscle groups.</p> <p>To explore using my breath to increase my ability to work for longer periods of time.</p>	<p>To show balance when changing direction at speed.</p> <p>To show control whilst completing activities which challenge balance.</p> <p>To explore increased speed when co-ordinating my body.</p> <p>To demonstrate improved sprinting technique.</p> <p>To develop building strength in different muscle groups.</p> <p>To demonstrate using my breath to maintain my work rate.</p>	<p>To demonstrate improved body posture and speed when changing direction.</p> <p>To change my body position to maintain a controlled centre of gravity.</p> <p>To demonstrate increased speed when co-ordinating my body.</p> <p>To apply the best pace for a set distance or time.</p> <p>To demonstrate application of explosive strength to other skills.</p> <p>To use a steady pace to be able to move for sustained periods of time.</p>	<p>To change direction with a fluent action and transition smoothly between varying speeds.</p> <p>To show fluency and control when travelling, landing, stopping and changing direction.</p> <p>To co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>To adapt running technique to meet the needs of the distance.</p> <p>To complete body weight exercises for increased repetitions with control and fluency.</p>

				To use my breath to increase my ability to move for sustained periods of time.
Outdoor Adventure Activities	<p>To discuss how to follow trails and solve problems.</p> <p>To work with others to select appropriate equipment for the task.</p> <p>To identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>To follow and give instructions and accept other peoples' ideas.</p>	<p>To plan independently and in small groups, implementing a strategy with increased success.</p> <p>To identify key symbols on a map and follow a route.</p> <p>To confidently communicate ideas and listen to others.</p>	<p>To explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>To develop navigational skills and map reading in increasingly challenging tasks.</p> <p>To explore a variety of communication methods with increasing success.</p>	<p>To pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>To orientate a map efficiently to navigate around a course with multiple points.</p> <p>To inclusively communicate with others, share job roles and lead when necessary.</p>
Gymnastics	<p>To explore matching and contrasting shapes.</p> <p>To explore point and patch balances and transition smoothly into and out of them.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To develop stepping into shape jumps with control.</p>	<p>To develop the range of shapes I use in my sequences.</p> <p>To develop strength in bridge and shoulder stand.</p> <p>To develop control and fluency in individual and partner balances.</p> <p>To develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>To develop control in performing and landing rotation jumps.</p>	<p>To perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>To explore progressions of a cartwheel.</p> <p>To explore symmetrical and asymmetrical balances.</p> <p>To develop control in the straight, barrel, forward, straddle and backward roll.</p>	<p>To combine and perform gymnastic shapes more fluently and effectively.</p> <p>To develop control in progressions of a cartwheel bridge and shoulder stand.</p> <p>To explore counterbalance and counter tension.</p> <p>To develop fluency and consistency in the straddle, forward and backward roll.</p> <p>To combine and perform a range of gymnastic jumps more fluently and effectively.</p>
Net and Wall Games Tennis	<p>To explore returning a ball using shots such as the forehand and backhand.</p> <p>To explore rallying using a forehand.</p> <p>To consistently use and return to the ready position in between shots.</p>	<p>To demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>To develop rallying using both forehand and backhand with increased technique.</p> <p>To begin to use appropriate footwork patterns to move around the court.</p>	<p>To develop the range of shots used in a variety of games.</p> <p>To develop the range of serving techniques appropriate to the game.</p> <p>To use a variety of shots to keep a continuous rally.</p> <p>To demonstrate effective footwork patterns to move around the court.</p>	<p>To demonstrate increased success and technique in a variety of shots.</p> <p>To serve accurately and consistently.</p> <p>To successfully apply a variety of shots to keep a continuous rally.</p> <p>To demonstrate a variety of footwork patterns relevant to the game I am playing.</p>

<p>Forest School Geographical Skills and Navigation</p>	<p>To Demonstrate understanding of the concept of a basic map</p> <p>To navigate your way around a simple orienteering course</p> <p>To understand the term 'orientate or 'setting' a map.</p> <p>To complete a simple orienteering activity in pairs / groups.</p> <p>To record information accurately and neatly.</p> <p>To follow rules when completing a orienteering activity.</p>	<p>To recognise features and symbols on the map.</p> <p>To understand how to orientate the map.</p> <p>To demonstrate understanding of a line orienteering course (short loop) and orienteering.</p> <p>To build trust with a partner and work together when orienteering.</p>	<p>To use the eight points of a compass and four figure grid references.</p> <p>To develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>To demonstrate an understanding of the relationship between pacing and distance.</p> <p>To plan a short loop course for another pair to follow.</p> <p>To improve confidence in map reading and the transfer of information from map to ground</p> <p>To apply skills of orienteering including thumbing the map, route choice and symbol recognition.</p> <p>To plan the most efficient route so that the course is completed in the quickest time.</p>	<p>To use a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps).</p> <p>To further develop navigational skills by planning ahead, identifying problems and making decisions.</p> <p>To learn to balance speed and accuracy Set, read and follow a bearing.</p> <p>To practice and develop pacing skills.</p> <p>To be able to take a bearing from a map and use that bearing to find a control point.</p> <p>To combine map reading and compass skills.</p> <p>To measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control.</p>
<p>Invasion Games (Netball, Football, hockey)</p>	<p>To explore sending and receiving abiding by the rules of the game.</p> <p>To explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>To develop using space as a team.</p> <p>To develop movement skills to lose a defender.</p> <p>To explore shooting actions in a range of invasion games.</p>	<p>To develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.</p> <p>To link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>To develop moving into space to help my team.</p> <p>To change direction to lose an opponent with some success.</p> <p>To develop defending one on one and begin to intercept.</p>	<p>To develop control when sending and receiving under pressure.</p> <p>To dribble with some control under pressure.</p> <p>To explore moving to create space for themselves and others in their team.</p> <p>To use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>To develop tracking and marking with increased success.</p> <p>To explore intercepting a ball using one and two hands.</p>	<p>To sending and receiving consistently using a range of techniques with increasing control under pressure.</p> <p>To dribble consistently using a range of techniques with increasing control under pressure.</p> <p>To move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>To confidently change direction to lose an opponent.</p> <p>To use a variety of defending skills (tracking, interception) in game situations.</p>
<p>Swimming</p>	<p>To explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>To begin to explore front crawl breathing technique.</p>	<p>To develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>To demonstrate improved breathing technique in front crawl.</p>	<p>To demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</p> <p>To explore underwater breaststroke breathing technique over a distance of 25m.</p>	<p>To identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>To demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p>

	To explore techniques for personal survival to include survival strokes such as sculling and treading water.	To be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	To explore safety techniques to include the H.E.L.P and huddle positions.	To perform a variety of survival techniques.
Athletics	To develop the sprinting technique and apply it to relay events. To develop technique when jumping for distance in a range of approaches and take off positions. To explore the technique for a pull throw.	To develop an understanding of speed and pace in relation to distance To develop power and speed in the sprinting technique To develop technique when jumping for distance To explore power and technique when throwing for distance in a pull and heave throw.	To apply fluency and co-ordination when running for speed in relay changeovers. To effectively apply speeds appropriate for the event. To explore technique and rhythm in the triple jump. To develop technique and power in javelin and shot put.	To demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. To develop power, control and technique in the triple jump. To develop power, control and technique when throwing discus and shot put.
Participation in competitive sports	To work with and against a partner. To show good sportsmanship. To begin to take part in competitive activities.	To work with and against a partner. To show good sportsmanship. To begin to take part in competitive activities.	To work with and against a partner. To show good sportsmanship. To begin to encourage teammates. To take part in competitive activities.	To work with and against a partner. To show good sportsmanship. To encourage teammates. To take part in competitive activities.
Healthy lifestyles	To be able to talk about exercising, safety and short-term effects of exercise. To understand the need for a warmup and cool down. To understand why we change for sport. To demonstrate safe practice within the PE environment. To understand and describe in simple terms what is happening to the body. To begin to talk about how to lead healthy, active lifestyles.	To talk about exercising, safety and short-term effects of exercise To understand the need for a warmup and cool down. To understand why we change for sport. To demonstrate safe practice within the PE environment. To understand and describe in simple terms what is happening to the body. To begin to talk about how to lead healthy, active lifestyles.	To talk about exercising, safety and short and long-term effects of exercise To understand the need for a warmup and cool down. To understand and explain why we change for sport. To demonstrate safe practice within the PE environment. To understand and describe in what is happening to the body during exercise. To discuss how to lead healthy, active lifestyles.	To talk about exercising, safety and short and long-term effects of exercise To understand the need for a warmup and cool down. To understand and explain why we change for sport. To demonstrate safe practice within the PE environment. To understand and describe in what is happening to the body during exercise. To discuss how to lead healthy, active lifestyles.
Evaluating and Improving Performance	To watch and discuss my own and others' work using some relevant vocabulary. To safely perform teacher led warm-ups. To describe and discuss others' work.	To watch and discuss my own and others' work using some relevant vocabulary. To safely perform teacher led warm-ups. To describe and discuss others' work, identifying at least one aspect that they have achieved and make one suggestion for improvement.	To watch and discuss my own and others' work using relevant vocabulary. To safely perform teacher led warm-ups and lead a warmup session of my own. identifying at least two aspects that they have achieved and suggest one improvement.	To watch and discuss my own and others' work using relevant vocabulary. To safely perform teacher led warm-ups and lead a warmup session of my own. To describe and discuss others' work, identifying areas of strength and making suggestions for improvements to technique.

How will we implement PE in our school?

- We plan discrete teaching of **weekly PE** using **Get Set for PE** Scheme of work.
- We teach PE each term through **practical** lessons, which are progressive and provides purpose and meaning for children in the context of a unit, e.g. football, gymnastics etc. with a **balance of indoor and outdoor** PE, and indoor space in inclement weather.
- We focus on developing **skills** in PE.
- We ensure **practical activities** will be used across year groups to develop and practise techniques, key skills and designs.
- We share a '**DUO**' to indicate the objective for each lesson.
- Our children will have a good understanding of how to **use and care for equipment**.
- Our **cross-curricular** approach will allow for links with the local community, sport from different areas of interest and cultures.
- We ensure each term **4 different units** are studied in lower and upper key stage [LKS2 and UKS2]
- We ensure every unit of work includes physical, social, emotional and thinking skills.
- We ensure evidence of PE can be seen on whole school displays (e.g. healthy selfie, sports clubs, afterschool clubs).
- We ensure **Sports Premium funding** is used to enhance delivery of PE.
- Our children are encouraged to participate in **active play at break and lunchtimes**. KS2 **playground games** with play leaders and the introduction of Opal Sports in Spring 2025 at lunchtimes.
- We offer **clubs** to children across the school to supplement our PE curriculum. E.g. Football club, Cricket club, Netball Club, Athletics Club etc.
- Our annual **healthy week** covers many aspects of PE, PSHE and Science. This includes providing the children with broader experiences such as external clubs/visitors. Healthy eating, lifestyles and oral health will also be covered during this event.
- Our children will receive a yearly **visit** from a sports, dance or gymnastics specialist to enhance their learning and promote **knowledge development** for teachers. **Sports Premium funding** will be used to support this.
- Our annual **sports day** promotes competitive activities and teamwork.
- We ensure **sports visitors** invited into school, e.g. visitor assemblies like Chance to Shine coaches to present in assembly and also run a Play Leader Workshop.
- Whole school **healthy selfie board** highlights healthy active lifestyles outside of school, linked to our school PE.
- We ensure **enquiry** based learning links to PE where relevant, e.g. UK games.
- We ensure daily **snack time** and **DT food unit of work** links to healthy lifestyles and our healthy week unit.