



Hadlow Primary School – Physical Education Progression



Physical Education - Curriculum Aims		
EYFS Statutory Framework Expectations	National Curriculum Expectations	
Physical Development	Key Stage 1	Key Stage 2
<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p><u>ELG: Gross Motor Skills</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Pupils should be taught to: • 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.
<p><u>Swimming and Water Safety</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		



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Physical Education at Hadlow	
Intent	Implementation
<p>At Hadlow Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in a wide range of physical activities.</p> <p>We provide a safe and supportive environment which enables all pupils to be active and hopefully develop a lifelong love of exercise. We aspire for children to adopt a positive Growth Mindset and enable them to see the benefits of exercise not only physically but also mentally, a healthy body often leads to a healthy mind.</p> <p>We aim to deliver high quality teaching and learning opportunities that enable all children to achieve their personal best and develop a sense of sportsmanship.</p> <p>All children have the opportunity to participate in competitive sport which can be against themselves and/or others including those from other schools.</p>	<p>Our school follows the highly recommended Get Set 4 PE scheme to teach PE across the school. This scheme ensures that children are given a wealth of opportunities to develop their physical movement skills as well as ensuring that PE is progressive developing their knowledge, skills and also vocabulary. The Long-Term planning for each class sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. This is tracked by the PE Co-ordinator and used as handover for transition at the end of the academic year so that the new class teacher is aware of what the class has already been taught and to identify any areas that need further development.</p> <p>Children are encouraged to participate in the varied range of extra-curricular activities. We provide inclusive and enjoyable clubs which increases children’s physical activity. These clubs are offered to all year groups and many of them lead to inter and intra school competitions. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by children.</p> <p>Each year a small group of Year 5 and Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities. Children in Years 5 and 6 swim for 2 terms each in order for them to become competent and confident swimmers. Our PE curriculum is complemented by whole school initiatives such as Daily Mile, Yoga and Peer Massage/ Mindfulness.</p>
Impact	
<p>At Hadlow Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. Our pupils are physically active both in PE lessons but also on the playground and this has a positive impact on their learning in the classroom. Our children understand how to lead a healthy lifestyle and understand the importance of regular exercise. They are given the opportunity to represent the school at sporting events and alongside this, we share sporting achievements both in and out of school in Celebration Assembly, so that we are promoting sports and activities, as well as celebrating all levels of success. We aim for all Year 6 pupils to leave school with the skills to competently swim at least 25m and have the skills to self-rescue in the water which are key life skills.</p>	



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PE Progression at Hadlow:			
Year Group	Unit Title and Summary	Knowledge/Skills	Key Vocabulary
Reception (EYFS)	Term 1: Dance Unit 1	<ul style="list-style-type: none"> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. 	Action Bend Count Direction High Low Move Shake Space twist
	Introduction to PE 1	<ul style="list-style-type: none"> To move safely and sensibly in a space considering others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use travelling directions whilst following a path. To work with others cooperatively and play as a group. To follow, copy and lead a partner. 	Avoid Freeze Space Backwards Forwards Safe Sideways Stop partner
	Term 2: Gymnastics Unit 1	<ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. 	Balance Bend Copy hold jump land rock roll shape



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			squeeze star still straight	
	Introduction to PE 2	<ul style="list-style-type: none"> To move around safely in a space. To follow instructions and stop safely. To stop safely and begin to use control with equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work cooperatively with a partner. 	Catch Direction Partner Path Rules Safely Score Space stop	
	Term 3: Dance Unit 2	<ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore actions with a prop. To move with control and coordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	Actions Beat Counts Direction Fast Finish position High	Low Quickly Shape Slowly Start position travel
	Fundamentals Unit 1	<ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel., 	Balance Bend Direction Hop Jump Land	Run Safe Space Stop travel
	Term 4: Gymnastics Unit 2	<ul style="list-style-type: none"> To create sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. 	Around Balance Hold	Rock Roll Still



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		<ul style="list-style-type: none"> To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. 	Jump Land Over	Straight Through travel
	Fundamentals Unit 2	<ul style="list-style-type: none"> To develop balancing To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel when using equipment. 	Balance Bend Crawl Fast Hop Jump Land	Rules Run Safely Slide Slow stop
	Term 5: Games Unit 1	<ul style="list-style-type: none"> Work safely and develop running and stopping. To develop throwing and learn how to keep score. To play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work cooperatively and learn to take turns. To work with others to play team games. 	Catch Caught Jog Rules Run Safe Safely	Score Space Stop Team Throw turn
	Ball Skills Unit 1	<ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	Bounce Catch Dribble Hit Kick Points Roll	Run Safely Score Space Target Throw
	Term 6: Games Unit 2	<ul style="list-style-type: none"> To aim when throwing and practise keeping score. To follow instructions and move safely when playing tagging games. To learn to play against a partner. To develop coordination and play by the rules. To explore striking a ball and keeping score. 	Aim Gallop Hit Hop Jump Lose	Safely Score Stop Tag Target Team



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		<ul style="list-style-type: none"> To work cooperatively as a team. 	Partner Run	win
	Ball Skills Unit 2	<ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target. 	Ball Catch Dribble Kick Partner Ready	Roll Safely Score Space Target throw
Year 1	Term 1: Striking and Fielding Games	<ul style="list-style-type: none"> To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points. 	batter batting bowl bowler fielder fielding	hit out ready position track underarm / overarm
	Team Building	<ul style="list-style-type: none"> To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small groups to complete challenges. To use talking, listening and sharing skills to complete challenges. 	Challenge Co-operate Instruction Lead Listen Plan Share talk	
	Term 2: Gymnastics	<ul style="list-style-type: none"> To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. 	action balance control direction jump level point	roll shape speed squeeze star straight travel
	Dance	<ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. 	action balance	level pathway



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		<ul style="list-style-type: none"> To explore pathways in my dance. To create my own dance using actions, pathways and counts. To explore speeds and actions in a themed dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. 	beat copy counts direction fast	pose quickly slow slowly timing
	Term 3: Gymnastics	<ul style="list-style-type: none"> To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastics actions to create a sequence. To develop quality in gymnastic sequences. 	action balance barrel roll control direction forward roll jump level	point roll shape speed squeeze star straight roll travel
	Dance	<ul style="list-style-type: none"> To explore speeds and actions. To sue expression and create actions that relate to the story. To use a pathway when travelling. To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner. 	action balance beat copy counts direction fast	level pathway pose quickly slow slowly timing
	Term 4: Invasion Games	<ul style="list-style-type: none"> To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. 	attacker defender dodge goal marking points score space	



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Sending and Receiving	<ul style="list-style-type: none"> • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching over a longer distance. • To apply sending and receiving skills to small games. 	catch defender distance far overarm partner pass	ready position score send throw underarm
Term 5: Target Games	<ul style="list-style-type: none"> • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing at a target. • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct throw for the target. • To develop throwing for accuracy and distance. 	balance distance further overarm point score swing throw underarm	
Fundamentals	<ul style="list-style-type: none"> • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping and skipping actions. • To explore co-ordination and combination jumps. • To explore combination jumping and skipping in an individual rope. 	bend direction dodge fast hop jog jump	land ready position skip challenge swing
Term 6: Net and Wall Games	<ul style="list-style-type: none"> • To defend space using the ready position. • To play against an opponent and keep the score. • To explore hitting with a racket. • To develop racket and ball skills. • To develop sending a ball using a racket. • To develop hitting over a net. 	net partner point racket ready position score	



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			track underarm	
	Athletics	<ul style="list-style-type: none"> To move at different speeds over different distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. 	balance bend control direction further hop jog jump	leap overarm quickly safely target time underarm walk
Year 2	Term 1: Striking and Fielding Games	<ul style="list-style-type: none"> To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the roles of the game and use these to play fairly. 	backstop batter batting bowler collect fielder fielding hit	out rules runs stump tactics teammate track
	Team Building	<ul style="list-style-type: none"> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map. 	communicate include instructions map plan solve successful support	
	Term 2: Gymnastics	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To perform gymnastic shapes with control and link them together. To use shapes to create balances. To link travelling actions and balances using apparatus. 	Balance direction level link pathway pike	sequence shape speed star straddle tuck



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		<ul style="list-style-type: none"> To develop travelling actions and balances using apparatus. 	roll	
	Dance	<ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of a dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse a dance showing expression and character. 	action counts create direction dynamics expression level	matching mirroring pathway perform speed timing unison
	Term 3: Gymnastics	<ul style="list-style-type: none"> To demonstrate different shapes, take off and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. 	balance direction level link pathway pike roll	sequence shape speed star straddle tuck
	Dance	<ul style="list-style-type: none"> To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to a theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group. 	action counts create direction dynamics expression level	matching mirroring pathway perform speed timing unison
	Term 4: Invasion Games	<ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. 	attack defend defender goalkeeper	receive send score shoot



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	<ul style="list-style-type: none"> To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending. 	mark opponent possession	tactic teammate
Sending and Receiving	<ul style="list-style-type: none"> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket. 	catch distance kick ready position receive	roll send target throw track
Term 5: Target Games	<ul style="list-style-type: none"> To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target. To select and apply the appropriate skill to the target game. To show an improvement in my personal best. 	accurate ahead aim opponent overarm	release strike target teammate underarm
Fundamentals	<ul style="list-style-type: none"> To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	balance dodge hop hurdle jump land run	skip speed sprint swing take off weight
Term 6: Net and Wall Games	<ul style="list-style-type: none"> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. 	against defend partner point quickly	ready position receive return trap



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		<ul style="list-style-type: none"> To develop returning a ball with a racket. To play against an opponent using a racket. 		
	Athletics	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel. 	aim distance far fast height jog jump	landing overarm sprint take off target throw
Year 3	Term 1: Dodgeball	<ul style="list-style-type: none"> To develop throwing towards a moving target. To develop throwing to get players out. To identify and develop the skills needed to avoid being hit. To develop and apply dodging skills within a game. To develop catching skills. To develop catching skills and be confident to attempt this within a game. 	agility caught out communicate hit out opposition power tactic teammate technique tournament	
	Rounders	<ul style="list-style-type: none"> To learn how to score points in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler in the fielding team. To develop an understanding of tactics and begin to use them in game situations. To apply skills and knowledge to play games using rounders rules. 	Accuracy Bowler Caught out Collect No ball Score Short barrier	Strike Stump Stumped out Tactics Tournament umpire
	Term 2: Gymnastics	<ul style="list-style-type: none"> To create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel and forward roll. 	Body tension Contrast Control Direction Extend	Landing position Match Matching Patch



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		<ul style="list-style-type: none"> To include rolls in sequences work using apparatus. 	Flow	Point Take off
	Dance	<ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show a dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop a dance. 	Action Canon Choreograph Create Dynamics Explore Expressions Extend	Feedback Formation Interact Pathway Perform Pose Timing unison
	Term 3: Gymnastics	<ul style="list-style-type: none"> To transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequences using equipment. To create a partner sequence using skills learnt and incorporating apparatus. 	Body tension Contrast Control Direction Extend Flow	Landing position Match Matching Patch Point Take off
	Dance	<ul style="list-style-type: none"> To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make a line dance look interesting. To use formations, canon and unison to make a line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. 	Action Canon Create Dynamics Explore Expressions Extend	Feedback Formation Interact Pathway Perform Pose Timing unison



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	Term 4: Football	<ul style="list-style-type: none"> • To understand the role of an attacker when in possession. • To develop movement skills to lose a defender and move into space. • To understand that scoring goals is an attacking skill and learn how to do this. • To understand the role of a defender. • To apply tactics to small sided games. • To apply skills and knowledge to play games using football rules. 	Accurate Attack Communicate Control Defend Delay Intercept Invasion	Pitch Possession Shoot Referee Tactics Teamwork Tournament Track
	Ball Skills (Y3/4)	<ul style="list-style-type: none"> • To develop dribbling skills with hands and feet. • To develop tracking and catching skills • To develop tracking and throwing skills • To develop tracking and kicking skills. • To track a ball that is not sent directly to me. • To apply sending and receiving skills in games. 	Accurate Block Opponent Personal best Possession Power Receive Technique track	
	Term 5: Netball	<ul style="list-style-type: none"> • To understand the role of an attacker when in possession. • To develop movement skills to lose a defender. • To understand that scoring goals is an attacking skill and learn how to do this. • To understand the role of a defender. • To explore ways to gain possession. • To apply skills and knowledge to play games using netball rules. 	Attack Control Court Defend Intercept Invasion Opposition	Possession Receive Technique Teammate Tournament umpire
	Fitness	<ul style="list-style-type: none"> • To understand how balance helps us in everyday life. • To understand how co-ordination helps us in everyday life. • To understand how strength helps us in everyday life. • To understand how speed helps us in everyday life. • To understand how agility helps us in everyday life. • To understand how stamina helps us in everyday life. 	Agility Balance Co-ordination Control Muscle Progress	



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			Speed Stamina Strength technique	
	Term 6: Athletics	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	Accuracy Baton Control Event Further Personal best Power Relay Speed Strength technique	
	Swimming	At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.		
Year 4	Term 1: Golf	<ul style="list-style-type: none"> To explore hitting technique and aiming towards a target. To develop hitting accuracy. To explore technique for hitting over a short distance. To explore a technique for hitting over a long distance. To apply skills and knowledge to compete in a tournament. 	Adjust Chip Drive Grip Opponent Power	Putt Relaxed Support Swing Technique tournament
	OAA	<ul style="list-style-type: none"> To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. 	Collaborate Communicate Effectively Instructions Key Leader Navigate	Orientate Reflect Role Solve Symbol teamwork



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		<ul style="list-style-type: none"> To be able to orientate and navigate around a map and raw a route using directions. 		
	Term 2: Gymnastics	<ul style="list-style-type: none"> To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll. 	Body tension Bridge Contrast Extend Flow Fluidly Inverted Landing position	Match Momentum Perform Rotation Sequence Shoulder stand Stability Wrist grip
	Dance	<ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to a theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. 	Action Action and reaction Canon Dynamics Expression Flow Formation Match Mirror	Order Performance Phrase Relationship Represent Rhythm Space Structure Timing unison
	Term 3: Gymnastics	<ul style="list-style-type: none"> To link actions that flow using the tolls that I have learned. To link actions that flow in a partner sequences using rolls I have learnt. To develop strength in inverted movements. To create a 'great' partner sequence to include the skills I have learnt and apparatus. 	Body tension Bridge Contrast Extend Flow Fluidly Inverted Landing position	Match Momentum Perform Rotation Sequence Shoulder stand Stability Wrist grip
	Dance	<ul style="list-style-type: none"> To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. 	Action Action and reaction Canon	Order Performance Phrase Relationship



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		<ul style="list-style-type: none"> To order and structure phrases to create a dance performance. To copy and repeat a set phrase in a 1960s style showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships. 	Dynamics Expression Flow Formation Match Mirror	Represent Rhythm Space Structure Timing unison
	Term 4: Football	<ul style="list-style-type: none"> To develop attacking skills to maintain possession. To develop changing direction and speed when attacking. To begin to recognise when to use different attacking skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. 	Accelerate Communicate Control Cushion Decision Delay Deny Invasion	Opposition Option Pitch Possession Referee Tournament track
	Swimming	At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.		
	Term 5: Netball	<ul style="list-style-type: none"> To develop attacking skills within the rules of the game. To apply attacking skills to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop attacking skills to score goals. To apply skills and knowledge to play games using netball rules. 	Accelerate Accurate Contact Decision Delay Deny Direction Footwork Intercept	Invasion Obstruct Option Persevere Pivot Possession Technique Tournament umpire
	Swimming	At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.		
	Term 6: Tennis	<ul style="list-style-type: none"> To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. 	Alternate Co-operative Compete Contact	Deny Extend Rally Receiver



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		<ul style="list-style-type: none"> To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game. 	Continuous Control Court	Reflect Swing tactic
	Athletics	<ul style="list-style-type: none"> To develop stamina and 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 develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	Accuracy Distance Heave Launch Measure Official Officiate Pace	Power Record Speed Stamina Stride Technique Transfer of weight
Year 5	Term 1: Cricket	<ul style="list-style-type: none"> To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit. 	Backing up Close catch Compete Decide Deep catch Grip Long barrier	Momentum Run out Short barrier Situation Stance tactic
	OAA	<ul style="list-style-type: none"> To develop communication and negotiation skills. To develop strong communication and negotiation skills to solve challenges. To develop planning and problem solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map. 	Cardinal points Compromise Concise Critical thinking Landmark Navigation	Negotiate Orientate Solve Strategy Verbal visual



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<p>Term 2: Dance</p>	<ul style="list-style-type: none"> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions in time with the music. • To work collaboratively with a group to choreograph a dance in the style of rock 'n' roll. 	<p>Actions Canon Choreograph Choreography Collaborate Dynamics Formation Genre Motif Pathway</p>	<p>Performance Phrase Posture Quality Relationship Space Structure Timing Transition unison</p>
<p>Swimming</p>	<p>At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.</p>		
<p>Term 3: Gymnastics</p>	<ul style="list-style-type: none"> • To perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backwards roll into a sequence. • To explore different methods of travelling, linking actions in both canon and synchronisation. • To perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To create a partner/group sequence using apparatus. 	<p>Asymmetrical Canon Cartwheel Decide Extension Identify Inverted Matching Mirroring</p>	<p>Momentum Observe Pathways Performance Quality stable symmetrical synchronisation transition</p>
<p>Swimming</p>	<p>At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.</p>		
<p>Term 4: Football</p>	<ul style="list-style-type: none"> • To develop attacking skills and apply them to different situations. • To send and receive under pressure. • To communicate with the team, move into space and take the ball towards the goal. • To use defensive techniques to win possession. • To apply defending tactics as a team. 	<p>Ball carrier Close down Create Decision Delay Opposition Possession</p>	<p>Pressure Situation Sportsmanship Tactics Support tournament</p>



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		<ul style="list-style-type: none"> To use and apply skills, principles and tactics in a game. 		
	Handball	<ul style="list-style-type: none"> To send and receive under pressure. To select skills to move towards goal, away from defenders and create space. To combine attacking skills to create shooting opportunities. To use defensive skills to gain possession. To defend as a team, deny space and gain possession. To apply rules, tactics, skills and principles to play in a tournament. 	Angle Ball carrier Close down Create Delay Deny Dominant Drive	Maintain Possession Pressure Referee Situation Sporting behaviour Support tactics
	Term 5: Basketball	<ul style="list-style-type: none"> To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation. 	Ball carrier Close down Communicate Decision Delay deny drive maintain	protect rebound receiver situation sportsmanship tactics technique tournament
	Fitness	<ul style="list-style-type: none"> To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. 	Agility Consistent drive Dynamic Motivate Persevere Power	React Rhythm Stable Stamina Static strength



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		<ul style="list-style-type: none"> To understand how stamina helps me in other activities and apply this. 		
	Term 6: Tennis	<ul style="list-style-type: none"> To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent. 	Adjust Baseline Consecutive Continuous Dominant Groundstroke Non-dominant Option	Pressure Readjust Release Serve Situation Tactic Technique volley
	Athletics	<ul style="list-style-type: none"> To understand pace and apply different speeds over varying distances. To understand pace and apply different speeds over varying distances. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	Approach Changeover Consistent Dominant Drive Event Field Force	Javelin Momentum Shot put Stamina Stride Technique track
Year 6	Term 1: Rounders	<ul style="list-style-type: none"> To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. 	Abide Appropriate Assess Backing up Close catch Collaborate Consecutive Consistently Deep catch	Long barrier Momentum Short barrier Situation Stance Tactic Tournament Track umpire
	Swimming	At Larkfield Leisure Centre led by professional instructors (separate planning) - Children working on water confidence, safety and ability to swim up to 25m.		
	Term 2:	<ul style="list-style-type: none"> To develop the straddle, forward and backward roll. 	Aesthetics	Flight



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Gymnastics	<ul style="list-style-type: none"> To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. 	Competent Contrasting Counter balance Counter tension Engage Execution	Formation Handstand Progression Refine Structure vault
Dance	<ul style="list-style-type: none"> To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. 	Action Aesthetic Choreography Dynamics Express Formation Freeze frame Inspiration Mood	Motif Phrase Pose Refine Rehearse Stimulus Structure Style transition
Term 3: Gymnastics	<ul style="list-style-type: none"> To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus. To create a contrasting group sequence using formations and apparatus. 	Aesthetics Competent Contrasting Counter balance Counter tension Engage Execution	Flight Formation Handstand Progression Refine Structure vault
Dance	<ul style="list-style-type: none"> To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To use choreographic devices to improve the aesthetics of a performance. To copy and repeat a phrase of movement in the 1970s disco style. 	Action Aesthetic Choreography Dynamics Express Formation Freeze frame	Motif Phrase Pose Refine Rehearse Stimulus Structure



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		<ul style="list-style-type: none"> To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance. 	Inspiration Mood	Style transition
Term 4: Football		<ul style="list-style-type: none"> To maintain possession when attacking. To apply attacking skills with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. 	Abide appropriate assess close down consecutive create draw drive	maintain possession situation sportsmanship tactics transition turnover
Hockey		<ul style="list-style-type: none"> To develop attacking skills to beat a defender. To apply attacking skills with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. 	Abide Appropriate Barrier Close down Create Cushion Draw Pressure	Situation Sportsmanship Stance Support Tactics Transition turnover
Term 5: Basketball		<ul style="list-style-type: none"> To demonstrate attacking skills with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament. 	Abide Angle Ball carrier Ball side Barrier Create Dominant Draw	Maintain Rebound Sportsmanship Support Tactics Transition turnover
Fitness		<ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. 	Abdominals Agility Analyse Calves Co-ordination	Measure Motivate Persevere Power Quadriceps



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		<ul style="list-style-type: none"> To develop agility. To develop balancing with control. 	Consistent Drive Engage	Record Rhythm stable
	Term 6: Badminton (Y5/6)	<ul style="list-style-type: none"> To return the shuttlecock using an underarm clear. To return the shuttlecock using an overhead clear. To use a variety of shots to keep a continuous rally going. To develop the serve and understand the rules of serving. To employ tactics to play against an opponent and with a partner. To apply rules, skills and principles to play against an opponent. 	Abide Contact Dominant Footwork Grip Overhead Placement Rally	Recover Return Serve Sportsmanship Stance Tactic Technique underarm
	Athletics	<ul style="list-style-type: none"> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. 	Discus Drive Event Explosive Fling Grip Maximum Meet Officiate	Pace Pattern Phase Power Release Rhythm Stance strategy

