

**PE Curriculum Progression**

<b>Year</b>	<b>Term</b>	<b>Topic</b>	<b>Key Learning Outcomes</b>	<b>Activities</b>
<b>R</b>	<b>Autumn 1</b>	What Makes Me Marvellous? (Our families, People Who Help us in our community, Diwali)	40-60+ Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ELG – Move confidently in a range of ways, safely negotiating space. ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Continuous outdoor provision REAL PE, outdoor provision, adventure playground
<b>R</b>	<b>Autumn 2</b>	What Makes Me Marvellous? (Our families, People Who Help us in our community, Diwali)	40-60+ Jumps off an object and lands appropriately. 40-60+ Travels with confidence and skill around, under, over and through balancing and climbing equipment.  ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Adventure playground, outdoor continuous provision, REAL PE.
<b>R</b>	<b>Spring 1</b>	Can Tell Me a Story? (Traditional Tales, Variation of a traditional Tale)	40-60+ Jumps off an object and lands appropriately. 40-60+ Travels with confidence and skill around, under, over and through balancing and climbing equipment.  ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Large apparatus, adventure playground, outdoor continuous provision, REAL PE
<b>R</b>	<b>Spring 2</b>	Can Tell Me a Story? (Traditional Tales, Variation of Traditional Tale)	40-60+ Shows increasing control over an object, pushing, patting, throwing, catching or kicking it. ELG – Move confidently in a range of ways, safely negotiating space. ELG – Shows good control and coordination in large and small movements. ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Large apparatus, adventure playground, outdoor continuous provision, REAL PE

R	Summer 1	Oh What a Wonderful World!  (Muddy Education, Signs of Spring, plants, growth)	40-60+ Shows increasing control over an object, pushing, patting, throwing, catching or kicking it. ELG – Move confidently in a range of ways, safely negotiating space. ELG – Shows good control and coordination in large and small movements. ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Large apparatus, adventure playground, outdoor continuous provision, REAL PE
R	Summer 2	Oh What a Wonderful World (Minibeasts, local wildlife, birds, plants)	ELG – Shows good control and coordination in large and small movements. ELG – Move confidently in a range of ways, safely negotiating space. ELG - They handle equipment and tools effectively, including pencils for writing. (Kinetic Letters)	Large apparatus, adventure playground, outdoor continuous provision, REAL PE
1	Autumn 1	The Enchanted Woodland	<ul style="list-style-type: none"> <li>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</li> <li>Games – Ball Skills – participate in team games.</li> <li>Real P.E Personal Cog – The Birthday Bikes Surprise and Pirate Planks.</li> </ul>	<ul style="list-style-type: none"> <li>Owl's a-hunting game.</li> </ul>
1	Autumn 2	Weather and Seasons, Battle of Bosworth and Christmas	<ul style="list-style-type: none"> <li>Dance – Christmas production, Streamers and Conkers – Perform dances using simple movement patterns.</li> <li>Gymnastics – March, March, March and Jack and the Beanstalk</li> </ul>	
1	Spring 1	Dinosaur Planet	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> <li>Gymnastics – Points and patches - developing balance and ability</li> </ul>	<ul style="list-style-type: none"> <li>Warm up activity – move like a dinosaur – stomping, stamping, creeping, stretching, clawing, biting and bashing.</li> <li>Re-enact and battle with a partner in the style of their favourite dinosaur.</li> <li>Play 'Dinosaur chase'.</li> </ul>
1	Spring 2	Paws, Claws and Whiskers	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> <li>Gymnastics – Flight, Bouncing, jumping and landing.</li> <li>Real P.E – Journey to the blue and monkey business.</li> </ul>	<ul style="list-style-type: none"> <li>Warm up activity – move like an animal.</li> </ul>
1	Summer 1	Bright Lights, Big City	<ul style="list-style-type: none"> <li>Athletics – throwing, running and jumping.</li> <li>Dance – Polka</li> </ul>	
1	Summer 2	Moon Zoom	<ul style="list-style-type: none"> <li>Games – Throwing and Catching</li> </ul>	

			<ul style="list-style-type: none"> <li>• Athletics – Choosing equipment that is suitable for the task/challenge</li> </ul>	
2	2	Ongoing throughout all topics	<ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> </ul>	Whole school dance – cha cha
2	3	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> </ul>	Life in a castle – waltz dancing
3	1	Gods and Mortals	<ul style="list-style-type: none"> <li>• Perform dance using a range of movements patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Greek Medusa Dance</li> </ul>
3	All terms	Real PE/Outdoor games	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate [e.g. hockey]</li> <li>• Develop flexibility, strength, technique, control and balance [e.g. athletic and gymnastics]</li> <li>• Perform dance using a range of movements patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous one and demonstrates improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey coaching (Terms 1-4)</li> <li>• Games (invasion games M.U.G Net and wall Striking and Fielding) All Year</li> <li>• Gymnastic lessons</li> <li>• Dance: Salsa</li> <li>• Athletics</li> </ul>
4	Term 1-3	10 swimming sessions per class	<ul style="list-style-type: none"> <li>• To swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>• To use a range of strokes effectively.</li> </ul>	
4	Term 5	Production	<ul style="list-style-type: none"> <li>• To perform dances using a range of movement patterns.</li> </ul>	

			<ul style="list-style-type: none"> <li>To compare their performance with previous ones and demonstrate improvement.</li> </ul>	
4	All terms	Real PE/Outdoor games	<ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination.</li> <li>To play competitive games and apply basic principles suitable for attacking and defending.</li> <li>To develop flexibility, strength, technique, control and balance.</li> </ul>	
5	All terms	Peasants, Princes and Pestilence	To perform dances using a range of movement patterns	Danse Macabre- Saint Seans
6	1	Hola Mexico	Perform dances using a range of movement and patterns.	Create a short dance (The Mexican Hat Dance).
6	2	Child's War	<p>Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p> <p>Perform dances using a range of movement patterns.</p>	<p>Take part in WW2 games. Such as rounders, cricket, hopscotch, skipping.</p> <p>Jive- to parents</p>
6	5	Blood Heart	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Range of cardiovascular activities (running, rope skipping etc).</p> <p>To run and re-create the blood flow of the heart (different pencils representing oxygenated blood).</p>
<p>Gap Analysis See Long Term map for more in-depth view. No evident gaps</p>				