



Curriculum progression map

**PE**

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<b>At Tillingbourne we want children to:</b> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<b>Children are successful at Tillingbourne School because they are:</b> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<b>FOCUS RIGHTS</b> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<b>All children must be:</b> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<b>Invasion Games</b>					
	<p><b>Sending &amp; receiving:</b> developing s&amp;r with increased control.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p> <p><b>Space:</b> explore moving into space away from others.</p> <p><b>Attacking:</b> developing moving into space away from defenders.</p> <p><b>Defending:</b> explore staying close to other players to try and stop them getting the ball</p>	<p><b>Netball/Basketball</b></p> <p><b>Sending &amp; receiving:</b> explore s&amp;r abiding by the rules of the game.</p> <p><b>Dribbling:</b> explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p><b>Space:</b> develop using space as a team.</p> <p><b>Attacking:</b> develop movement skills to lose a defender. Explore shooting actions.</p> <p><b>Defending:</b> develop tracking opponents to limit their scoring opportunities</p>	<p><b>Football</b></p> <p><b>Sending &amp; receiving:</b> develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.</p> <p><b>Dribbling:</b> link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p><b>Space:</b> develop moving into space to help my team.</p> <p><b>Attacking:</b> change direction to lose an opponent with some success.</p> <p><b>Defending:</b> develop defending one on one and begin to intercept</p>	<p><b>Handball/Hockey</b></p> <p><b>Sending &amp; receiving:</b> develop control when s&amp;r under pressure.</p> <p><b>Dribbling:</b> dribble with some control under pressure.</p> <p><b>Space:</b> explore moving to create space for themselves and others in their team.</p> <p><b>Attacking:</b> use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p><b>Defending:</b> develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p><b>Netball/Tag Rugby</b></p> <p><b>Sending &amp; receiving:</b> s&amp;r consistently using a range of techniques with increasing control under pressure.</p> <p><b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.</p> <p><b>Space:</b> 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><b>Attacking:</b> confidently change direction to lose an opponent</p> <p><b>Defending:</b> use a variety of defending skills (tracking, interception) in game situations.</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
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## Net and Wall Games

<p><b>Hitting:</b> develop hitting a dropped ball over a net.</p> <p><b>Feeding:</b> accurately underarm throw over a net to a partner.</p> <p><b>Rallying:</b> explore underarm rallying with a partner catching after one bounce.</p> <p><b>Footwork:</b> consistently use the ready position to move towards a ball.</p>	<p><b>Tennis</b></p> <p><b>Shots:</b> explore returning a ball using shots such as the forehand and backhand.</p> <p><b>Rallying:</b> explore rallying using a forehand.</p> <p><b>Footwork:</b> consistently use and return to the ready position in between shots</p> <p><b>Rules:</b> know the rules of the game and begin to apply them</p>	<p><b>Tennis</b></p> <p><b>Shots:</b> demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p><b>Rallying:</b> develop rallying using both forehand and backhand with increased technique.</p> <p><b>Footwork:</b> begin to use appropriate footwork patterns to move around the court.</p> <p><b>Rules:</b> know and understand the rules to be able to manage our own game</p>	<p><b>Badminton</b></p> <p><b>Shots:</b> develop the range of shots used in a variety of games.</p> <p><b>Serving:</b> develop the range of serving techniques appropriate to the game.</p> <p><b>Rallying:</b> use a variety of shots to keep a continuous rally.</p> <p><b>Footwork:</b> demonstrate effective footwork patterns to move around the court.</p> <p><b>Rules:</b> understand and apply rules in net and wall games whilst playing and officiating.</p>	<p><b>Tennis</b></p> <p><b>Shots:</b> demonstrate increased success and technique in a variety of shots.</p> <p><b>Serving:</b> serve accurately and consistently.</p> <p><b>Rallying:</b> successfully apply a variety of shots to keep a continuous rally.</p> <p><b>Footwork:</b> demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p><b>Rules:</b> understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
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## Striking and Fielding

<p><b>Striking:</b> develop striking a ball with their hand and equipment with some consistency.</p> <p><b>Fielding:</b> develop tracking a ball and decision making with the ball.</p> <p><b>Throwing:</b> develop co-ordination and technique when throwing over and underarm.</p> <p><b>Catching:</b> catch with two hands with some co-ordination and technique.</p>	<p><b>Rounders</b></p> <p><b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.</p> <p><b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p><b>Throwing:</b> use overarm and underarm throwing in game situations.</p> <p><b>Catching:</b> catch with some consistency in game situations.</p>	<p><b>Cricket</b></p> <p><b>Striking:</b> develop batting technique with a range of equipment.</p> <p><b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game.</p> <p><b>Throwing:</b> use overarm and underarm throwing with increased consistency in game situations.</p> <p><b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</p>	<p><b>Rounders</b></p> <p><b>Striking:</b> explore defensive and driving hitting techniques and directional batting.</p> <p><b>Fielding:</b> develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p><b>Throwing:</b> demonstrate good technique when using a variety of throws under pressure.</p> <p><b>Catching:</b> explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p>	<p><b>Cricket</b></p> <p><b>Striking:</b> strike a bowled ball with increasing accuracy and consistency.</p> <p><b>Fielding:</b> use a wider range of fielding skills with increasing control under pressure, knowing which fielding action to apply for the situation.</p> <p><b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure.</p> <p><b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.</p>
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	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
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## Gymnastics

	<p><b>Shapes:</b> explore using shapes in different gymnastic balances.</p> <p><b>Balances:</b> remember, repeat and link combinations of gymnastic balances.</p> <p><b>Rolls:</b> explore barrel, straight and forward roll and put into sequence work.</p> <p><b>Jumps:</b> explore shape jumps and take off combinations</p>	<p><b>Shapes:</b> explore matching and contrasting shapes.</p> <p><b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.</p> <p><b>Rolls:</b> develop the straight, barrel, and forward roll.</p> <p><b>Jumps:</b> develop stepping into shape jumps with control.</p>	<p><b>Shapes:</b> develop the range of shapes I use in my sequences.</p> <p><b>Inverted movements:</b> develop strength in bridge and shoulder stand.</p> <p><b>Balances:</b> develop control and fluency in individual and partner balances.</p> <p><b>Rolls:</b> develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p><b>Jumps:</b> develop control in performing and landing rotation jumps</p>	<p><b>Shapes:</b> perform shapes consistently and fluently linked with other gymnastic actions.</p> <p><b>Inverted movements:</b> develop bridge and shoulder stand, explore progressions of a cartwheel.</p> <p><b>Balances:</b> explore symmetrical and asymmetrical balances.</p> <p><b>Rolls:</b> develop control in the straight, barrel, forward, straddle and backward roll.</p> <p><b>Jumps:</b> select a range of jumps to include in sequence work.</p>	<p><b>Shapes:</b> combine and perform gymnastic shapes more fluently and effectively.</p> <p><b>Inverted movements:</b> develop control in progressions of a handstand, cartwheel, bridge and shoulder stand.</p> <p><b>Balances:</b> explore counter balance and counter tension.</p> <p><b>Rolls:</b> develop fluency and consistency in the straddle, forward and backward roll.</p> <p><b>Jumps:</b> combine and perform a range of gymnastic jumps more fluently and effectively.</p>
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## Dance

	<p><b>Actions:</b> accurately remember, repeat and link actions to express an idea.</p> <p><b>Dynamics:</b> develop an understanding of dynamics.</p> <p><b>Space:</b> develop the use of pathways and travelling actions to include levels.</p> <p><b>Relationships:</b> explore working with a partner using unison, matching and mirroring.</p> <p><b>Performance:</b> develop the use of facial expressions in my performance</p>	<p><b>Actions:</b> create actions in response to a stimulus individually and in groups.</p> <p><b>Dynamics:</b> use dynamics effectively to express an idea.</p> <p><b>Space:</b> use direction to transition between formations.</p> <p><b>Relationships:</b> develop an understanding of formations.</p> <p><b>Performance:</b> perform short, self-choreographed phrases showing an awareness of timing.</p>	<p><b>Actions:</b> respond imaginatively to a range of stimuli related to character and narrative.</p> <p><b>Dynamics:</b> change dynamics confidently within a performance to express changes in character.</p> <p><b>Space:</b> confidently use changes in level, direction and pathway.</p> <p><b>Relationships:</b> use action and reaction to represent an idea.</p> <p><b>Performance:</b> perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><b>Actions:</b> choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p><b>Dynamics:</b> confidently use dynamics to express different dance styles.</p> <p><b>Space:</b> confidently use direction and patterning to express different dance styles.</p> <p><b>Relationships:</b> confidently use formations, canon and unison to express a dance idea.</p> <p><b>Performance:</b> perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p><b>Actions:</b> show controlled movements which express emotion and feeling.</p> <p><b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p><b>Space and relationships:</b> use a variety of compositional principles when creating my own dances.</p> <p><b>Performance:</b> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
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## Athletics

<p><b>Running:</b> develop the sprinting action.</p> <p><b>Jumping:</b> develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p><b>Throwing:</b> develop overarm throwing for distance</p>	<p><b>Running:</b> develop the sprinting technique and apply it to relay events.</p> <p><b>Jumping:</b> develop technique when jumping for distance in a range of approaches and take off positions.</p> <p><b>Throwing:</b> explore the technique for a pull throw.</p>	<p><b>Running:</b> develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p><b>Jumping:</b> develop technique when jumping for distance and understand that transferring weight will help me to jump further</p> <p><b>Throwing:</b> explore power and technique when throwing for distance in different types of throw</p>	<p><b>Running:</b> apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm, building power and distance in a jump</p> <p><b>Throwing:</b> Develop technique and power in different throws to increase the distance</p>	<p><b>Running:</b> demonstrate a clear understanding of pace and use it to develop their own and others' sprinting technique.</p> <p><b>Jumping:</b> develop power, control and technique in a jump.</p> <p><b>Throwing:</b> develop power, control and technique when attempting different types of throw.</p>
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## OAA

<p>Children will begin to plan and apply strategies to overcome a challenge. They will follow and create a simple diagram/map and work co-operatively with a partner and a small group.</p>	<p><b>Introduction to OAA (including Forest School)</b></p> <ul style="list-style-type: none"> <li>• I am developing map reading skills.</li> <li>• I can take turns and share ideas when working in a team.</li> <li>• I can follow instructions to complete a physical challenge safely.</li> <li>• I can talk about what went well in a team task and what could be improved.</li> </ul>	<p><b>Developing Teamwork and problem-solving (including residential to Hindleap Warren)</b></p> <ul style="list-style-type: none"> <li>• I can identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• I can plan and try out different ways to complete a task with a team.</li> <li>• I can communicate my ideas clearly and listen to others in a team.</li> <li>• I can reflect on my team's performance and suggest improvements.</li> </ul>	<p><b>Further developing Teamwork and problem-solving (including Forest School and residential to Ironbridge)</b></p> <ul style="list-style-type: none"> <li>• I can work with a team to solve more complex problems and challenges.</li> <li>• I can take on different roles within a team to help achieve a goal.</li> <li>• I can plan and evaluate strategies for tasks in unfamiliar environments.</li> <li>• I can respond to challenges in a positive and safe way.</li> </ul>	<p><b>Advanced Teamwork (including residential to Brenscombe Outdoor Centre)</b></p> <ul style="list-style-type: none"> <li>• I can lead and support a team to complete challenges safely and effectively.</li> <li>• I can evaluate risks and make decisions to help my team succeed.</li> <li>• I can adapt plans when faced with obstacles or unexpected situations.</li> <li>• I can reflect on my own contribution and the team's success to improve future performance.</li> </ul>
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## Swimming

<p>Begin to use arms and legs together, more effectively across the water unaided.</p> <p>Begin to explore breathing in sync with kicking action.</p> <p>Demonstrate an awareness of water safety and float on my front and on the back.</p>	<ul style="list-style-type: none"> <li>• Work towards swimming competently over a distance of 25 metres</li> <li>• Begin to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in water-based situations.</li> </ul>
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