

Coate Way School -Physical Education Progression Map



Coates Way curriculum is designed to allow the children opportunity to: succeed and excel in competitive sport and other physically demanding activities. A high-quality physical education that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We aim to develop competence to excel in a broad range of physical activities; be physically active for sustained periods of time; be engage in competitive sports and activities, and lead healthy, active lives.

Resources and Provider: Game On

In our EYFs we aim to develop:

Physical Development - Moving & handling

Show good control and co-ordination in large and small movements.

Move confidently in a range of ways, safely negotiating space.

Handle equipment and tools effectively, including pencils for writing. Physical Development - Health & self-care

Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Expressive Arts & Design - Exploring and using media

Sing songs, make music and dance, and experiment with ways of changing them.

Years	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	Autumn 1: Intro to control Autumn 2: Intro to passing and receiving Spring 1: intro to athletics	Autumn 1: Control Autumn 2: Passing and Receiving Spring 1: Athletics Spring 2 : Attacking and defending	Autumn 1: Control and football Autumn 2: Passing and receiving and then athletics Spring 1: Movement and athletics Spring 2 :	Autumn 1: Control and football Autumn 2: Passing and receiving Spring 1: Athletics Spring 2 : Basketball Summer 1: Athletics	Autumn 1: Football and cricket Autumn 2: Netball and athletics Spring 1: Hockey and athletics Spring 2 :	Autumn 1: Football and cricket Autumn 2: Netball and athletics Spring 1: Hockey and athletics Spring 2:	Autumn 1: Football and cricket Autumn 2: Netball and athletics Spring 1: Hockey and athletics Spring 2: Basketball and gymnastics

	<p>Spring 2 : intro to attacking and defending</p> <p>Summer 1: intro to gym</p> <p>Summer 2: intro to athletics</p> <p>Dance</p>	<p>Summer 1: Gym</p> <p>Summer 2: Athletics</p> <p>Dance</p>	<p>Attacking and defending then gymnastics</p> <p>Summer 1: Invasion games then gymnastics</p> <p>Summer 2: Tennis and athletics</p> <p>Dance</p>	<p>Summer 2: Tennis</p> <p>Dance</p>	<p>Basketball and gymnastics</p> <p>Summer 1: Orienteering and gymnastics</p> <p>Summer 2: Tennis and athletics</p> <p>Dance</p>	<p>Basketball and gymnastics</p> <p>Summer 1: Orienteering and gymnastics</p> <p>Summer 2: Tennis and athletics</p> <p>Dance</p>	<p>Summer 1: Orienteering and gymnastics</p> <p>Summer 2: Tennis and athletics</p> <p>Dance</p>
Dance		<p>Responding to rhythm. □ Introducing and creating motifs. □ Creating movement sequences, exploring relationships</p>	<p>□ Respond to stimuli. □ Develop whole group movement. □ Create sequences, including contrasting movements. □</p>	<p>□ Respond to stimuli. □ Develop character dance into a motif or develop thematic dance. □</p>	<p>Responding to stimuli, working together. □ Develop sequences with a partner in character that show relationships</p>	<p>Extend sequences with a partner using compositional principles linked to a subject area. □ Create movement using</p>	<p>Perform with technical control and rhythm in a group. □ Create rhythmic patterns using the body. □ Extend choreography through controlled</p>

		<p>(how the body link to space and music) and performance. □</p> <p>Explore expression □</p> <p>Add movements together. □</p> <p>Introduce partner work. □</p> <p>Start to perform smaller motifs.</p>	<p>Continue to explore relationships (how the body links to space and music) and performance.</p> <p>□ Explore sequences, relationships and performance. □</p> <p>Develop a motif with expression and emotion. □</p> <p>Apply choreography to a motif.</p>	<p>Extend sequences with a partner in character. □</p> <p>Develop sequences with a partner in character that show relationships.</p> <p>□ Extend dance skills in choreography.</p>	<p>and interlinking dance moves.</p> <p>□ Extend sequences with a partner in character. □</p> <p>Explore two contrasting relationships and interlinking dance moves.</p> <p>□ Combine sequences, relationships, choreography in performance.</p>	<p>improvisation, where movement is reactive. □</p> <p>Develop sequences showing interlinking dance moves.</p>	<p>movements, character emotion and expression. □</p> <p>Explore the relationships between characters, applying emotion and expression. □</p> <p>Experience dance from a different culture.</p>
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Gymnastics		<p>Introduce 'Wide', 'Narrow' and 'Curled'. □ Explore differences between wide, narrow and curled. □ Introduce 'big' and 'small' body parts. □ Combine big and small with wide, narrow and curled. □ Transition between wide, narrow and curled using big and small body parts. □ Add (link) movements together. □ Create ways of adding (linking) movements together.</p>	<p>Explore and develop zig-zag pathways. □ Explore curved pathways, developing curved pathways on apparatus. □ Create, complete and perform pathway sequences. □ Develop 'linking', including the use of apparatus □ Introduce and develop jump, roll, balance sequences □ Complete jump, roll, balance sequences on apparatus.</p>	<p>Introduction to symmetry and asymmetry. □ Application of learning onto apparatus. □ Sequence formation. □ Sequence completion.</p>	<p>Introduction to bridges. □ Application of bridge learning onto apparatus. □ Develop sequences with bridges. □ Sequence formation. □ Sequence completion.</p>	<p>Introduce counter balance. □ Apply counter balance learning onto apparatus. □ Explore counter tension. □ Develop and refine sequence formation and completion</p>	<p>Introduce matching. □ Apply matching learning onto apparatus. □ Introduce mirroring. □ Apply mirroring learning onto apparatus. □ Consolidate sequence development, taking into account feedback from others when refining and practising movements.</p>
Invasion and movement		<p>□ Explore running, using the language of</p>	<p>Explore and develop dodging. □ Apply dodging</p>	<p>Hockey / Basketball / Netball /</p>	<p>Hockey / Basketball / Netball / Rugby</p>	<p>Hockey / Basketball / Netball / Rugby</p>	<p>Hockey / Basketball / Netball / Rugby /</p>

		<p>speed and acceleration. □</p> <p>Apply running into a game where changes of speed are needed. □</p> <p>Explore running in a team. □</p> <p>Develop jumping - one foot, two feet, skip, distance. □</p> <p>Explore jumping combinations. □</p> <p>Explore how jumping affects our body. □</p> <p>Apply skipping and jumping in a game.</p>	<p>to a small game, exploring attacking and defending. □</p> <p>Apply and consolidate dodging in teams. □</p> <p>Understand the range of different ways of jumping. □</p> <p>Explore sequence jumping (eg. hop / skip / 2 footed jump.) □</p> <p>Develop jumping combinations.</p>	<p>Rugby / Football □</p> <p>Introduce moving with the ball, passing and receiving. □</p> <p>Introduce tagging. □</p> <p>Create space when attacking. □</p> <p>Develop passing and moving. □</p> <p>Combine passing and moving to create space/ attacking opportunities. □</p> <p>Introduce dribbling, keeping control. □</p> <p>Develop dribbling, keeping control. □</p> <p>Introduce shooting. □</p> <p>Combine</p>	<p>/ Football □</p> <p>Develop passing, receiving, moving and creating space. □</p> <p>Refine dribbling, turning and footwork. □</p> <p>Develop shooting; combine passing and dribbling to create shooting opportunities. □</p> <p>Develop passing and dribbling, creating space for attacking opportunities. □</p> <p>Develop defending - marking, blocking and tackling. □</p> <p>Develop defending in game situations. □</p>	<p>/ Football □</p> <p>Refine passing, dribbling and moving to create attacking opportunities. □</p> <p>Explore different passes that can be used to outwit defenders. □</p> <p>Refine shooting. □</p> <p>Develop defending - using marking, blocking and tackling. □</p> <p>Create tactics for defending as a team. □</p> <p>Apply defending tactics, developing transition from defence to attack. □</p> <p>Develop officiating. □</p> <p>Apply skills to game situations.</p>	<p>Football □</p> <p>Consolidate passing, receiving, moving and dribbling to maintain possession. □</p> <p>Consolidate defending and defensive tactics. □</p> <p>Create, understand and apply attacking tactics in game situations. □</p> <p>Create, understand and apply defending tactics in game situations. □</p> <p>Consolidate attacking and defending in games. □</p> <p>Develop officiating. □</p> <p>Organise formations decide tactics, manage teams and officiate games.</p>
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				passing and shooting.?	Apply learning to small sided games.?		
Ball Skills (hands) Striking and field games		Develop bouncing: introduce sending with control, aiming with accuracy, power and speed. <input type="checkbox"/> Develop sending (rolling) skills. <input type="checkbox"/> Introduce stopping a ball and develop stopping, combining sending skills. <input type="checkbox"/> Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags). <input type="checkbox"/> Consolidate sending and	Keep possession when passing and receiving or dribbling. <input type="checkbox"/> Combine dribbling, passing and receiving, keeping possession <input type="checkbox"/> Combine dribbling, passing and receiving to score a point <input type="checkbox"/> Develop application and understanding of underarm throwing. <input type="checkbox"/> Introduce overarm throwing. <input type="checkbox"/> Apply underarm and overarm throwing to game situations.	Cricket / Rounders <input type="checkbox"/> Understand the concept of batting and fielding. <input type="checkbox"/> Introduce throwing overarm. <input type="checkbox"/> Develop throwing underarm. <input type="checkbox"/> Introduce catching. <input type="checkbox"/> Explore striking with intent. <input type="checkbox"/> Apply overarm and underarm throwing. <input type="checkbox"/> Introduce stopping the ball. <input type="checkbox"/> Application of stopping the ball in simple game situations.	Cricket / Rounders <input type="checkbox"/> Develop an understanding of batting and fielding <input type="checkbox"/> Introduce bowling underarm <input type="checkbox"/> Develop stopping and returning the ball <input type="checkbox"/> Develop retrieving and returning the ball <input type="checkbox"/> Striking the ball at different angles and speeds - how, where and why? <input type="checkbox"/> Introduce and apply basic fielding tactics	Cricket / Rounders <input type="checkbox"/> Refine batting, understanding and developing tactics. <input type="checkbox"/> Refine bowling, developing tactics. <input type="checkbox"/> Refine fielding - stooping, catching and throwing. <input type="checkbox"/> Develop and refine fielding tactics, considering which players to use in which positions. <input type="checkbox"/> Combine bowling and fielding, creating and applying tactics. <input type="checkbox"/> Introduce umpiring and scoring in order	Cricket / Rounders <input type="checkbox"/> Consolidate batting <input type="checkbox"/> Consolidate fielding <input type="checkbox"/> Consolidate bowling <input type="checkbox"/> Create, understand and apply attacking tactics in game situations <input type="checkbox"/> Create, understand and apply defensive tactics in game situations?

		stopping skills to win a game				to play full games. t?	
Ball skills (feet) Net and wall games		Recap and develop moving with a ball using feet. □ Apply dribbling into games. □ Consolidate dribbling. □ Explore kicking (passing) and apply this to simple games.	Develop dribbling, keeping possession. □ Develop passing and receiving to maintain possession. □ Combine dribbling, passing and receiving to score a point. □ Apply dribbling, passing and receiving as a team to game situations.	Tennis □ Introduce tennis and the concept of outwitting an opponent. □ Introduce use of rackets and the forehand shot. □ Create space to win a point. □ Consolidate how to win a game.	tennis □ Develop forehand. □ Create space to win a point using a racket. □ Introduce the backhand. □ Apply the forehand and backhand in game situations. □ Apply the forehand and backhand to create space and win a point.	Tennis □ Introduce the volley. □ Develop the volley. □ Refine forehand and backhand shots. □ Develop tactics to control the game from the serve. □ Develop movement around the court to control space. □ Apply understanding to doubles games, showing an awareness of tactics.	Tennis □ Consolidate prior learning - forehand, backhand and volley shots. □ Apply skills to game situations (eg. round robin games, mixed ability doubles, tag team tennis.) □ Review and refine skills and tactics based on game performance and feedback from others, and use this to identify areas for personal development.
OAA (Outdoor Adventures Activities) EYFS, KS1 and KS2	Problem Solving Q. What is a problem?	Team building and problem solving Q. What is a team?	Communication Q. How do we communicate?	Values and mindset Q. What values make you a valuable teammate?	Problem Solving Q. What if you don't succeed?	Leadership Q. What makes a good leader?	Orienteering Q. What is a compass and how do you use it?

<p>Games for understanding</p> <p>Athletics</p>		<p>Understanding the principles of attack. □ Apply attacking principles into a game. □ Understand the principles of defence. □ Apply defending principles into a game. □ Consolidate attacking. □ Consolidate defending.</p>	<p>Attack and defend as a team. □ Understand the transition between defence and attack. □ Create and apply attacking tactics. □ Create and apply defensive tactics.</p>	<p>Running □ Explore and develop running for speed. □ Introduce the relay - running for speed in a team. □ Develop relay running for speed in a team. □ Explore running for distance. □ Understand and apply tactics when running for distance.</p>	<p>Jumping □ Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power. □ Develop use of 'Personal challenge' - challenging yourself to beat a personal best. □ Jumping for distance - introduce standing triple jump</p>	<p>Throwing □ Review techniques for throwing, considering the idea of accuracy vs distance. □ Explore different ways to throw objects for distance, identify which are more successful and look for common themes (eg. angle of release, use of legs, arm position at release). □ Combine this understanding with discipline-specific skills to throw javelin, shot put and discus.</p>	<p>Competitions are those carried out in school during PE lessons. Children record their performance in each event, set a 'personal challenge' for improvement, identify ways in which they can develop further and regularly review outcomes, so that they can take responsibility for their development.</p>
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