**PE Progression Map**

**Intent:**

At Belton CE Primary School we aim to provide a high quality physical education curriculum which inspires all children to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for all children to become physically confident in a way which supports their health and fitness. We promote opportunities to compete in sport and other activities as we value how these help to build character and essential skills like leadership and teamwork as well as embed values such as fairness and respect.

In the Early Years Foundation Stage we encourage the children to experiment with different ways of moving. They are given the opportunity to develop good control and co-ordination in large and small movements as well as move confidently in a range of ways, safely negotiating space.

In KS1, the focus of the PE curriculum is on the development of fundamental skills. They become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. Children are given the opportunity to practise these and build upon them; further advancing their skills in KS2 where they can then apply them to specific sport. In KS2 the focus is on children communicating, collaborating and competing with each other. They learn to take the initiative and become excellent young leaders, organising, officiating and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

The children at Belton CE Primary School have the opportunity to use the skills they acquire through their PE lessons to compete in sports against other children within our trust schools as well as with the Charnwood group of schools. This helps to build character, a growth mindset, essential skills like leadership and teamwork and embeds values such as fairness and respect.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Athletics** | EYFS | Key Stage 1 | | Key Stage 2 | | | | |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| National Curriculum / EYFS Statements | **Move confidently in a range of ways, safely negotiating space. (PD M&H ELG)**  **Show good control and co-ordination in large and small movements. (PD – M&H ELG)** | **Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.** | | **Use running, jumping, throwing and catching in isolation and in combination.** | | | | |
| **Athletics**  **Sports Hall Athletics**  **Cross Country** | Children will learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. They are given opportunities to work collaboratively as well as independently. Children can use comparative language i.e. faster, longer, and be able to physically demonstrate this. | Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. | Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. | Children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores. | Children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Children are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. | Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. Children learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. | | Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit, children learn the following athletic activities: long distance running, sprinting, hurdles, high jump and triple jump. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dance** | EYFS | Key Stage 1 | | Key Stage 2 | | | | |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| National Curriculum / EYFS Statements | **Show good control and coordination in large and small movements. Move confidently in a range of ways, safely**  **negotiating space. (PD – M&H ELG)**  **Sing songs, make music and dance, and experiment with ways of changing them.**  **(EAD – M & M ELG)**  **Represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)** | **Perform dances using simple movement patterns** | | **Perform dances using a range of movement patterns**  **Compare performances with previous ones and demonstrate improvement to achieve their personal best.** | | | | |
| **Dance** | Children experiment with different ways of moving. Begins to build a repertoire of songs and dances. Beginning to move rhythmically. Imitates movement in response to music. | Children explore movements. Move confidently and safely. Perform phrases. Recognise how their body feels after exercise. Discuss dance ideas. | Children explore, remember and repeat dance actions. Compose and perform dance and short phrases. Describe how different dance movements make them feel. Watch and describe dance phrases and dances and use what they learn to improve. | Children improvise freely on their own or with a partner. Translate ideas into a dance. Create and link phrases using a simple dance structure. Perform dances with an awareness of rhythm on their own or in a group. | Children explore and create characters and narratives. Create motifs to be repeated throughout a dance. Evaluate their own performance and comment on improvements. | Children explore ideas from different dance styles. Compose dances expressively. Choose and use information and basic criteria to evaluate their own and others' work | | Children explore, improvise and combine movements. Create structure in sections of dance. Comment on their own work and the work of others. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Games** | EYFS | Key Stage 1 | | Key Stage 2 | | | | |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| National Curriculum / EYFS Statements | **Move confidently in a range of ways, safely negotiating**  **space. (PD M&H ELG)**  **Show good control and co-ordination in large and small movements. (PD – M&H ELG**) | **Participate in team games, developing simple tactics for attacking and defending.**  **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.** | | **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending**  **Use running, jumping, throwing and catching in isolation and in combination.** | | | | |
| **Football**  **Ball games / manipulation**  **Dodgeball**  **Hand invasion**  **Hockey**  **Tri-golf**  **Netball**  **Cricket**  **Rounders**  **Striking and fielding** | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand (tennis/throwing etc)  Can describe self in positive terms and talk about abilities - self evaluation. They work as part of a group or class and understand and follow the rules. | Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing  Choose and use skills effectively for particular games. Watch, copy and describe what others are doing to describe what they are doing. | Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise good quality in their own performance. Use information to improve their work | Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for a variety of game types such as striking and fielding. Recognise good performance and identify the parts of their own performance that need improving. Use what they have learned to improve their work | Develop the range and consistency of their skills in all games. Devise and use rules to keep, adapt and make rules for striking and fielding and net games. Use and adapt tactics in different situations. Explain their ideas and plans. Recognise aspects of their work which need improving. Suggest practices to improve their play | Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances | | Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. |
|  | Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics. | Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks. | Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks. | Children will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. | Children will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Children will be given opportunities to select and apply tactics to outwit the opposition. | Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and others performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | | Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. |
|  | Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | Children will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Children will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Children will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Children will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Children will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Children will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | | Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Children will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gymnastics** | EYFS | Key Stage 1 | | Key Stage 2 | | | | |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| National Curriculum / EYFS Statements | **Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)**  **Experiments with different ways of moving. (PD M&H 40-60)**  **Jumps off an object and lands appropriately. (PD M&H 40-60)**  **Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)** | **Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.** | | **Develop flexibility, strength, technique, control and balance.** | | | | |
| **Gymnastics**  **Body management** | Experiments with different ways of moving. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Watch, copy and describe what they and others have done | Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Improve their work using information they have gained by watching, listening and investigating | Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Describe and evaluate the effectiveness and quality of their own performance. Recognise how their own performance has improved | Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved | Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Choose and use information and basic criteria to evaluate their own and others' work | | Combine and perform gymnastic actions, shape and balance more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. Evaluate their own and others' work and suggest ways of making improvements |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outdoor Adventurous** |  | Key Stage 2 | | | |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| National Curriculum / EYFS Statements |  | **Take part in outdoor and adventurous activity challenges both individually and within a team.** | | | |
| **Outdoor Adventurous** | Children develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. | Children develop problem solving skills through a range of challenges. Children work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. | Children develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | Children develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. |

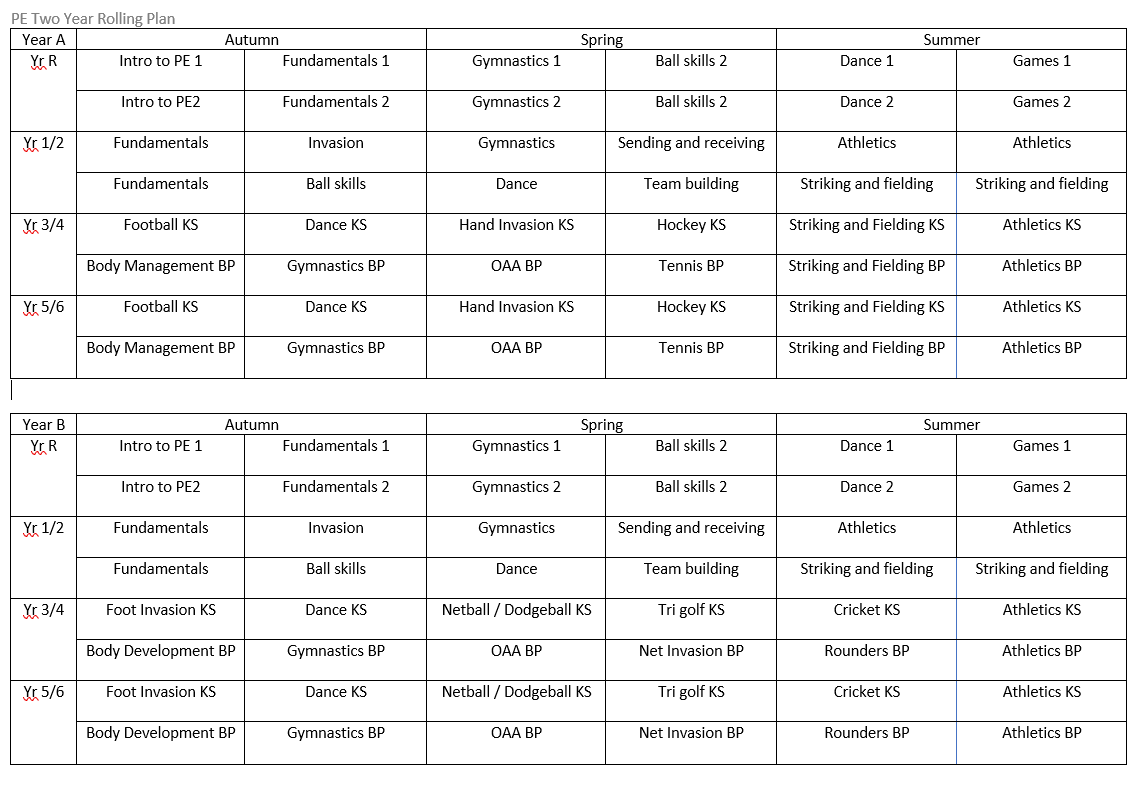
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Swimming** |  | Key Stage 1 | | Key Stage 2 | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| National Curriculum / EYFS Statements |  | **Swim competently, confidently and proficiently over a distance of at least 25 metres**  **Use a range of strokes effectively (for example front crawl, backstroke and breast stroke).**  **Perform safe self-rescue in different water-based situations.** | | | | | | |
| **Swimming** |  | Enter the water safely.  Move forward for a distance of 5 metres, feet may be on or off the floor.  Move backwards for a distance of 5 metres, feet may be on or off the floor.  Move sideways for a distance of 5 metres, feet may be on or off the floor.  Scoop the water and wash the face.  Be comfortable with water showered from overhead.  Move from a flat floating position on the back and return to standing.  Move from a flat floating position on the front and return to standing.  Push and glide in a flat position on the front from a wall.  Push and glide in a flat position on the back from a wall.  Give examples of two pool rules.  Exit the water safely. | Jump in from poolside safely.  Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.  Move from a flat floating position on the back and return to standing without support.  Move from a flat floating position on the front and return to standing without support.  Push from a wall and glide on the back – arms can be by the side or above the head.  Push from a wall and glide on the front with arms extended.  Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.  Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.  Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.  Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.  Perform a log roll from the back to the front.  Perform a log roll from the front to the back. | Jump in from poolside and submerge.  Sink, push away from wall and maintain a streamlined position.  Push and glide on the front with arms extended and log roll onto the back.  Push and glide on the back with arms extended and log roll onto the front.  Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.  Fully submerge to pick up an object.  Correctly identify three of the four key water safety messages.\*  Push and glide and travel 10 metres on the back.  Push and glide and travel 10 metres on the front.  Perform a tuck float and hold for three seconds.  Exit the water without using steps.  \*The four key water safety messages include:  1. Always swim in a safe place.  2. Always swim with an adult.  3. If you fall in, float, breathe, relax.  4. If someone else in trouble, call 999/112. | Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.  Push and glide from the wall towards the pool floor.  Kick 10 metres backstroke (one item of equipment optional).  Kick 10 metres front crawl (one item of equipment optional).  Kick 10 metres butterfly on the front or on the back.  Kick 10 metres breaststroke on the front (one item of equipment optional).  Perform a head first sculling action for 5 metres in a flat position on the back.  Travel on back and log roll in one continuous movement onto front.  Travel on front and log roll in one continuous movement onto back.  Push and glide and swim 10 metres, choice of stroke is optional | Perform a flat stationary scull on the back.  Perform a feet first sculling action for 5 metres in a flat position on the back.  Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.  Tread water for 30 seconds.  Perform three different shaped jumps into deep water.  Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).  Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).  Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).  Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault.  Demonstrate an action for getting help. | | Give two examples of how to prepare for exercise and understand why it is important.  Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Swim 10 metres wearing clothes.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim butterfly to include at least three rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).  Perform a ‘shout and signal’ rescue.  Perform a surface dive. |

**Implementation:**

At Belton CE Primary School, children obtain the prerequisite skills for PE through the Early Years Foundation stage. From this young age they have the expertise of two dedicated PE specialists who each teach the children for an hour of PE a week.

In years one to six, the children continue to be taught by dedicated PE specialists for two hours a week. This is supplemented with two additional six week blocks of swimming lessons, taught by swimming teachers at Loughborough Leisure centre.

The PE curriculum is currently taught to our mixed age classes in a two year rolling program with the units as follows.



**Impact:**

By the end of each year group children will have acquired the skills needed to move on to the next stage of their physical education. The vast majority of children will achieve well. Support is put in place to ensure that children who are not meeting the targets are helped to thrive.

It is expected that every child will leave Belton CE Primary School with a good level of physical education and be able to swim at least 25 metres unaided and know how to remain safe in the water. Our children will leave school with a good level of fitness and with a good understanding of how to lead a healthy lifestyle promoting long term health and well-being.